

Rothes Primary School

by heart & by hand



# A HANDBOOK FOR PARENTS & CARERS



December 2025

**H**appy  
**E**nthusiastic  
**A**chieving  
**R**espectful  
**T**eamwork



**H**ardworking  
**A**dventurous  
**N**urturing  
**D**etermined

Telephone

E-mail

Website

Moray Council Website

Moray Council Education

01340 831269

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

[www.rothes.moray.sch.uk](http://www.rothes.moray.sch.uk)

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

01343 563374



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Date of publication 15<sup>th</sup> December 2025

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



# Head Teacher's Welcome

It is a real pleasure, as Head Teacher of Rothes Primary School, to welcome you to our 2025/2026 Handbook. We hope that prospective and current parents will find it informative and enjoyable to read.



Rothes Primary is a values based learning community. We live by our vision of 'By Heart and By Hand' and by our HEART and HAND values of Happy, Enthusiastic, Achieving, Respected Teamwork, Hardworking, Adventurous, Nurturing and Determined to create a place where everyone thrives in their learning and and feels happy, respected and safe.

We continue to work together to develop the skills and attributes needed for life-long learning for all members of our school community. Our staff are dedicated in providing a motivating, challenging and exciting learning adventure for all which allows our learners to link their skills to real life contexts.

We are all proud of our amazing school and work hard to ensure all children are given every opportunity to achieve their very best. We pride ourselves on knowing all of our children and nurture them to be citizens of the future.

Our school is warm and welcoming and we encourage all parents and carers to play an active role in the life of the school and their child's learning journey. We have strong links within our local community and we are extremely well supported by our Parent Council - the Rothes School Association.

If you would like to know more about our school, you are warmly invited to visit us. The children of Rothes enjoy meeting visitors and are delighted to show you around and share their learning and achievements.

Please call (between 9am and 12pm) or email our school office to book an appointment.

Faith Sargeant  
Head Teacher

# School Information

|                |                                                                                          |             |             |             |             |
|----------------|------------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| Address        | Rothes Primary School<br>Green Street<br>Rothes<br>Aberlour<br>Moray<br>AB38 7BD         |             |             |             |             |
| Head Teacher   | Faith Sargeant                                                                           |             |             |             |             |
| Telephone      | 01340 831269                                                                             |             |             |             |             |
| Email          | <a href="mailto:admin.rothesp@moray-edunet.gov.uk">admin.rothesp@moray-edunet.gov.uk</a> |             |             |             |             |
| School Website | <a href="http://www.rothes.moray.sch.uk">www.rothes.moray.sch.uk</a>                     |             |             |             |             |
| Facebook       | <a href="#">Search for Rothes Primary School</a>                                         |             |             |             |             |
| School Hours   | Morning 1                                                                                | Interval    | Morning 2   | Lunch       | Afternoon   |
| P1/2 & P3/4    | 08.55-10.30                                                                              | 10.30-10.50 | 10.50-12.15 | 12.15-13.00 | 13.00-15.00 |
| P4/5 & P6/7    | 08.55-10.30                                                                              | 10.30-10.50 | 10.50-12.25 | 12.25-13.10 | 13.10-15.00 |



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

[www.moray.gov.uk/moray\\_standard/page\\_47236.html](http://www.moray.gov.uk/moray_standard/page_47236.html)

**The handbook has been prepared following guidelines set out by The Moray Council**

# School Holidays and Term Dates

| 2025 - 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2026 - 2027                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Autumn</b><br/> In-Service Closure: Monday 18 August 2025<br/> In-Service Closure: Tuesday 19 August 2025<br/> Term starts: Wednesday 20 August 2025<br/> Term ends: Friday 10 October 2025<br/> Autumn holiday: Monday 13 October 2025 - Friday 24 October 2025</p> <p><b>Winter</b><br/> Term starts: Monday 27 October 2025<br/> In-Service Closure: Monday 10 November 2025<br/> In-Service Closure: Tuesday 11 November 2025<br/> Term ends: Friday 19 December 2025<br/> Christmas holidays: Monday 22 December 2025 - Friday 2 January 2026</p> <p><b>Spring</b><br/> Term starts: Monday 5 January 2026<br/> In-Service Closure: Thursday 12 February 2026<br/> Mid Term Holiday: Friday 13 February 2026 and Monday 16 February 2026<br/> Term ends: Friday 27 March 2026<br/> Spring holiday: Monday 30 March 2026 - Friday 10 April 2026</p> <p><b>Summer</b><br/> Term starts: Monday 13 April 2026<br/> May Day Holiday: Monday 4 May 2026<br/> Local Holiday: Monday 1 June 2026<br/> Term ends: Thursday 2 July 2026</p> | <p><b>Autumn</b><br/> In-Service Closure: Monday 17 August 2026<br/> In-Service Closure: Tuesday 18 August 2026<br/> Term starts: Wednesday 19 August 2026<br/> Term ends: Friday 9 October 2026<br/> Autumn holiday: Monday 12 October 2026 - Friday 23 October 2026</p> <p><b>Winter</b><br/> Term starts: Monday 26 October 2026<br/> In-Service Closure: Monday 9 November 2026<br/> In-Service Closure: Tuesday 10 November 2026<br/> Term ends: Friday 18 December 2026<br/> Christmas holidays: Monday 21 December 2026 - Friday 1 January 2027</p> <p><b>Spring</b><br/> Term starts: Monday 4 January 2027<br/> In-Service Closure: Thursday 11 February 2027<br/> Mid Term Holiday: Friday 12 February 2027 and Monday 15 February 2027<br/> Term ends: Thursday 25 March 2027<br/> Spring Holiday: Friday 26 March 2027 to Friday 9 April 2027</p> <p><b>Summer</b><br/> Term starts: Monday 12 April 2027<br/> May Day Holiday: Monday 3 May 2027<br/> <br/> Term ends: Friday 2 July 2027<br/> <br/> Plus 1 occasional day holiday to be agreed</p> |
| <p>All term dates are available from the <a href="#">Moray Council website</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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

Phone: 01343 563319

Email: [equalopportunities@moray.gov.uk](mailto:equalopportunities@moray.gov.uk)

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

# About Our School

At Rothies Primary School we believe there are lots of important things which make us unique:

**Our Location** - in Rothies we have access the River Spey, the castle, the 'Dounie' environmental area and lots of open green spaces. We enjoy visiting the Rothies Kirk for our Harvest, Christmas and Easter services, led by our pupils and our local Church Minister. We use the Grant Hall for a variety of events including Christmas Shows, Performances, Ceilidh's and social events.

**Our Catchment** - we have a range of pupils from Rothies and the surrounding countryside area, including the Glen of Rothies, Orton and Craigellachie/Elchies to the west of the River Spey. Pupils from outlying areas travel to school by taxi or minibus, provided by Moray Council.

**Our Local Industries** - Glen Grant, Speyburn and Glen Spey Distilleries, Rothies Football Club, Forsyth's coppersmiths, fisheries, wind farms, local businesses and tourism.



We are a non-denominational primary school for children aged 4 to 12 years. Pupils are in multi composite classes which we consider to be an asset. Our children benefit from peer support through working with children of different ages, and helps us to build a strong, caring community. When appropriate, we also carry out activities by joining classes, in houses or as a whole school.

We have five large classrooms as well as a Music/Support for Learning classroom, which is used throughout the week for group work and break out areas. We have a school cooking zone in our P6/7 room for all classes to use. Our hall is used for PE, Drama, active learning, together times and lunches. Our school lunches are cooked fresh each day on site by our cook and her team of staff.

We have a grassy play area at the rear of the building as well as a story -telling chair area. Our playground is fully tarmacked and surrounds our school building. We also have a low level trim trail and a beautiful outdoor learning log cabin classroom and summer house.



All classes take advantage of the glorious countryside around Rothies School and the children benefit from a variety of outdoor learning experiences. Look out for our Rothies Rambles on The Moray Ways website!!

# Staffing

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Head Teacher      | Mrs Faith Sargeant                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Class Teacher     | Ms Janet Morgan (P1/2)                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Class Teacher     | Mrs Claire Timms (P3/4)                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Class Teacher     | Mrs Yvonne Ferguson (P4/5)                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Class Teacher     | Mrs Hazel MacDonell (P6/7)                                                                                                                                                                                                                                                                                                                                                                                                                 |
| SfL Teacher       | Ms Tanya Dale-Johnson                                                                                                                                                                                                                                                                                                                                                                                                                      |
| McCrone Teacher   | Mrs Jennifer Kelshaw (All Classes)                                                                                                                                                                                                                                                                                                                                                                                                         |
| Support Staff     | Miss Sophie McWilliam (School Administrator)<br>Mrs Janice Christie (Classroom Assistant)<br>Mrs Leigh Anderson (Pupil Support Assistant/ Lunchtime Supervisor)<br>Mrs Toni Taylor (Pupil Support Assistant / Playground Supervisor)<br>Ms Carolann Smith (Pupil Support Assistant/ Lunchtime Supervisor)<br>Mrs Kim Moyes (Classroom Assistant/ Playground Supervisor)<br>Ms Lucy Hutchison (Pupil Support Worker/ Playground Supervisor) |
| Janitor           | Mr Les Milne                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Cook              | Mrs Fiona Hutton                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Kitchen Assistant | Mrs Lynne Cowie                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Kitchen Assistant | Ms Becky Clavey                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Kitchen Assistant | Mrs Claire Mitchell                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Cleaners          | Mrs Shona Wiseman<br>Miss Shana Senkiw                                                                                                                                                                                                                                                                                                                                                                                                     |
| Music Instruction | Mrs Allison Gillies (P5 Ukulele & Music Lessons- all classes)<br>Mrs Rachel Lewtas (Violin)<br>Mr James Gray (Brass)                                                                                                                                                                                                                                                                                                                       |

## Roths Nursery

Manager Mrs Carol Newlands

Our Nursery has their own handbook for information and is managed by Mrs Carol Newlands who can be contacted on: [Carol.newlands@moray.gov.uk](mailto:Carol.newlands@moray.gov.uk)



## Our School Vision

Our vision is based on our school motto 'corde et manu' – by heart and by hand. We will ensure all pupils will develop the skills to become:

- ❖ Successful learners who enjoy learning and make progress and achieve
- ❖ Confident individuals who are able to live safe, healthy and fulfilling lives
- ❖ Responsible citizens who make a positive contribution to society
- ❖ Effective Contributors who are included and engaged in their learning journey

## Our School Values

After working in House Groups and through consultation with our parents and staff the following values were identified as special to us at Rothes:

**Happy**  
**Enthusiastic**  
**Achieving**  
**Respectful**  
**Teamwork**



**Hardworking**  
**Adventurous**  
**Nurturing**  
**Determined**

## Our School Aims Ethos

We will continue to build a positive and supportive community which includes everyone.

### Curriculum

We will motivate everyone to love learning and be the best that we can be.

### Interdisciplinary Learning

We will continue to develop and use skills that are essential for our journey through life.

### Personal and Wider Achievement

We encourage everyone to take responsibility for their own learning and celebrate success in all aspects of our lives.

# Promoting Positive Relationships – Our Policy

We encourage children to treat others as they would like to be treated themselves. Our whole school community follows our positive relationship policy which starts with the idea that we are all 'Roths Ready'. The policy is available on our website.

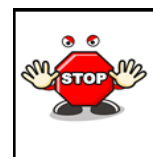
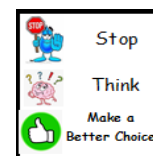
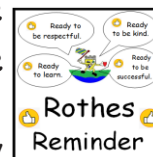
To enable learning, a calm and purposeful atmosphere in and around the school is essential. Children are encouraged to follow our 'Roths Ready' code:

- be polite and show respect for one another, members of staff, visitors and everyone in our community.
- show respect for property and resources, including that of other children
- move safely around the building and outside
- have a positive attitude to learning
- positively participate in the school experience



There are times, unfortunately, when pupils' learning or the calm and friendly atmosphere is disrupted. We endeavour to speak with pupils about the choices they make to enable them to understand why they may be inappropriate or unacceptable as follows:

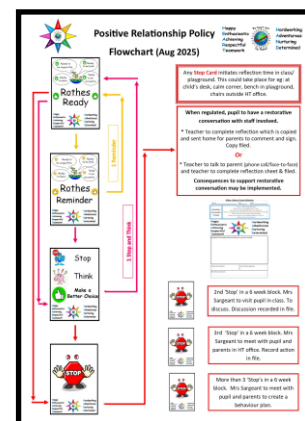
- Staff member uses a Roths Reminder to focus on our school values/charters.
- If a child continues to make a poor choice – they will receive a 'Stop & Think' warning and a second reminder of our school values and rules and invited to make a better choice.
- If a child still continues with poor choices – they will receive a 'Stop' warning. They will be given time to reflect on their choices including a chance think of solutions to resolve any issues in the form of a reflective conversation with an adult.



Parents will be informed if a child has received a 'Stop', with an expectation that parents speak with their child at home about the choices made.

## Restorative Approach

- \***RESPECT**: for all – listen to other opinions and learn to value them
- \***RESPONSIBILITY**: taking responsibility for your own actions
- \***REPAIR**: develop skills to identify solutions to problems or issues, implement solutions and build bridges with others



**We ask parents to support the school's positive relationship policy.**

**Any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to Education and the Police may also be involved.**

**Exclusion from school (Please see [here](#) for information about exclusions)**

# BULLYING

Roths Primary School has the following written statement on bullying which forms part of our Promoting Positive Relationship Policy:

We believe that children learn best when they feel happy and secure and that they have the right to feel safe and secure both in school and on their way to and from school.

Bullying may be verbal, physical or mental. It is a persistent "attack" by one or more pupils on another, or the deliberate exclusion of a pupil by others. It is not an argument or disagreement between people, or the breaking up of friends, although this may be the cause of bullying later.

The problem of bullying can only be addressed if the school knows it is happening, so we need to know. Parents who are concerned about any incident should get in touch with the school immediately.

## Procedures:

- Victims of bullying, onlookers or parents should report incidents to a member of staff. This can be done in complete confidence and everyone will receive a sympathetic hearing.
- All reports of bullying will be investigated. In many cases the problem is resolved at this stage if the incident is found to be a more general behaviour problem.

## However if bullying is happening the following procedures apply:

- The Head Teacher will be informed of all incidents of bullying and will become involved as necessary.
- Incidents of bullying will be recorded on SEEMIS.
- Parents of victims will be informed of the investigation and the outcome.
- Parents of bullies will be informed of incidents and will be given an opportunity to discuss their child's behaviour and the sanctions imposed.

We have very few incidents of bullying in our school, but even one is one too many. We expect the co-operation of all parents and children in our efforts to stamp out any bullying in our school.



# Celebrating Achievement

At Rothies, we are dedicated to educating the 'whole child' and part of this journey is to celebrate what children achieve outside of school.

Children, regularly, have the opportunity in their own classes to share achievements and successes - these are celebrated by the whole class. Achievements may also be celebrated and shared more widely in our Friday Celebration Assembly, in the school newsletter, on Class Dojo, on class displays, on our school website, on Facebook pages and on our Google Classroom online environments.



## House Points

We have three Houses at Rothies **Gordon**

**Grant**

**Leslie**

At the start of every school year, we hold a House Captain election and candidates are voted in based on their potential to lead their house. Each house is led by a P7 House and usually a Vice-Captain.



Pupils at school have the opportunity to earn house points and these points are rewarded for many reasons including: demonstrating our school values, being Rothies Ready, giving 100%, effort in class, helping others.....



For every 10 housepoints earned pupils receive a passport stamp and a charity token. Each token is worth 10p. Pupils decide which of the three chosen charities they wish to give their token to. This year the pupils voted for the following charities: Moray Food Plus, Clan Cancer and WaterAid.

The house and vice captains tally up all the House Points and the results are announced and celebrated at our Friday Celebration Assemblies.

## By Heart & By Hand Awards (Head Teacher Awards)

A whole school target is shared with each class and pupils work hard to achieve it over a one or two week period. The targets are based on a variety of skills for life, learning and work.

Two pupils from each class are identified, each pupil receives a certificate and one of our Heart and Hand Awards (designed by pupils) in our Friday Celebration Assemblies.



# Children's Rights

The Children and Young People (Scotland) Act 2014 included new law to help make sure children's rights are promoted across Scotland. Children and young people's rights and participation are promoted in lots of different ways by schools in Moray.



This means we:

- ✓ Raise awareness of Children's Rights, and how rights can be accessed
- ✓ Provide opportunities for children and young people to get involved in decision-making
- ✓ Make sure children and young people's views influence how we develop services
- ✓ Support children and young people to express their views (where needed)
- ✓ Listen to children and young people's views on what we do well, and what we could do differently

## Pupil Voice

Every pupil at Rothies Primary School is encouraged to actively participate in discussions, in class and in their houses. by listening to others and by contributing their own ideas. Throughout the term, the children work together and discuss school related issues in their class groups, in houses and in house talking teams in our Monday Meeting.



Throughout the year we meet in our class and/or house groups to work together on school improvement priorities.

Milkshake Meetings (Pupil Focus Groups) with Mrs Sargeant may also be used to collect pupil ideas and suggestions.

# Religious Observance



At Rothés Primary School we teach and learn of the value of tolerance and concern for others including those with different religions, beliefs and ways of life. We celebrate our differences and recognise that in the learning of other cultures and faiths we become stronger in our own convictions.

We work in partnership with two different Christian denominations, The Church of Scotland in Rothés and Catholic Church in Dufftown.

We also seek out other opportunities and/or partnership so that our pupils have the chance to learn about the variety of religions, beliefs and ways of life that other people and societies follow.



We use our Targets of the Week, daily interactions and Monday/Friday Together Times to promote sound moral values as well as opportunities throughout the year for religious observance. It is lovely to be able to welcome family, friends and community members to join us at services at the Rothés Church throughout the year.

***Parents who wish to exercise their right to withdraw their children from religious observance may do so by contacting Mrs Sargeant, the head teacher.***



# Enrolment, Inductions and Transitions

## Enrolment For Primary 1 – August 2026

Children start Primary One in August each year and registrations take place in January of the same year.

Children are eligible for enrolment if they will be five years old before 1st March the following year.

Follow the link to the Moray Council's Admissions Page.

[http://www.moray.gov.uk/moray\\_standard/page\\_52987.html](http://www.moray.gov.uk/moray_standard/page_52987.html)

A programme of transitional activities is planned in the summer term prior to enrolment to help your child prepare for school.



## Transfer from other schools



We are always happy to welcome new pupils and their families to Rothies. If you are considering enrolling your child at Rothies Primary School, please telephone Miss McWilliam in the school office to request an appointment. Mrs Sargeant, the head teacher, is happy to give you a tour of our school. This may include: visiting classes and meeting some of the teachers, support staff and pupils.

Children who live in or move into our catchment area are entitled to a place at Rothies. Parents or Carers should complete an application form (online forms are preferable) and also provide an original birth certificate and proof of address.

## Transition from P7 to High School

At the end of Primary 7, pupils move onto their secondary education. Most children 'graduate' from Rothies to Speyside High School in Aberlour. There are a variety of transition activities for pupils and parents during the latter months of Primary 7. These give pupils an opportunity to meet children from other schools who will be entering their first year at High School with them.



There are also enhanced transition opportunities scheduled for pupils who may need a little extra support in moving up to High School.

## Attendance

We would like all children to come to school every day to get the very most out of their time with us. When children have regular and punctual attendance, they take part in all the learning opportunities offered and they are more likely to develop strong friendships with other children. When children have absences, their learning suffers - they have gaps in their learning compared with the rest of their group and they have things to catch up on when they return. It can be disruptive for both them and their peers and we really discourage it.

## Absence

Please let us know if your child will be absent by informing us as soon as possible, either by phone or by email. If we have not had a message about your child's absence by 9:15am, we will contact you to find out where they are and why they are not attending school. If we fail to contact all main carers and then any emergency contacts, we have an obligation to contact the police for them or a member of the social work team to do a safety check.

## Contacting School Staff



If you have any questions or concerns about your child please contact the school office straight away. All our staff are willing to meet with you to discuss your child's education and learning experience at school. (Virtually and face-to-face)

If you wish to speak to a member of staff we are happy to arrange this either before or after the school day. Please contact us through the school office or chat to the staff when dropping off or picking up your child.

## Complaints Procedure

If you wish to discuss any concerns or issues, please contact your child's teacher in the first instance. Parents may speak to the Head Teacher if they wish to pursue an issue. If the matter has been dealt with by the head teacher and a parent feels that the matter has not been dealt with satisfactorily, the parent has the right to make a complaint to Moray Council.

# Severe Weather & School Emergency Closure

At the beginning of every school year we ask that you update your emergency information. It is policy that all children have an emergency address which can be used as a last resort in adverse weather conditions. We also require that **all** families have at least one alternative contact just in case your child becomes ill and you are not available.



Occasionally the school might need to close due to severe weather or circumstances beyond our control. When this happens, a message will be posted on Class Dojo and sometimes a text message/email will be sent to the emergency contact. You can also check on the Moray Council's website:

<https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx>

as well as listen to Moray Firth Radio.



Parents will be contacted by Class Dojo, text message and/or telephone if the school has to close early.



If the road conditions outwith the village deteriorate, please contact the school so that arrangements can be made to get pupils home as quickly as possible.

**Please note: If you need need to leave an urgent message about your child, please telephone to speak to someone at the school directly.**



# How to get involved with your child's education

Parents and community member volunteers are welcome helpers around the school and in classes. This enables us to deepen the home-school link and to broaden the curriculum. Adults share their interests and expertise with children in a variety of activities. We believe that it is important for children to participate in as many different types of activities and learning opportunities as they can.



These may include: school concerts and performances, local walks, community projects, swimming, offsite educational visits, linking with business, groups and other schools and inter-school competitions. Having a dedicated team of helpers can ensure that these activities can be sustained and are valuable learning experiences.

We wish to fully involve parents in their child's education. Early in the year we usually have a one-to-one parent, teacher and child meeting. This is a great opportunity to meet teachers and discuss how your child has settled and how you are able to support learning throughout the year.



Remember to check your child's reading record, maths passports and homework jotters which are a valuable resource in finding out what your child has been learning. We continue to share learning through our Class Dojo.

Google Classroom continues to be used for some homework tasks, house point quizzes, surveys and home learning on closure days. We hope you will comment back to us about how your children are doing with their tasks.

Mrs Sargeant's newsletter contains a variety of information about school life and learning. The School Story (on Class Dojo), our school website and Facebook page are updated throughout the year and are also useful to find out what has been happening in school. We are enjoy sharing our learning and reporting to parents through our 'Community Assemblies'. It is wonderful that so many families come and join us to see what our fabulous children have been learning in class.



Formal tracking reports are usually sent out three times a year accompanied by pupil reflections. There are also other opportunities for one-to-one parent, teacher and child meetings, if required, throughout the year. Open afternoons, information evenings and other class and whole school events may happen at ad-hoc times throughout the year. We invite all parents to take an active interest in all that their child does and support us in maintaining our high standards.

## The Rothes School Association (RSA) – Parent Council

The Rothes School Association (RSA) is an elected council which meets regularly. The Annual General Meeting of the RSA is usually held in September. The council exists to provide parents with an effective link with teachers, to represent their views and to promote good relations across



the community.

Every parent/carer or a child at Rothes Primary School is a member of the Parent Council and you are encouraged to come to meetings and have your say about how our school is doing. There is also opportunity to help raise funds to support the school. The RSA has recently provided funding for expressive arts experiences, a music specialist - for all classes and nursery, ice-creams for sports day, laptops,



Scottish Opera and Lossie Entertainment workshops and are working with us to improve our playground.

RSA meeting dates are given in school newsletters, Class Dojo, RSA Facebook Page and/or on wee fliers. The RSA also has a section on the school website. If you would like to know more about the work of the RSA, or if you have new ideas, please contact the Chairperson: Yori Ferguson or the school Office.



## The Rothes School Pupil Enrichment Fund (PEF)

The fund was set up as a Charitable Trust in 2003, with the aim to invest a capital sum to be used for the well-being and benefit of the pupils of the school. The Trust Board consists of the Head Teacher, a parent representative nominated by the RSA, Community Representatives, Local Business



Representatives and Local Councillors (on a rota basis). The PEF meets twice a year to manage the fund and consider requests for funding support. One way the fund supports us is to cover the costs of transport to allow us to attend activities and events. EG, swimming lessons for all, school visits/trips.....

# Child Protection

Article 19 (protection from violence, abuse and neglect)

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

*(United Nations Conventions on the Rights of the Child)*



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

|                                                                                                                                                                                                 |                                                                                                                                                                                                                                             |                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>▪ Physical Abuse</li><li>▪ Emotional Abuse</li><li>▪ Sexual Abuse</li><li>▪ Criminal Exploitation</li><li>▪ Child Trafficking</li><li>▪ Neglect</li></ul> | <ul style="list-style-type: none"><li>▪ Female Genital Mutilation</li><li>▪ Forced Marriage</li><li>▪ Forced or Dangerous Labour</li><li>▪ Child Sexual Exploitation</li><li>▪ Harmful Sexual Behaviours</li><li>▪ Radicalisation</li></ul> | <ul style="list-style-type: none"><li>▪ Domestic Abuse</li><li>▪ Parental Drug Use</li><li>▪ Parental Alcohol Use</li><li>▪ Parental Mental Health</li><li>▪ Child Placing Self at Risk</li></ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

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

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

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

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

# Getting it Right for Every Child (GIRFEC)

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

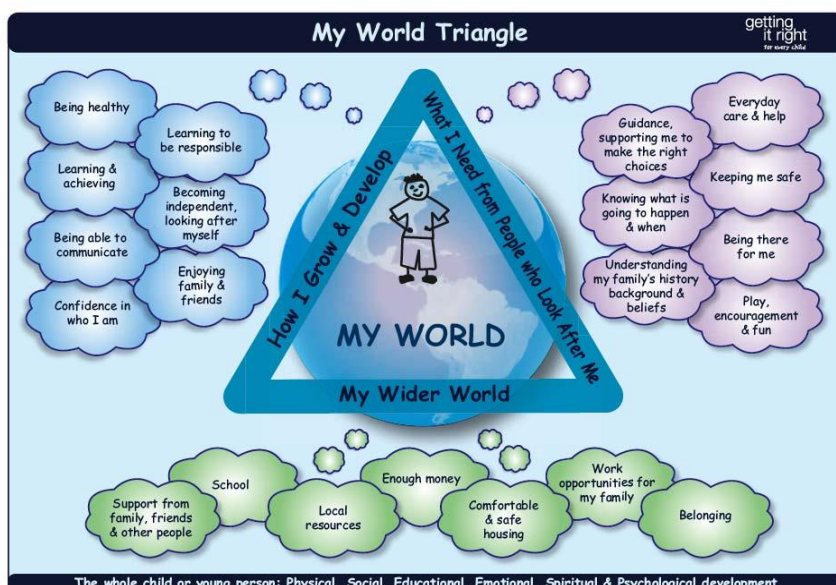
## **GIRFEC means that children and their families**

- *understand what is happening and why*
- *have been listened to carefully and their wishes have been heard and understood*
- *will feel confident about the help they are getting*
- *are appropriately involved in discussions and decisions that affect them*
- *can rely on appropriate help being available as soon as possible*
- *will have experienced a streamlined and co-ordinated response from practitioners*

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

The My World Triangle helps us to explore a child's experience and identify needs and risks to a child's well-being.

If you have anything you would like to discuss regarding your child's wellbeing, please do not hesitate to contact Mrs Sargeant either by phone, email or a letter addressed to Mrs Sargeant.



# Curriculum for Excellence

**Curriculum for Excellence** (often shortened to CfE) is the curriculum in Scotland for children and young people aged 3-18. It aims to raise achievement for all, enabling young people to develop the **skills for learning, life and work**. It enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Our curriculum is divided into eight different subject areas:

## Literacy and English Language

Communicating with others. Talking, Listening, Reading, Writing and Modern Languages

## Numeracy and Mathematics

Number, Money, Measurement, Information Handling, Shape, Problem Solving

## Social Studies

Scotland and the World; past, present and future.

## Sciences

Planet Earth, Forces, Electricity and Waves, Biological Systems, Materials and Topical Science

## Health & Wellbeing

Personal, social and emotional health. Physical Education. Healthy eating and associated learning such as growing food. Outdoor education and outdoor activity benefits.

## Expressive Arts

Art, Drama, Music and Dance, (Includes Creative writing, film and photography and computer art).

## Religious and Moral Education

Religion, values and beliefs

## Technologies

Food, Design and Computing.



Our curriculum at Rothes is all about bringing real life into the classroom and taking lessons beyond it. Learning and teaching focuses on skills and knowledge in addition to deepening understanding. Developing numeracy and literacy skills are at the heart of all teaching at Rothes Primary School.

In Rothes, we consider the context of the school, our geographical location and social connections in order to design a curriculum that is relevant, highly motivational and effective for our pupils, their families, this community and their individual futures. This curriculum design is ever changing as the needs of our pupils and our context change.

Teachers continue to keep "Building our Rothes Curriculum" in creative and real ways to develop and extend learning opportunities for all.

All learning must take account of the following seven design principles to ensure children's development is useful and meaningful across a wide range of learning.



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



**Curriculum levels** 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 end of P1.
- **First Level** - through to the end of P4.
- **Second Level** - through to the end of P7.
- **Third and Fourth Levels** - Secondary 1 - 3.
- **Senior Phase** - Secondary 4 - 6.

As a 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. We aim to develop the depth and breadth of learning at all levels rather than racing individuals onto their next level prematurely.

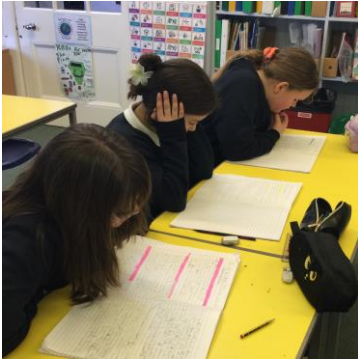
### **Experiences and Outcomes (Es & Os)**

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. From August 2024, we are using our 'Roths Worlds' curriculum to plan and deliver cross-curricular and inter-disciplinary learning opportunities through a diverse range of contexts e.g. The Caring World, The



Creative World, The Natural World, The Historical World, The Scientific World, The Global World, The Healthy World, The Future World..... As well as learning more about their chosen contexts our children are continuously developing their literacy, numeracy and meta - skills - skills for life, learning and work.

# Assessment



Assessment is important information about your child's progress and is collected systematically and used by staff to plan children's learning. Teachers and support staff assess all aspects of the curriculum and the personal development of children on a daily basis as they interact with the children, correct work, observe, question, listen to children and prepare tasks. We ensure that progress is being made by setting out clear learning intentions and success criteria at the start of a lesson and assessing the learning afterwards. This enables the learner and the teachers to identify strengths and next steps in learning.

We assess for a variety of reasons: to ensure that progress is being made, that what has been taught has been learned, to identify strengths and developmental needs and to use all this information to plan for the next steps in a child's learning.



Evidence may come from things that the pupils say, write, make and do in response to their learning experiences.

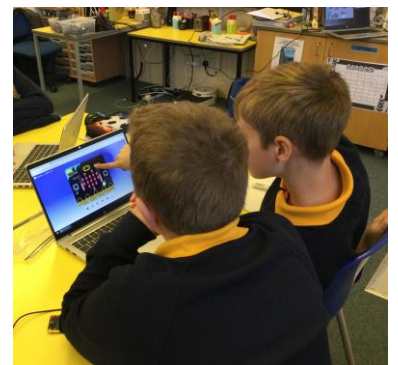
Our children are actively encouraged to assess their

own work and that of their peers, identify their own next steps and develop their skills in becoming independent learners.



Assessments may include:

- ✓ Single Word Spelling Tests/Blackwells Spelling Test
- ✓ End of unit assessments across different subjects.
- ✓ Assessment tasks combining a number of curricular areas.
- ✓ Diagnostic Assessments online and paper based
- ✓ SOFA Assessments for P2, P3, P5, P6 pupils - new for 2026
- ✓ SNSAs (Scottish National Standardised Assessments) are undertaken by P1, P4 and P7 children throughout the year.



# Additional Support for Learning



Many children benefit from a little extra support at some time during their school career. This could be if they are struggling with a particular area of the curriculum or at times it might be that a child is excelling and they need a greater challenge.

If it is felt that your child has been identified as requiring some extra help they will be given the opportunity to receive support either on a one-to-one basis or in a small group from our Support for Learning Teacher. Parents will be notified and invited to come in to school to discuss any support with the class teacher and/or the Support for Learning Teacher. Pupil Support Assistants also support pupils across a variety of curricular areas under the direction of class teachers.



Children needing extra support are usually given either a Group Learning Plan (GLP) or individualised programme of work (IEP) and this may involve a request for additional home support. This is devised by the teaching staff. It is monitored and updated on a regular basis with parental involvement, to track the child's progress. Our teachers also work in close partnership with other agencies such as Educational Psychology, Speech and Language Therapy and SEBN ensuring that support is available whenever a child may need it.

If you have any concerns whatsoever about your child's progress, please make an appointment to discuss the matter with the class teacher.

The Education (Additional Support for Learning) (Scotland) Act 2009 is explained on The Moray Council's website and the council's provision for additional support needs in the authority is explained.

There are also internet links to other potentially useful organisations via The Moray Council's website. Additionally, information on *GIRFEC* ("Getting it Right for Every Child") is available at: <http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

## Educational Psychology and SEBN Services

Referrals may be made to the Educational Psychology or Social, Emotional and Behavioural Needs Services for any child who may need more support either academically, socially or emotionally. All referrals need the consent of the parents or carers. The school, the parents and the services work together in partnership to support the identified child.

# School Uniform

All Rothies Primary pupils are expected to wear school uniform when attending school every day. Our school uniform is:

- navy school sweatshirt or grey/navy cardigan
- white or yellow polo shirt
- grey/navy or black skirt/pinafore or trousers
- Summer Months - grey/navy or black shorts. Some children choose to wear blue gingham dresses.



You are able to order and buy school sweat shirts, polo shirts, fleeces, jackets and hats with our Rothies logo on. Please contact Miss McWilliam in the school office for more information on how to order and buy school uniform.

Plain polo shirts and sweatshirts are also acceptable to wear in school. Pre-loved school uniform is available from the school for free throughout the year.

Please ensure all clothing is clearly labelled with your child's name to ensure we can reunite pupils and clothing much quicker and easier. The school cannot be held responsible for any items lost. Pupils are not allowed to wear jeans, football tops or T-shirts bearing slogans.



**Clothes For Gym** - Children are asked to wear suitable clothes for PE. Your child will need a plain t-shirt, shorts and gym shoes. For most classes, PE Kits are worn to school on PE days and kept on for the whole day. Teachers will inform classes, at the start of the new school year, of the arrangements for PE.

**Jewellery** - In the interests of Health and Safety, and to minimise distraction, children should keep jewellery to a minimum. The school accepts no liability for any loss of pupil belongings. ***Your child may be asked to remove jewellery if safety is considered compromised.***

## Clothing Grants

You may also be able to apply for a clothing grant for your child if you are receiving the following benefits:

- Income Support or Income-Based Jobseeker's Allowance
- Any income related element of Employment and Support Allowance
- Child Tax Credit but not Working Tax Credit, with an income of less than £19,995
- Both Child Tax Credit and Working Tax Credit with an income of up to £9,552
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit with a monthly earned income of not more than £796

Click on the following link for more information: [Moray Council website](#)

# Meals

Our meals are cooked on the school premises and of a very high quality. The weekly menu is displayed in the dining room and in the classrooms at the beginning of the day. Our meals are prepared using fresh, locally sourced produce, wherever possible. School catering teams in Moray follow the national regulations which are based on the Scottish Dietary Goals. These regulations limit the amount of red and red processed meat; reduce the intake of fat, sugar and salt; and increase fibre, fruit and vegetables and focus on providing healthy, wholesome school meals.



Meals can be paid for using the Moray Council's online payment system. All children make their meal choices in the morning on the class whiteboard and then wear a wrist band to indicate their preference at the canteen at lunchtime. Parents are able to see what meal choices are being made by their child.

All children are supervised through lunch and in the playground afterwards.

**Lunch menus are available on the school website or found on the following link:**

[Moray Council website](#)



## Free School Meals

If your child is in Primary 1 - 5 they are entitled to a free school meal each day.

If your child is in Primary 6 or Primary 7 you can make a claim for free school meals if you are receiving benefits. (see P25 for a list of qualifying benefits)



For more information on Free School Meals Eligibility and/or to make an application please click on the link: [Moray Council website](#) or contact the Moray Council directly. Please contact Miss McWilliam in our school office if you need any help.

# Health & Safety

## Snack/Play Piece/Tuck Shop/Free Fruit

We encourage children to bring a healthy snack to school each day to eat during their break time. Please do not allow your child to bring an excessive amount of snack or foods with large amounts of sugar. Children are able to visit our school tuck shop once a week and use their money handling skills to pay for items. P6 and P7 pupils run the tuck trolley each day. Children are also able to access our free fruit basket during break times.

## Water Bottles

To promote our health and wellbeing, pupils are able to access drinking water throughout the school day. Please provide your child with a named water bottle and return it to school daily after it has been cleaned.

## Visiting the School

All Visitors to the school must go to the main entrance and press the bell to report in to the school reception. Visitors are asked to sign in and are given a school lanyard before proceeding further into the building.

All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form. All adults working with the children are PVG checked in line with Moray Council policies.

## Medical Conditions

It is imperative that staff are made aware of any medical conditions, including allergies to food or materials (such as latex or plasters). There is a section for this on the enrolment forms. Please keep staff up to date if circumstances change.

## First Aid

First Aid will be given when necessary. A letter may be sent home to inform parents/carers of the incident leading up to the first aid and the response given. Parents will be informed by letter about any bump to the head. If we feel a pupil requires further medical checks we will call parents/carers immediately and advise them to do that. Please encourage your child to share any letters with you as soon as they arrive home.



## Medication

In line with policy agreed by the Senior Clinical Medical Officer, schools will only administer medication with the written approval of a medical practitioner. Painkillers such as aspirin and paracetamol fall into this category, and will therefore not be administered on pupil request. Parents are required to complete a form before staff can administer medication in school. Please contact the school office for more information. *A copy of the "Supporting Pupils with Medical Needs in Schools including The Administration of Medicines" guidance document is available in school.*

## Illness

Should your child contract an infectious condition, please inform the school and keep your child at home until treatment has been carried out.

| Illness                      | Exclusion Period                                                                                                                                                                       |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chickenpox                   | For 5 days after rash appears                                                                                                                                                          |
| Conjunctivitis               | Until symptoms settle or are given antibiotic treatment for 24 hours                                                                                                                   |
| Diarrhoea and or vomiting    | Until free of symptoms for at least 48 hours. A longer period of exclusion may be appropriate for children under 5 and older children who are unable to maintain good personal hygiene |
| Hand, foot and mouth disease | None                                                                                                                                                                                   |
| Hepatitis A                  | For 7 days after onset of jaundice                                                                                                                                                     |
| Impetigo                     | Until lesions are crusted or healed or until 48hrs of antibiotic treatment.                                                                                                            |
| Measles                      | For 5 days after onset of swollen glands or onset of symptoms                                                                                                                          |
| Ringworm                     | None - proper treatment by the GP is important. Scalp ringworm needs treatment with an oral antifungal                                                                                 |
| Rubella (German Measles)     | For 5 days after the onset of the rash                                                                                                                                                 |
| Scabies                      | Until 1st initial treatment                                                                                                                                                            |
| Scarlet Fever                | For 48hrs after commencing antibiotics                                                                                                                                                 |
| Strep A                      | For 24 hours after commencing antibiotics.                                                                                                                                             |
| Threadworms                  | None - but needs treatment                                                                                                                                                             |
| Whooping Cough               | For 5 days after commencing antibiotics                                                                                                                                                |

If your child has been vomiting or has diarrhoea they **MUST NOT** return to school until **48hrs** after the final episode of illness.

# Transport

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if they attend their local catchment school. Door to door transport is not guaranteed. In the interest of safety, pupils are expected to wear safety belts when on the school bus/taxi and to leave the opening and closing of doors to the driver.



In a moving vehicle, behaviour should not cause the driver to be distracted from his responsibility of transporting pupils safely to and from school.

Parents who drive pupils to and from school are asked to leave cars in a safe space on Green Street and escort their children to school.

**PLEASE DO NOT PARK ON THE YELLOW ZIG-ZAG LINES, DOUBLE YELLOW LINES OR IN FRONT OF OUR NEIGHBOURS DRIVES.**

If cycling to and from school we advise all children to wear helmets. When entering or leaving the grounds children should push their cycles through the playground and leave them in the cycle shelter.

**For their own safety no child must enter the car park.**

## Changes to Home Time Arrangements

It is essential that school are notified of any changes to arrangements for home time in good time, either by letter, email and/or telephone to ensure that children arrive home safely.

If the school does not hear from a parent, children will be sent home by their usual method: on the taxi/bus/bike or walking.

The school is unable to accept changes to arrangements verbally from the child.

Thank you for helping us to keep your child safe.

# Standards and Quality Report

Every year the Head Teacher produces a report for parents and carers which describes the main achievements of the school over the past school session (year).



This report gives an overall picture of how the school has performed and how well we have improved the experiences and learning for the children.

This report can be viewed on our website at:

[www.rothes.moray.sch.uk](http://www.rothes.moray.sch.uk) School Information → How we are doing



## School Improvement Plan

The school also produces a plan of the changes we intend to make to ensure we continue to comply with legislation and offer the children the best learning experiences we can.

This plan can also be viewed on our website:

[www.rothes.moray.sch.uk](http://www.rothes.moray.sch.uk) School Information → How we are doing



# Data Protection Act

Information on pupils and parents/carers is stored securely on a computer system. The information gathered is subject to the terms of the Data Protection Act 2018. The information may be used for teaching, registration, assessment and other administrative duties. The information is shared with Moray Council for administrative and statistical purposes. Extracts of the information are shared with a range of partners such as Skills Development Scotland, the Scottish Qualifications Authority, and the NHS (for the dental and child health immunisation programmes). Information is also shared with 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.

## Data Protection and Privacy Statement

Privacy Notices are available to explain how personal information may be collected, used, stored, shared and securely disposed of, the legal basis for doing so, and what your Data Subject Rights are. Privacy Notices are available from our website at [www.moray.gov.uk/moray\\_standard/page\\_142831.html](http://www.moray.gov.uk/moray_standard/page_142831.html)

Roths 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 and class based assessments. 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.

## Privacy Statement (contd)

### **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 our pupils from other organisations, such as a pupil's previous school, the previous local authority where that school or ELC setting was based, NHS Grampian, Police Scotland, Social Work, Additional Support Services, and sometimes other organisations or groups connected to a pupil's education.

We use this data similarly to the above: to support our pupils' learning, monitor and report on their progress, provide appropriate pastoral care; and assess the quality of our services. When we collect and use personal data within school 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 Rothes 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 school, we have a legal obligation to pass on information to their new school/education authority about their education at Rothes Primary School.

### **Pupil use of Internet and Email**

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

## Ensuring Wellbeing, Inclusion and Equalities

|                                                                                |                                                                       |                                                                            |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Leadership of change and empowerment       | <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Raising achievement and attainment     |
| <input checked="" type="checkbox"/> Ensuring wellbeing, equality and inclusion | <input type="checkbox"/> Curriculum                                   | <input checked="" type="checkbox"/> Self-evaluation for school improvement |

## HGIOS?4 QIs:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                    |                                                                                                                                                                                                                                                               |                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre<br><input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing<br><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children<br><input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people<br><input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy | <input checked="" type="checkbox"/> School and ELC Leadership<br><input checked="" type="checkbox"/> Teacher and practitioner professionalism<br><input checked="" type="checkbox"/> Parent/carer involvement and engagement<br><input type="checkbox"/> Curriculum and assessment<br><input checked="" type="checkbox"/> School and ELC Improvement<br><input checked="" type="checkbox"/> Performance Information | <input checked="" type="checkbox"/> <u>P1</u> : Overcoming challenges – disability, neurodiversity<br><input checked="" type="checkbox"/> <u>P2</u> : Tackling child poverty<br><input checked="" type="checkbox"/> <u>P3</u> : Improving CYP mental wellbeing<br><input checked="" type="checkbox"/> <u>P4</u> : Strengthening family support<br><input checked="" type="checkbox"/> <u>P5</u> : Improving CECYP outcomes | <input checked="" type="checkbox"/> 1.1<br><input checked="" type="checkbox"/> 1.2<br><input type="checkbox"/> 1.3<br><input type="checkbox"/> 1.4<br><input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.1<br><input checked="" type="checkbox"/> 2.2<br><input checked="" type="checkbox"/> 2.3<br><input type="checkbox"/> 2.4<br><input type="checkbox"/> 2.5<br><input type="checkbox"/> 2.6<br><input checked="" type="checkbox"/> 2.7 | <input type="checkbox"/> 3.1<br><input type="checkbox"/> 3.2<br><input checked="" type="checkbox"/> 3.3 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Outcomes for learners                                                                                                                                                                                                                                                                                                                                                                                                              | Timescales                                          | Responsible                                                                                              | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |               |                                           |             |           |             |             |             |             |  |     |       |       |       |       |       |        |              |  |  |  |  |  |  |  |
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| <p><b>Moray Council Whole staff mandatory Training including:</b></p> <ul style="list-style-type: none"><li>– GIRFEC and Child Protection</li><li>– Staged Intervention Refresh</li><li>– CIRCLE</li><li>– CALM Theory</li></ul> <p>Continue to explore, on a whole school level, the use of CIRCLE resources including visual supports, environment individual checklists.</p> <p>Mini training sessions and updates facilitated by sfl teacher for support staff and teachers.</p> | <p>All learners’ wellbeing is supported by adults that are aware of the Moray Standard for supporting pupil’s wellbeing, equalities and inclusion leading to consistent approaches across the school and better outcomes for pupils.</p> <p>Learners are provided with learning environments and experiences tailored to their needs and next steps to ensure the best possible progress from their individual starting points</p> | <p>Initially<br/>August 2025</p> <p>and Ongoing</p> | <p>Head Teacher</p> <p>Class Teachers</p> <p>Support Staff</p> <p>SfL Teacher</p> <p>Supply Teachers</p> | <ul style="list-style-type: none"><li>• GMWP Survey &amp; Pastoral Notes</li><li>• Roth’s Star Wellbeing Check ins</li><li>• Wellbeing conversations</li><li>• Parent/learner/staff surveys and feedback</li><li>• Class discussions</li><li>• Increase overall school attendance from a baseline of 94.81% to over 95% (Moray Stretch Aim)</li></ul> <table><caption>Attendance Yearly Trends – Roth’s Primary School (from SEP)</caption><tr><th>Academic Year</th><th>2016 – 2017<br/>2017 – 2018<br/>2018 – 2019</th><th>2019-2020</th><th>2020-2021</th><th>2021 - 2022</th><th>2022 - 2023</th><th>2023 - 2024</th><th>2024 – 2025</th></tr><tr><td></td><td>96%</td><td>95.5%</td><td>95.8%</td><td>92.9%</td><td>93.7%</td><td>93.9%</td><td>94.81%</td></tr><tr><td>Attendance %</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <ul style="list-style-type: none"><li>• All learners participate in school life and feel accepted by their peers and make progress in their learning.</li><li>• Improved scores on CIRCLE checklists</li></ul> | Academic Year | 2016 – 2017<br>2017 – 2018<br>2018 – 2019 | 2019-2020   | 2020-2021 | 2021 - 2022 | 2022 - 2023 | 2023 - 2024 | 2024 – 2025 |  | 96% | 95.5% | 95.8% | 92.9% | 93.7% | 93.9% | 94.81% | Attendance % |  |  |  |  |  |  |  |
| Academic Year                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2016 – 2017<br>2017 – 2018<br>2018 – 2019                                                                                                                                                                                                                                                                                                                                                                                          | 2019-2020                                           | 2020-2021                                                                                                | 2021 - 2022                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2022 - 2023   | 2023 - 2024                               | 2024 – 2025 |           |             |             |             |             |  |     |       |       |       |       |       |        |              |  |  |  |  |  |  |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 96%                                                                                                                                                                                                                                                                                                                                                                                                                                | 95.5%                                               | 95.8%                                                                                                    | 92.9%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 93.7%         | 93.9%                                     | 94.81%      |           |             |             |             |             |  |     |       |       |       |       |       |        |              |  |  |  |  |  |  |  |
| Attendance %                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                     |                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |               |                                           |             |           |             |             |             |             |  |     |       |       |       |       |       |        |              |  |  |  |  |  |  |  |

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| <p><b>Vision, Values and Aims</b></p> <p>Refresh Vision, Values and Aims with whole school community to ensure they continue to be fit for purpose and update visual if requires.</p> <p><b>Positive Relationship Policy</b></p> <p>Refresh and relaunch Positive Relationship Policy with whole school community:</p> <ul style="list-style-type: none"> <li>- Update processes</li> <li>- Add a parent friendly flow chart</li> <li>- Include Playground Charter</li> </ul> <p>Launch Playground Charter and explore effectiveness of Dining Room Charter</p> <p><b>Promote the positive health and wellbeing of children, staff &amp; school community</b></p> <ul style="list-style-type: none"> <li>➤ WTA to reflect increased focus on staff wellbeing and reducing workload,</li> <li>➤ Improve wellbeing opportunities for all school staff</li> <li>➤ Develop Staff Wellbeing Charter - Ways of working</li> <li>➤ Health and Wellbeing to be a standing item at every staff meeting</li> <li>➤ Communications – streamline methods of communication (less is more)</li> <li>➤ Increase frequency of obtaining staff voice to support SIP and life of the</li> </ul> | <p>All learners, staff and parents know and uphold our school values in their daily life in school.</p> <p>All learners, staff and parents understand and follow our positive relationship policy in their daily life in school.</p> <p>All learners, staff and parents feel safe, respected, treated fairly and in line with the policy.</p> <p>All learners are taught and supported by staff who are mentally well and emotionally available.</p> <p>All staff feeling more supported and head and improved mental/physical health and wellbeing.</p> | <p>October 2025 and ongoing</p> <p>October 2025 and ongoing</p> <p>September 2025 and ongoing</p> | <p>All staff<br/>Learners<br/>Families</p> <p>All staff<br/>Learners<br/>Families</p> <p>Head Teacher<br/>Class Teachers<br/>Support Staff<br/>SfL Teacher<br/>Supply Teachers</p> | <ul style="list-style-type: none"> <li>• Refreshed VVA is evident in all areas of the school and is seen and heard in behaviour and conversations around school. Parent/learner/staff surveys and feedback</li> <li>• Lower number of reflection sheets completed</li> <li>• Less incidents needing adult intervention in the playground and/or dining room</li> <li>• GMWP Survey results</li> <li>• Rothes Star Wellbeing Checkins</li> <li>• Wellbeing conversations – staff and learners</li> <li>• Parent/learner/staff surveys and feedback</li> <li>• WTA</li> <li>• Staff calendar</li> <li>• Staff questionnaires and feedback</li> <li>• PRD &amp; ERDP</li> <li>• Staff Meeting Minutes - Health &amp; Wellbeing as standing item at all meetings</li> <li>• Wellbeing conversations – staff and learners</li> </ul> |
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| <p>school (plan, do, review)</p> <ul style="list-style-type: none"> <li>➤ Initiate a Health and Wellbeing voucher</li> <li>➤ Staff wellbeing wall</li> <li>➤ CLPD opportunities linked to improvement priorities and staff interest areas</li> <li>➤ Explore with staff if there are any wellbeing activities they wish to be participate in</li> </ul> <p>Whole School Focus on HWB in the first two weeks to build class community and relationship using UNCRC/Global Goals related picture books chosen by each class.</p> <p>Continue to provide a wider range of opportunities to support wellbeing – lunchtime clubs, before and after school clubs, calm corners, interventions classroom strategies, experiences and trips.</p> <p>Continue to provide experiences to support health and wellbeing through partnerships. Eg. Drum Fun Workshops, Jammin Fitness Workshops, Bikeability, Swimming block for all learners.</p> <p>Set up and run a 'Breakfast Buddy' Club through the Bright Start Breakfast Grant.</p> | <p>All learners will feel included in their class/school community and will be able to discuss aspects of wellbeing, rights &amp; relationships.</p> <p>All learners have access to a range of activities to support their health and wellbeing and/or help to develop new skills.</p> <p>All learners have access to healthy breakfast and calm space at the start of the day to support readiness to learn.</p> | <p>September 2025</p> <p>Ongoing</p> <p>October 2025 and ongoing</p> <p>September 2025 and ongoing<br/>December 2025 and ongoing</p> | <p>Class Teachers<br/>Support Staff<br/>Learners</p> <p>Class Teachers<br/>Support Staff<br/>Partenrs<br/>Learners- Pupil Led clubs</p> <p>Head Teacher<br/>Support Staff</p> | <ul style="list-style-type: none"> <li>• Class charters</li> <li>• Wellbeing Webs</li> <li>• Classroom observations and discussions</li> <li>• Shared learning in assembly</li> </ul> <ul style="list-style-type: none"> <li>• Attendance at clubs</li> <li>• Learner/parent/staff feedback</li> <li>• Observations in class, in activities and clubs</li> <li>• Partner feedback.</li> <li>• GWMP Survey and Rothes Star Wellbeing webs</li> </ul> <ul style="list-style-type: none"> <li>• Attendance at breakfast club</li> <li>• Learner/parent/staff feedback</li> <li>• Observations in class and club</li> </ul> |
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| <p>Whole school participation in Living Streets WOW encouraging all pupils to travel sustainably (walk, cycle or scoot) once a week for a month and report how they get to school on the Travel Tracker.</p> <p><b>Financial Pilot Linked to Moray Food Plus</b><br/>Link with Wendy from Moray Food Plus to promote financial support opportunities for all families.</p> <p>Wendy to work in partnership with school to deliver assemblies/workshops linked to cost of the school day and wants and needs.</p> | <p>All learners have the opportunity to travel in a more sustainable method to school and be proud to celebrate their efforts.</p> <p>All learners have a safe journey to school due to reduced congestion outside school gates.</p> <p>All learners will have the opportunity to learn about the finances and where to go to for help. Families will have the opportunity to work with Wendy to maximise their finances.</p> |  | <p>All Staff<br/>Pupils<br/>Parents<br/>WOW Ambassadors</p> <p>Head Teacher<br/>Class Teachers<br/>Wendy &amp; Nicole</p> | <ul style="list-style-type: none"> <li>• WOW Travel Tracker</li> <li>• Learner/parent/staff feedback</li> <li>• Observations outside school at the start/end of the day</li> </ul><br><ul style="list-style-type: none"> <li>• Learner/parent/staff feedback</li> <li>• Observations in assembly, class and clubs</li> <li>• Partner feedback.</li> </ul> |
| <p><b>Evidence to support reduced bureaucracy/workload of teachers:</b></p> <p>WTA agreed in advance and includes opportunities to address SIP Priorities, support by HT, Support Staff and admin.</p>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                           |

### Priority 2

### Learning, Teaching and Assessment

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

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

#### NIF Priorities:

- ☒ 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:

- ☒ P1: Overcoming challenges – disability, neurodiversity
- ☐ P2: Tackling child poverty
- ☒ P3: Improving CYP mental wellbeing
- ☐ P4: Strengthening family support
- ☐ P5: Improving CECYP outcomes

#### HGIOS?4 QIs:

- |                                         |                                         |                                         |
|-----------------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> 1.1            | <input checked="" type="checkbox"/> 2.1 |                                         |
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| <input type="checkbox"/> 1.3            | <input checked="" type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 3.2 |
| <input type="checkbox"/> 1.4            | <input type="checkbox"/> 2.4            | <input type="checkbox"/> 3.3            |
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|                                         | <input checked="" type="checkbox"/> 2.7 |                                         |

| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Outcomes for learners                                                                                                                                                                                                                                                                  | Timescales      | Responsible                                                              | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>Continue to develop and embed a consistent pedagogical approach to Learning, Teaching and Assessment across the school.</p> <p><b>Learning &amp; Teaching</b></p> <ul style="list-style-type: none"> <li>➤ Continue to work in house to share good practice and support professional development.</li> <li>➤ Dedicate time in WTA to explore Professional Reading including Bruce Robertson's Power Up Your Pedagogy to refine pedagogical approaches to: <ul style="list-style-type: none"> <li>✓ LI, SC</li> </ul> </li> </ul> | <p>All learners are confident and engaged in understanding what they are learning, if learning has been successful and what their next steps are.</p> <p>All Learners have learning activities that are linked to their next steps to ensure they make at least expected progress.</p> | <p>May 2026</p> | <p>Head Teacher<br/>Class Teachers<br/>Support Staff<br/>SfL Teacher</p> | <ul style="list-style-type: none"> <li>• Improved outcomes across the curriculum</li> <li>• ACCEL Data, TPJ and SNSA Data</li> <li>• Classroom Assessments &amp; Observations</li> <li>• Teacher reflections</li> <li>• Learner/parent/staff surveys and feedback</li> <li>• Staff meeting minutes and actions</li> <li>• Pupil voice gathered and actioned using HGIOURS</li> <li>• Sfl timetable - more directed PSA time</li> <li>• Maths Passport Assessments and progression through passports, SumDog Diagnostic, Mental Maths Assessments, SEAL Baseline and progress through steps</li> <li>• Star Reader, Accelerated Reader level, Nessy</li> </ul> |

| <ul style="list-style-type: none"> <li>✓ Differentiation</li> <li>✓ Questioning</li> <li>✓ Feedback &amp; next steps</li> <li>✓ Learning conversations</li> </ul> <p>➤ HT Facilitate out of school visits to support pedagogical improvement for class teachers and moderation opportunities.</p> <p><b>Assessment</b></p> <p>➤ Finalise assessment calendar with accompanying core assessments and resources for literacy and numeracy</p> <p>➤ Explore how assessment is evolving at Early Level in relation to a play-based curriculum and achievement of Early Level Benchmarks</p> <p>➤ Explore SOFIA Assessments for P3, P4, P5 &amp; P6 learners</p> <p>➤ Continue to engage with Fact, Story, Action approach to support the development of next steps for children not on track or not making expected progress</p> <p><b>Moderation</b></p> <p>➤ Regular in school moderation focusing on making ACEL judgements tightly linked to the benchmarks for both Literacy and Numeracy</p> | <p>All learners make good progress enabled by consistent, high quality approaches to teaching pedagogy throughout the school.</p> <p>All learners are confident and engaged in understanding what they are learning, if learning has been successful and what their next steps are.</p> <p>All Learners have learning activities that are linked to their next steps to ensure they make at least expected progress.</p> | <p>October 2025</p> <p>January 2026</p> <p>February 2026</p> <p>Ongoing</p> | <p>Head Teacher<br/>Class Teachers<br/>Sfl Teacher</p> <p>P1/2 Teacher<br/>Head Teacher</p> <p>Head Teacher<br/>Class Teachers</p> <p>Head Teacher<br/>Class Teachers<br/>Sfl Teacher</p> <p>Head Teacher<br/>Class Teachers</p> | <p>Phonics Progress, SWST, Blackwells, SNIP</p> <ul style="list-style-type: none"> <li>• Updated Assessment calendar &amp; consistency of use of assessments.</li> <li>• Updated moderation cycle and calendar of moderation activity</li> </ul> <p>Maintain/increase value added progress over time.</p> <p><b>Achievement of a level (PO2, PO3 &amp; PO4 pupils)</b></p> <p><b>P2s (2025 – 2026)</b></p> <table border="1"> <thead> <tr> <th></th><th>L &amp; T</th><th>R</th><th>W</th><th>N</th></tr> </thead> <tbody> <tr> <td>P1 <small>(June 2025)</small></td><td>100%</td><td>100%</td><td>90%</td><td>100%</td></tr> </tbody> </table> <p><b>P3s (2025 – 2026)</b></p> <table border="1"> <thead> <tr> <th></th><th>L &amp; T</th><th>R</th><th>W</th><th>N</th></tr> </thead> <tbody> <tr> <td>P1 <small>(June 2024)</small></td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr> <tr> <td>P2 <small>(June 2025)</small></td><td>100% =</td><td>100% =</td><td>100% =</td><td>100% =</td></tr> </tbody> </table> <p><b>P4s (2025 – 2026)</b></p> <table border="1"> <thead> <tr> <th></th><th>L &amp; T</th><th>R</th><th>W</th><th>N</th></tr> </thead> <tbody> <tr> <td>P2 <small>(June 2024)</small></td><td>92.5%</td><td>100%</td><td>92.5%</td><td>84.5%</td></tr> <tr> <td>P3 <small>(June 2025)</small></td><td>92.9%<br/><b>+0.4</b></td><td>85.7%<br/><b>- 14.3</b></td><td>85.7% -<br/><b>14.3</b></td><td>85.7%<br/><b>+1.2</b></td></tr> </tbody> </table> <p><b>P5s (2025 – 2026)</b></p> <table border="1"> <thead> <tr> <th></th><th>L &amp; T</th><th>R</th><th>W</th><th>N</th></tr> </thead> <tbody> <tr> <td>P3 <small>(June 2024)</small></td><td>84.5%</td><td>84.5%</td><td>84.5%</td><td>84.5%</td></tr> <tr> <td>P4 <small>(June 2025)</small></td><td>87.5%<br/><b>+3</b></td><td>87.5%<br/><b>+3</b></td><td>81.2% -<br/><b>3.2</b></td><td>75% -<br/><b>9.5</b></td></tr> </tbody> </table> <p><b>P6s (2025 – 2026)</b></p> <table border="1"> <thead> <tr> <th></th><th>L &amp; T</th><th>R</th><th>W</th><th>N</th></tr> </thead> <tbody> <tr> <td>P4 <small>(June 2024)</small></td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr> <tr> <td>P5 <small>(June 2025)</small></td><td>100% =</td><td>100% =</td><td>100% =</td><td>100% =</td></tr> </tbody> </table> <p><b>P7s (2025 – 2026)</b></p> <table border="1"> <thead> <tr> <th></th><th>L &amp; T</th><th>R</th><th>W</th><th>N</th></tr> </thead> <tbody> <tr> <td>P5 <small>(June 2024)</small></td><td>100%</td><td>100%</td><td>92.5%</td><td>92.5%</td></tr> <tr> <td>P6 <small>(June 2025)</small></td><td>100% =</td><td>100% =</td><td>100%<br/><b>+ 7.5</b></td><td>100%<br/><b>+ 7.5</b></td></tr> </tbody> </table> |  | L & T | R | W | N | P1 <small>(June 2025)</small> | 100% | 100% | 90% | 100% |  | L & T | R | W | N | P1 <small>(June 2024)</small> | 100% | 100% | 100% | 100% | P2 <small>(June 2025)</small> | 100% = | 100% = | 100% = | 100% = |  | L & T | R | W | N | P2 <small>(June 2024)</small> | 92.5% | 100% | 92.5% | 84.5% | P3 <small>(June 2025)</small> | 92.9%<br><b>+0.4</b> | 85.7%<br><b>- 14.3</b> | 85.7% -<br><b>14.3</b> | 85.7%<br><b>+1.2</b> |  | L & T | R | W | N | P3 <small>(June 2024)</small> | 84.5% | 84.5% | 84.5% | 84.5% | P4 <small>(June 2025)</small> | 87.5%<br><b>+3</b> | 87.5%<br><b>+3</b> | 81.2% -<br><b>3.2</b> | 75% -<br><b>9.5</b> |  | L & T | R | W | N | P4 <small>(June 2024)</small> | 100% | 100% | 100% | 100% | P5 <small>(June 2025)</small> | 100% = | 100% = | 100% = | 100% = |  | L & T | R | W | N | P5 <small>(June 2024)</small> | 100% | 100% | 92.5% | 92.5% | P6 <small>(June 2025)</small> | 100% = | 100% = | 100%<br><b>+ 7.5</b> | 100%<br><b>+ 7.5</b> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | L & T                                                                                                                                                                                                                                                                                                                                                                                                                    | R                                                                           | W                                                                                                                                                                                                                                | N                                                                                                                                                                                                                                                                                                                                  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                           |      |      |      |      |                               |        |        |        |        |  |       |   |   |   |                               |      |      |       |       |                               |        |        |                      |                      |
| P1 <small>(June 2025)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 100%                                  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| P1 <small>(June 2024)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 100%                                  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| P2 <small>(June 2025)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 100% =                                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| P2 <small>(June 2024)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 92.5%                                 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| P3 <small>(June 2025)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 92.9%<br><b>+0.4</b>                                                                                                                                                                                                                                                                                                                                                                                                     | 85.7%<br><b>- 14.3</b>                                                      | 85.7% -<br><b>14.3</b>                                                                                                                                                                                                           | 85.7%<br><b>+1.2</b>                                                                                                                                                                                                                                                                                                               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| P3 <small>(June 2024)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 84.5%                                 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                           |      |      |      |      |                               |        |        |        |        |  |       |   |   |   |                               |      |      |       |       |                               |        |        |                      |                      |
| P4 <small>(June 2025)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 87.5%<br><b>+3</b>                                                                                                                                                                                                                                                                                                                                                                                                       | 87.5%<br><b>+3</b>                                                          | 81.2% -<br><b>3.2</b>                                                                                                                                                                                                            | 75% -<br><b>9.5</b>                                                                                                                                                                                                                                                                                                                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| P4 <small>(June 2024)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 100%                                  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| P5 <small>(June 2025)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 100% =                                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| P5 <small>(June 2024)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 100%                                  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| P6 <small>(June 2025)</small>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 100% =                                                                                                                                                                                                                                                                                                                                                                                                                   | 100% =                                                                      | 100%<br><b>+ 7.5</b>                                                                                                                                                                                                             | 100%<br><b>+ 7.5</b>                                                                                                                                                                                                                                                                                                               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| <p>➤ Maximise opportunities for ASG (and beyond) moderation for all areas or literacy and numeracy</p> <p>➤ Explore moderation opportunities at Early Level in relation to a play-based curriculum and achievement of Early Level Benchmarks</p> <p>➤ QAMSO group to support consistency in literacy and numeracy across Speyside.</p> <p><b>Reporting</b></p> <p>➤ Evaluate the effectiveness of our current reporting timetable and vehicles to deliver reporting to ensure they are fit for purpose.</p> | <p>All learners make good progress enabled by consistent, high quality approaches to teaching pedagogy throughout the school.</p> <p>All learners know the level at which they are working and what they need to do to make progress.</p> | <p>May 2026</p> <p>October 2025</p> | <p>Head Teacher<br/>Class Teachers<br/>Sfl Teacher</p> | <ul style="list-style-type: none"> <li>• WTA reflects adequate time for reporting</li> <li>• Teacher reflections</li> <li>• Learner/parent/staff surveys and feedback</li> <li>• Staff meeting minutes and actions</li> </ul> |
| <p><b>Evidence to support reduced bureaucracy/workload of teachers:</b></p> <p>WTA agreed in advance and includes opportunities to address SIP Priorities, support by HT, Support Staff and admin.</p>                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |                                     |                                                        |                                                                                                                                                                                                                               |

### Priority 3

*Curriculum – Continue to build our Rothés Worlds' Curriculum to ensure a broad general education is delivered and enhanced with rich learning experiences (adult & pupil led).*

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|--------------------------------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Leadership of change and empowerment | <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Raising achievement and attainment     |
| <input type="checkbox"/> Ensuring wellbeing, equality and inclusion      | <input checked="" type="checkbox"/> Curriculum                        | <input checked="" type="checkbox"/> Self-evaluation for school improvement |

#### 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:

- ☒ P1: Overcoming challenges – disability, neurodiversity
- ☒ P2: Tackling child poverty
- ☐ P3: Improving CYP mental wellbeing
- ☒ P4: Strengthening family support
- ☒ P5: Improving CECYP outcomes

#### HGIOS?4 QIs:

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

| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Outcomes for learners                                                                                                                                                                                                                                                                       | Timescales | Responsible                     | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Continue to develop 'The Rothés Worlds' Curriculum as we begin Year 2 of our three year cycle.</b> <ul style="list-style-type: none"> <li>➤ Plan contexts in consultation with pupils based on year 2 of our Rothés Worlds.</li> <li>➤ Highlight gaps in resourcing to deliver contexts for year 2 worlds.</li> <li>➤ Develop local partnerships to support the delivery of year 2 worlds.</li> <li>➤ Evaluate the coverage of the curriculum across all levels and subject areas. (highlighted in HMIE May 2024 report)</li> <li>➤ Continue to employ Learning for Sustainability as a golden thread throughout the worlds.</li> <li>➤ Increased opportunities to participate in outdoor learning.</li> </ul> | <p>All learners experience a broad general curriculum.</p> <p>All learners are provided with rich learning experiences which are relevant to their lives and motivate and develop a young workforce.</p> <p>All learners have the opportunity for out of school visits and experiences.</p> | June 2026  | Class Teachers<br>Head Teachers | <ul style="list-style-type: none"> <li>• Rothés Worlds' Curriculum - Year 2 plan linked to learner/staff led context, resources and partners.</li> <li>• Long, medium and short term planning including progressions</li> <li>• Learners experience a broad range of experiences across the curriculum.</li> <li>• Class Observations</li> <li>• Learner/parent/staff surveys and feedback</li> <li>• Professional Dialogue</li> <li>• Digital Profiles</li> <li>• Newsletters, Class Dojo Stories</li> <li>• Pupil Survey</li> <li>• Pupil leadership feedback</li> </ul> |

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| <p><b>Pupil Leadership</b></p> <p>Continue to provide opportunities for pupils to lead clubs to support wider achievement and develop meta skills (highlighted in HMle May 2024 report)</p> <p>Increased opportunities for pupils to lead their learning including play-based learning. (highlighted in HMle May 2024 report)</p> <p>All pupils will participate in Pupil Leadership Groups including Rothes Responds (Class Based) and Milkshake Meeting Focus Groups to support school improvement.</p> <p>Plan regular opportunities for pupil leadership groups to update on their work through assemblies/newsletters/Dojo posts.</p> <p>Explore different approaches to Primary 7 Leadership roles, including house captains, to ensure their impact is threaded throughout the school</p> | <p>All learners will have the opportunity to lead/support a wide range activities to support the development of the school community.</p> <p>All learners to have more opportunities to lead their own learning across the curriculum.</p> <p>All learners will be have the opportunity to develop their meta skills and those of others for lifelong learning.</p> <p>All learners will benefit from leading elements of their school life increasing their confidence and self-esteem.</p> | <p>June 2026</p> | <p>Class Teachers<br/>Head Teacher<br/>Support Staff<br/>SfL Teacher</p> | <ul style="list-style-type: none"> <li>• Maintain or increase participation in Active School Clubs = 91% (2024 – 2025)<br/>Includes: Active School in school and after school clubs, Active school events – Kwik Cricket &amp; Cross Country and pupil led clubs)</li> <li>• Club Timetables</li> <li>• In class discussions &amp; observations</li> <li>• Assemblies – school and community</li> <li>• Newsletters, Class Dojo Posts</li> <li>• Evidence of all children’s involvement in wider school activities</li> <li>• Children using the language of skills linked to learning, captured by focus group</li> <li>• Learner/parent/staff surveys – clubs and Wider Achievement</li> <li>• Pupil Leadership – skills discussions</li> <li>• Rothes Responds Action Plans</li> <li>• Milkshake Meeting minutes</li> <li>• Set up – You said, we did board</li> </ul> |
| <p><b>Evidence to support reduced bureaucracy/workload of teachers:</b></p> <p>WTA agreed in advance and includes opportunities to address SIP Priorities, support by HT, Support Staff and admin.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                  |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

#### UNCRC School Links

| UNCRC ARTICLES                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Article 3</b><br/>Adults must do what’s best for me</p> <p><b>Article 6</b><br/>I should be supported to live and grow.</p> <p><b>Article 12</b><br/>I have the right to be listened to and taken seriously.</p> <p><b>Article 13</b><br/>I have the right to find out and share information.</p> <p><b>Article 15</b><br/>I have the right to meet with friends and to join groups.</p> | <p><b>Article 19</b><br/>I have the right to be protected from being hurt or badly treated.</p> <p><b>Article 23</b><br/>If I have a disability, I have the right to special care and education.</p> <p><b>Article 28</b><br/>I have the right to an education.</p> <div> <div> <p>Happy<br/>Enthusiastic<br/>Achieving<br/>Respectful<br/>Teamwork</p> </div> <div> <p>by heart and<br/>by hand</p>  </div> <div> <p>Hardworking<br/>Adventurous<br/>Nurturing<br/>Determined</p> </div> </div> | <p><b>Article 29</b><br/>I have the right to an education which develops my personality, respect for others’ rights and the environment.</p> <p><b>Article 31</b><br/>I have a right to relax and play.</p> <p><b>Article 39</b><br/>I have the right to help if I have been hurt, neglected or badly treated.</p> <p><b>Article 41</b><br/>Where our country treats us better than the U.N. does we should keep up the good work!</p> <p><b>Article 42</b><br/>Everyone should know about the UNCRC</p> |

## Moray Council - Education, Housing & Communities

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

**Telephone:** 01343 563374    **Hours:** 8.45am - 5.00pm Monday to Friday

**Email:** [education@moray.gov.uk](mailto:education@moray.gov.uk)

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

### Moray Council A-Z

|                                   |            |                                                                                                                                                                                                                                                                     |
|-----------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Active Schools                    | Email:     | <a href="mailto:Active.schools@moray.gov.uk">Active.schools@moray.gov.uk</a>                                                                                                                                                                                        |
|                                   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_52055.html">www.moray.gov.uk/moray_standard/page_52055.html</a>                                                                                                                                                |
| Additional Support for Learning   | Telephone: | 01343 563374                                                                                                                                                                                                                                                        |
|                                   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                                                                                                                                                                  |
|                                   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_42567.html">www.moray.gov.uk/moray_standard/page_42567.html</a>                                                                                                                                                |
| Adverse Weather Procedures        | Telephone: | 0870 054 9999 (school information line)<br>Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge<br>Local school or 01343 563374                                                                            |
|                                   | Email:     | Local school or <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                                                                                                                                                  |
|                                   | Website:   | <a href="https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx">https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx</a><br><a href="http://www.moray.gov.uk/moray_standard/page_53021.html">www.moray.gov.uk/moray_standard/page_53021.html</a> |
| After School Clubs                | Telephone: | 01343 563374                                                                                                                                                                                                                                                        |
|                                   | Email:     | <a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>                                                                                                                                                                                        |
|                                   | Website:   | <a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>                                                                                                                                                                                      |
| Armed Forces Families Information | Telephone: | 01980 618244 (MOD Children's Education Advisory Service)                                                                                                                                                                                                            |
|                                   | Email:     | <a href="mailto:enquiries@ceas.uk.com">enquiries@ceas.uk.com</a>                                                                                                                                                                                                    |
|                                   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_100164.html">www.moray.gov.uk/moray_standard/page_100164.html</a>                                                                                                                                              |
| Attendance and Absence            | Telephone: | 01343 563374                                                                                                                                                                                                                                                        |
|                                   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                                                                                                                                                                  |
|                                   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55580.html">www.moray.gov.uk/moray_standard/page_55580.html</a>                                                                                                                                                |
| Bullying                          | Telephone: | 01343 563374                                                                                                                                                                                                                                                        |
|                                   | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                                                                                                                                                                  |
|                                   | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_52988.html">www.moray.gov.uk/moray_standard/page_52988.html</a>                                                                                                                                                |

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|-----------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------|
| Childcare                               | Telephone: | 01343 563374                                                                                                         |
|                                         | Email:     | <a href="mailto:Childcare.info@moray.gov.uk">Childcare.info@moray.gov.uk</a>                                         |
|                                         | Website:   | <a href="http://www.scottishfamilies.gov.uk/">www.scottishfamilies.gov.uk/</a>                                       |
| Children and Families Social Work       | Telephone: | 01343 554370 or out of hours emergency 03457 565656                                                                  |
|                                         | Email:     | <a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>                               |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_47606.html">www.moray.gov.uk/moray_standard/page_47606.html</a> |
| Child Protection                        | Telephone: | 01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999         |
|                                         | Email:     | <a href="mailto:childrensaccessteam@moray.gov.uk">childrensaccessteam@moray.gov.uk</a>                               |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55497.html">www.moray.gov.uk/moray_standard/page_55497.html</a> |
| Clothing Grants                         | Telephone: | 01343 563456                                                                                                         |
|                                         | Email:     | <a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>                                                     |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a> |
| Data Protection                         | Telephone: | 01343 563374                                                                                                         |
|                                         | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                   |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_75569.html">www.moray.gov.uk/moray_standard/page_75569.html</a> |
| Deferred Entry to Primary School        | Telephone: | 01343 563374                                                                                                         |
|                                         | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                   |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_52991.html">www.moray.gov.uk/moray_standard/page_52991.html</a> |
| Disability & Inclusion                  | Telephone: | 01343 563374                                                                                                         |
|                                         | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                   |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_43019.html">www.moray.gov.uk/moray_standard/page_43019.html</a> |
| Early Entry to Primary School           | Telephone: | 01343 563374                                                                                                         |
|                                         | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                   |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_56925.html">www.moray.gov.uk/moray_standard/page_56925.html</a> |
| Early Learning & Childcare (pre-school) | Telephone: | 01343 563374                                                                                                         |
|                                         | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                   |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_42682.html">www.moray.gov.uk/moray_standard/page_42682.html</a> |
| Education Maintenance Allowance         | Telephone: | 01343 563338                                                                                                         |
|                                         | Email:     | <a href="mailto:EMAMoray@moray.gov.uk">EMAMoray@moray.gov.uk</a>                                                     |
|                                         | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_40540.html">www.moray.gov.uk/moray_standard/page_40540.html</a> |

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| Exclusion from School         | Telephone: | 01343 563374                                                                                                                |
|                               | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_53001.html">www.moray.gov.uk/moray_standard/page_53001.html</a>        |
| Free School Meals             | Telephone: | 01343 563456                                                                                                                |
|                               | Email:     | <a href="mailto:revenues@moray.gov.uk">revenues@moray.gov.uk</a>                                                            |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55486.html">www.moray.gov.uk/moray_standard/page_55486.html</a>        |
| Grants and Bursaries          | Telephone: | 01343 563374                                                                                                                |
|                               | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_43903.html">www.moray.gov.uk/moray_standard/page_43903.html</a>        |
| Home Education                | Telephone: | 01343 563374                                                                                                                |
|                               | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_53000.html">www.moray.gov.uk/moray_standard/page_53000.html</a>        |
| Instrumental Instruction      | Telephone: | 01343 563374                                                                                                                |
|                               | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_53005.html">www.moray.gov.uk/moray_standard/page_53005.html</a>        |
| Placing Requests              | Telephone: | 01343 563374                                                                                                                |
|                               | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_49601.html">www.moray.gov.uk/moray_standard/page_49601.html</a>        |
| Race & Equality               | Telephone: | 01343 563374                                                                                                                |
|                               | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_43019.html">http://www.moray.gov.uk/moray_standard/page_43019.html</a> |
| School Meals                  | Telephone: | 01343 557086                                                                                                                |
|                               | Email:     | <a href="mailto:schoolmeals@moray.gov.uk">schoolmeals@moray.gov.uk</a>                                                      |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55540.html">www.moray.gov.uk/moray_standard/page_55540.html</a>        |
| School Term and Holiday Dates | Telephone: | 01343 563374                                                                                                                |
|                               | Email:     | <a href="mailto:education@moray.gov.uk">education@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_55829.html">www.moray.gov.uk/moray_standard/page_55829.html</a>        |
| Transport (For Pupils)        | Telephone: | 0300 123 4565                                                                                                               |
|                               | Email:     | <a href="mailto:transport@moray.gov.uk">transport@moray.gov.uk</a>                                                          |
|                               | Website:   | <a href="http://www.moray.gov.uk/moray_standard/page_1680.html">www.moray.gov.uk/moray_standard/page_1680.html</a>          |