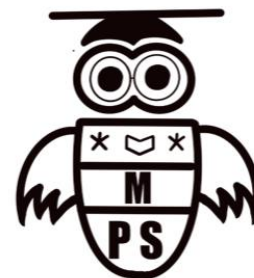




Mosstodloch Primary School



In our community, we aim high, believe and achieve



School Handbook

Date of Issue: 8 December 2025

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

Education, Housing & Communities - 01343 563374 - www.moray.gov.uk



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WELCOME TO MOSSTODLOCH PRIMARY SCHOOL

Mosstodloch Primary School provides an educational service from Primary 1 through to Primary 7. We are a non-denominational primary school with a current roll of 175 Primary school children.

The school was opened in 1968 and extended in 1978. It is a single storey building, with comfortable classrooms and accommodation for its 177 pupils. It has 7 traditional classrooms, a computer suite, a music room, a general purpose room, a nurture den, a sensory room and a multi-purpose hall. Mosstodloch Early Learning & Childcare, a partnership group, also has permanent accommodation within the school and provide a Breakfast and Afterschool Club.

There are extensive grounds around the school including a tarred playground, generous playing fields and a car parking area.

Pupils are in mixed ability classes, as far as possible, according to their ages. Schools in Scotland are staffed to a formula that relates to the school roll. At the moment we have seven single stream classes.

At the start of each session parents are given a list of holiday dates and the names and roles of all staff in the school.

A monthly newsletter is sent home by e-mail, to ensure that parents are kept informed about all school activities. Our class teachers also issue a class newsletter once a term to keep you up to date with the children's learning in class. These are also published on our school website.

In line with other Moray Schools, we use Facebook to share information about the life and work of the School. Safeguarding our pupils while using our social media platforms is of utmost importance therefore we use a private Facebook group rather than a public page. As this is a Facebook group rather than a page, all members will be required to answer two questions before they are approved by either Miss Mackay, Mrs Jamieson or Mrs Duff. As always, our social media will be monitored closely.

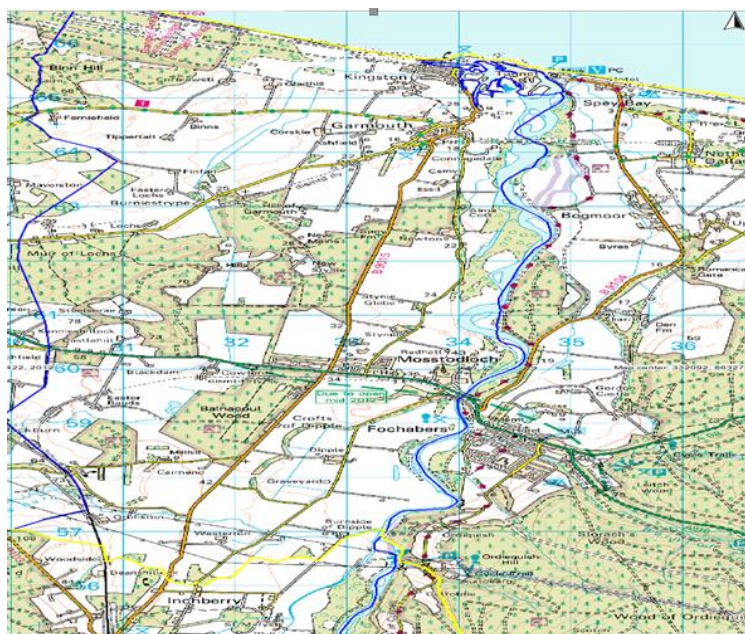




SCHOOL INFORMATION

Head Teacher:	Miss Donna Mackay
Depute:	Mrs Lynne Jamieson
School Telephone Number:	01343 820476
School Mobile Number:	07966 132943
E-mail:	admin.mosstodlochp@moray-edunet.gov.uk
Website:	https://sites.google.com/my.glow.scot/mosstodlochprimarieschool
School Facebook Group:	https://www.facebook.com/groups/1143103836782675
School Address:	Mosstodloch Primary School Garmouth Road Mosstodloch IV32 7JB
Opening Times:	Start Time - 08.45 am Break Time – 10.30 – 10.50 am Lunch Time – 12.20 – 1.15 pm Home Time – 3.00 pm

MOSSTODLOCH CATCHMENT AREA





OUR STAFF

Senior Leadership Team	Support Staff
HT – Miss Donna Mackay	Administrator – Mrs Nikki Duff
DHT – Mrs Lynne Jamieson	PSA – Mrs Lorraine Beange
	PSA – Mrs Justine Sutherland
Teachers	PSA – Miss Chloe Woods
Primary 1 – Mrs Diane Carden	PSA – Mrs Lucy Nicholls
Primary 1 – Mrs Rebecca Gulland	PSA – Ms Amanda Howard
Primary 2 – Mrs Jo-Anne Pike (Mon – Wed)	PSW – Mrs Emma Pearson-Brand
Primary 2 – Miss Clare Monaghan (Thur & Fri)	Janitor – Mr Russell Geddes
Primary 3 – Miss Nicole Merchant	Canteen Staff
Primary 4 – Mrs Jane Macpherson	Cook – Mrs Sylvia Firth
Primary 5 – Mrs Michelle Anderson (Mon-Wed)	Assistant - Ms Zoe Padley
Primary 5 – Mrs Sarah Ogston (Thur & Fri)	Assistant - Miss Maria Hope
Primary 6 – Mrs Abbey-Rose Deans	Assistant - Mrs Linda Horne
Primary 7 – Mr Mark Manson	Cleaning Staff
Support for Learning – Mrs Claire Bonner	Ms Julie Marshall
PE Specialist – Miss Claire McNabb	Miss Dolina Loveland
	Miss Shannon McRobbie





P1 ENROLMENT

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

Registration and enrolment of Nursery and P1 pupils takes place in January, when a notice is placed in the local newspapers, which informs parents about the enrolment dates.

Parents wishing to enrol their children at Mosstodloch Primary School are most welcome to visit the school prior to enrolment. We are always willing to show parents round and answer any questions and queries. Forms of registration, enrolment, transport etc can be accessed online via the Moray Council website.

We work very closely with our partners in Early Learning and Childcare and ensure that the pupils and staff are involved throughout the year in school activities or events. There is a full induction programme for parents and children entering P1 at the beginning of the Summer Term. Each P1 pupil is given a 'Buddy', i.e. a pupil from P7 who becomes the child's friend and guide, particularly in the early stages of their school life.

NEW PUPILS

We are very happy to welcome new pupils and their families. Anyone considering placing their child at Mosstodloch Primary School should telephone or email the school office, to request an appointment to visit the school. You will be shown around the school building so that you are familiar with the layout. You will have the opportunity to visit classes at work and also meet some of the teachers, adult helpers and other staff members who work at Mosstodloch. Applications can be made online via the moray council website –

http://www.moray.gov.uk/moray_standard/page_115089.html.

TRANSFER FROM OTHER SCHOOLS

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





MOVING ONTO SECONDARY EDUCATION

Through our P7 – S1 transition programme, it is our aim that the pupils will find the changes to their lives as smooth and as supportive as possible. We offer a full programme of events for P7 pupils, which include several opportunities to meet with their peers from the other 2 primary schools within the area as well as allowing the pupils to spend time at Milne's High School in May/June of each year. We also offer an *enhanced transition* for pupils who require some extra support at this time.

Children from Mosstodloch Primary School normally transfer after P7 to **Milne's High School** in the nearby village of **Fochabers**. Throughout the year, we work very closely with the staff of the High School and with the other 2 feeder primary schools in the area, Milne's Primary and Lhanbryde Primary, in order to ensure continuity, progression and a smooth transition for all pupils and parents.

The contact details for Milne's High School are:

Head Teacher: Mrs Natalie Munro

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

Tel: 01343 820611

E-Mail: admin.milneshigh@moray-edunet.gov.uk

Website: <https://milneshigh.org.uk/index.html>

PRACTICAL INFORMATION

Access for visitors to the school is beside the school office. All visitors to school must report to the school reception and sign in before proceeding further into the building. In the absence of Mrs Duff or Miss Mackay, please ring the bell and someone will attend to you. No child is allowed to leave the playground without permission. If your child is going to be absent please inform the school as soon as possible so that safety is assured.

PROCEDURES FOR CONTACTING OUR SCHOOL

Parents can contact Mrs Duff, the School Administrator, on 01343 820476 for any enquiries, or to advise the school of your child's absence. Alternatively, you can send





a message via Groupcall or an email to admin.mosstodlochp@moray-edunet.gov.uk and your query will be dealt with as soon as possible.

ATTENDANCE & ABSENCE PROCEDURE

If your child is unable to attend school, **please contact the school by 9.30 am** to report any absences, otherwise we are obliged to contact parents to determine where the child is. Absences can also be logged via Phone, Email, Parents Portal or a message sent in via our main communication app Groupcall Xpressions (EduSpot).

We regularly review our attendance statistics in school as we are aware that all absence impacts on learning. These regular reviews of our attendance can result in supportive phone calls and where appropriate through more formal support plans as needed at school level. We will work in partnership with you to support your child. Where there is a need for more support, we can also reach out to colleagues in other agencies too. We will be in contact with you directly if your child has attendance of less than 90% to see if we can support you any further.

FAMILY HOLIDAYS DURING TERM TIME

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

CONCERNS & COMPLAINTS

Mosstodloch has an open door policy, which means that parents are welcome in the school at any time, signing in at reception first. If however parents wish to discuss something in depth it is better to make an appointment for a time when the teacher is free from class commitment. If issues remain unresolved then an appointment can be made with the Head Teacher. However if you are dissatisfied with the way we deal with your concern, you have the right to complain formally. More info can be found on the council website here:

http://www.moray.gov.uk/moray_standard/page_1379.html

PARENTAL INVOLVMENT OPPORTUNITIES

Opportunities for Parents to discuss their child's progress with the class teacher are made available throughout the school year. Reports are undertaken in the following ways – a written report, pupil progress meetings and when necessary,





regular meetings. We wish to fully involve parents in their child's education.

In Term 2 we have the pupil progress meetings with the purpose of reporting on the progress your child is making and setting targets throughout the school year. An Interim Profile is completed and shared with parents/carers at this time. Written reports are sent home in Term 3, followed by a further pupil progress meeting if required. We would ask that you keep us informed of anything that might affect your child at school, particularly if something is upsetting your child. Teachers will also make direct contact with parents throughout the session if they have concerns or issues about particular pupils. We aim to work in close partnership with our parents and ensure that an effective two-way communication system is in place.

Parents and friends are welcome helpers around the school. This enables us to foster the home and school link and to broaden the curriculum. We aim to communicate effectively with parents, and to work in partnership with them.

Parents, teachers, and friends of the school share their interests and expertise with the children in a variety of extra-curricular activities. We believe that it is important for children to participate in school concerts, educational trips, and local activities and inter school competitions etc. We appreciate the help we receive from our parent volunteers. All volunteers are now required to undergo a PVG check, this will be done via the Mrs Duff.

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

Please continue to support your child's learning at home. Allow time to complete reading and other homework in an environment that is free from distractions. Discuss their learning with them, and do not hesitate to share any comments you have about their learning by contacting the school at admin.mosstodlochp@moray-edunet.gov.uk.

PARENT COUNCIL

Mosstodloch Primary School has a Parent Council. We are fortunate in being well supported by a great team of parent representatives. The objectives of the Parent Council are:

- *To work in partnership with our school to maintain the welcoming ethos and to promote the existing partnership between our school, its pupils and all its parents.*
- *To develop and engage in activities which support the education and welfare of the pupils.*
- *To identify and respect the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.*
- *To fundraise for school activities and equipment.*





Our Parent Council meet on the second Monday of each term and our AGM is held during the first term usually in September. The parent council's main responsibility is fund raising. The fund raising aspect is very important to the school as it helps us to pay transport costs for school outings, social occasions and any additional resources as required. We are grateful for the on-going support which we receive from parents, families and community members. If you wish to join the parent council, please come along to one of the meetings which are advertised each term in the termly newsletter and also on the parent council Facebook page.

<https://www.facebook.com/profile.php?id=61569377583162>

INFORMATION FOR PARENTS & CARERS

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

A series of leaflets has been produced by Education & Social Care for parents and carers. These leaflets are available from the school or the Moray Council Internet site www.moray.gov.uk/moray_standard/page_42708.html

SCHOOL IMPROVEMENT PLAN

At Mosstodloch Primary, we aim to improve educational experiences for all our pupils. We have identified a number of improvement priorities. These are:

To look at leadership and partnership.

To evaluate and continue to improve learning, teaching and assessment.
To raise achievement and attainment.





THE SCHOOL'S SUCCESSES OVER THE YEAR

Full details of the school's successes and achievements are available in 'Standards and Quality Report' – Mosstodloch Primary School (refer to Appendix B)

Achievements continue to be celebrated regularly where possible through weekly assemblies, presentation of certificates and stickers, and celebrations of events in local newspapers.

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

<https://educationinspectorate.gov.scot/inspection-reports/find-an-inspection-report>

OUR VALUES, VISION AND AIMS

Our Values: Our school values are for everyone to demonstrate.....

Aspiration, Happiness, Honestly, Inclusion & Kindness

Our Vision: In our community, we aim high, believe and achieve.

Our Aims: We aim to.....

Encourage everyone to grow mentally, socially, emotionally and intellectually in a happy, safe and welcoming environment.

Encourage everyone to value and respect the environment, everyone in the school community and the world beyond.

Enrich skills for learning, life and work by providing high quality, purposeful and relevant learning experiences.

Engage fully in partnership with pupils, parents and the wider community to continually improve our school.

Children are consistently and actively encouraged and supported to develop qualities of self-discipline, respect and good conduct in and around the school. Politeness, respect and concern for others, care for the environment, honesty and reliability are highly valued and commended. Children's rights as individuals are recognised and they are encouraged to express their views, in the knowledge that adults in the school will listen.





POSITIVE RELATIONSHIP POLICY

A relational approach fosters positive social interactions in a trusting and supportive environment. Relational approaches are nurturing, trauma-informed, restorative, solution orientated, and encourage compassion and connection.

At Mosstodloch Primary we will:

- show unconditional positive regard to learners
- understand and respond to behaviour in a respectful, child friendly and holistic way
- proactively develop responses to support learners' wellbeing and engagement
- actively listen, with purpose, to children
- focus on inclusion, wellbeing, and addressing barriers to learning rather than punitive processes
- help children to be aware of, understand the impact of their actions/behaviours and engage in the restorative process

Whole school relational approaches can only be effectively implemented by involving everyone in the learning community.

Visual Communication

A visual timetable is helpful for breaking down a task that has multiple steps. It is also helpful in decreasing anxiety and surrounding transitions by communicating when certain activities will occur throughout the day or part of the day. All our classes have a visual timetables. Some children benefit from individual timetables and now or next boards as extra support.

Zones of Regulation

At Mosstodloch Primary we teach all children about the Zones of Regulation starting in Primary 1 and developing throughout their time in school. The Zones of Regulation is a framework that teaches children to identify and regulate their feelings and allows children to develop strategies that they can use to move between zones.

Emotion Coaching

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. This approach activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

Restorative Approaches

At Mosstodloch Primary we use restorative approaches as part of a planned response to relationship and/or discipline difficulties. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. A restorative approach often includes having a 'restorative conversation' where practitioners





will use restorative language and questions to allow children to understand the impact of their behaviours.

Circle Time

Circle Time is used to help develop positive relationships between children. It aims to teach tools to engage with and listen to each other. It's often used as an opportunity to solve problems that are affecting the class. The whole class takes part in Circle Time at the same time, usually led by their teacher, who sits in the circle with their pupils. **The circle encourages unity, respect, turn-taking and working together towards a shared vision.** It also helps children work on five key skills, without which Circle Time doesn't work: thinking, listening, looking, speaking and concentrating.

Nurture

At Mosstodloch Primary we are proud of our nurturing classrooms. The 6 principles of nurture are key to the strong positive relationships in the school community.

Nurture Principle 1: Learning is understood developmentally.

Nurture Principle 2: The learning community provides a safe place.

Nurture Principle 3: Nurture is essential for wellbeing and learning.

Nurture Principle 4: Language is a vital means of communication.

Nurture Principle 5: All behaviour is communication.

Nurture Principle 6: Transitions offer opportunities and challenges.

Children were fundamental in co-creating our school values. We believe that these underpin our way of thinking and are one of the many ways we ensure all our children feel nurtured.

The whole school ethos at Mosstodloch is one of nurture and care and pupils are encouraged to be kind and nurturing to each other.

In our classrooms all staff provide:

- check-ins based on the Zones of Regulation regularly throughout the day
- mindfulness activities when needed but especially after transitions
- a safe and quiet area in classroom where children can go to self-regulate or take some time away from the busy nature of a classroom

GIRFEC

Getting It Right for Every Child embeds the United Nation Convention on the Rights of the Child (UNCRC) within the values and principles. Most importantly GIRFEC requires every practitioner to apply a UNCRC approach in day-to-day practice by putting children at the centre.



Children everywhere have the right:

- to survival
- to develop to the fullest
- to protection from harmful influences, abuse and exploitation
- to participate fully in family, cultural and social life

At Mosstodloch we aim to ensure the rights of the child are reflected in our school vision and values and in the practical approaches we adopt. We have achieved our Bronze Award re-accreditation and are beginning our journey towards the Silver Award.

At the beginning of every school year each class develops their own class charter which is linked to the UNCRC. These charters are rights-based and actions are agreed for children as Rights Holders and adults as Duty Bearers.

Owl Awards

In our school we like to celebrate progress and achievement which is supported by our OWL Award system. All children can earn OWL points around our school community. We worked together to make sure our OWL point system is clear and fair for everyone in our school.

How can I earn OWL points?

Two OWL points can be awarded for everyone demonstrating our values within the 4 capacities.

ASPIRATION: Successful Learners

- Enthusiasm and motivation for learning
- Determination to reach high standards of achievement
- Openness to new thinking and ideas

HONESTY: Confident Individuals

- Self-respect
- A sense of physical, mental and emotional wellbeing
- Secure values and beliefs
- Ambition

KINDNESS: Responsible Citizens

INCLUSION: Responsible Citizens

- Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life.

HAPPINESS: Effective Contributors

- An enterprising attitude
- Resilience
- Self-reliance

Ten OWL Points and a certificate will be awarded for the weekly Star Writer and Maths Wizard. These will be displayed in the classroom.

The House Captains will take the lead in organising the OWL cards and celebrating each week.





Stickers presented for all completed OWL cards.	
4 OWL cards	House coloured certificate
8 OWL cards	Bronze certificate and band
12 OWL cards	Silver certificate and band
16 OWL cards	Gold certificate and band
20 OWL cards	Platinum certificate and prize

House Tokens

House coloured tokens will be given out for each completed OWL card. Yellow tokens will be given out by support staff and other staff in the school for kindness.

Silver tokens will be given out by teachers for pupils who go over and above.

Gold tokens will be given out by the Head Teacher or Depute Head Teacher

Wheel of Learning

Each week we will spin the Wheel of Learning and the following week the two selected pupils will be invited to a special celebratory lunch in the Nurture Den with the Head Teacher and/or Depute Head Teacher. Pupils will select a piece of work from that week that they are particularly proud of and share it with the group.

Wider Achievements

All wider achievements must be celebrated in class before being shared with the whole school. Class teachers must complete an achievements slip and hand these into the office prior to the whole school celebration.

Choices

Within our positive approaches we recognise that there may be times when a child might make a negative choice. This might be deliberate or an overwhelming impulse which results in an impact on others. Where this happens we:





Remind	Children are reminded of the 5 values – aspiration, happiness, honesty, kindness and inclusion.
Refresh	Children are given a private verbal reminder and are made aware of their behaviour and the impact it is having on others. Staff will use the phrase, 'Think carefully about your next step.'
Recommend	Children are spoken to privately and given a final opportunity to engage. Children will be offered a positive choice to do so and staff will remind children of previous examples of good behaviour. The use of a script can support this • I noticed that you are • Your behaviour was not demonstrating (aspiration, happiness, honesty, inclusion, kindness). • Do you remember last week when you • That is who I need to see today, how can I help you do that? • Thank you for listening.
Recharge	Children will then have the opportunity for time to reset and recharge in a way that works for them.
Repair	Children will then participate in a restorative meeting which may be a quick chat at break/lunch or a more formal restorative meeting dependant on the situation.

Staff will always take a 'restorative approach' when possible, encouraging all involved to find an agreed way forward. The following actions may be necessary in certain circumstances:

- Verbal warning
- Time to reflect during break and/or lunch time.
- Phone call or meeting with parents.
- In some cases, it may be necessary to consider exclusion from school until next steps can be actioned.

When a situation in the classroom escalates, the class teacher should:

- Request support from a PSA or Classroom Assistant – walkie talkies are readily available, or support can be requested by phoning the school office.
- If the situation continues to escalate, support can be requested from ASN teacher and/or DHT in the first instance.





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

Strategies for Individual Pupils

At Mosstodloch Primary we recognise that children are individuals and will sometimes require their own strategies. In these circumstances we may set individual behaviour strategies and targets in agreement with the child, their parents/carers, the class teacher and a member of SLT. The targets set will be SMART (specific, measurable, achievable, realistic and timed). We may use behaviour plans to promote behaviour alongside Risk Assessments. Support in individual circumstances may include consultation with the Educational Psychology Service, Social Work department or the School Nurse. In a small number of cases where individual strategies have not been successful and situations have continued to escalate children may be excluded from school so a suitable plan can be put in place to promote positive behaviour.

SCHOOL AND THE WIDER COMMUNITY

We value our active links with the wider communities in which our pupils live. Children are encouraged to care for, and appreciate the countryside and villages in our area. We are in close contact with Early Years Groups in Garmouth and Mosstodloch and opportunities are created to allow us to liaise with each other as well as local companies with whom we have forged links. We believe it is particularly important to encourage a happy and respectful relationship between the younger and older members of the community. We are delighted to have a number of volunteers who support the work of the school.

BUILDING THE COMMUNITY

We hold weekly whole school gatherings called Building the Community where we celebrate our pupil's successes inside and outside of school. These are usually held on a Thursday morning and are a whole school event. We encourage parents to email in any achievements that children have had out with school by Wednesday afternoon to Mrs Duff in the school office by emailing admin.mosstodlochp@moray-edunet.gov.uk.





RELIGIOUS AND MORAL EDUCATION

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

- Beliefs
- Values
- Practices and Traditions

Where parents exercise their legal rights to withdraw their children from RME Observance, their wishes will be respected and the children will be treated sensitively. To make these arrangements, please forward a letter to the head teacher stating your reasons for this request.

COMPETITION

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

Over the years, 'friends of the school' have presented us with a number of cups, trophies and shields which are competed for on an inter house and individual basis.

INTERHOUSE COMPETITION

Every child in Mosstodloch Primary School is allocated a house, Garmouth, Balnacoul or Inchberry. They all have opportunities to contribute towards the house points system.

RIGHTS RESPECTING SCHOOLS

We are continuing to work towards the Silver Award of the Rights Respecting School Awards Programme.

Further information will be shared in due course.





ANTI- BULLYING

In our Behaviour Policy, we make clear that we do not tolerate or accept bullying and we work very hard to eradicate any incidents at an early stage. Our pupils are very much encouraged to talk openly to all adults in school about any unacceptable behaviour or incidents which happen to them, or which they witness. Bullying is often carried out discreetly and the school can only respond if incidents are brought to our attention either by pupils or parents. We will try to help children to resolve any issues which arise. Please contact us if there is a matter causing your child concern.

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

CURRICULUM FOR EXCELLENCE

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

Curriculum for Excellence is not a 'one size fits all' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network will support

learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

A fact file about the 'Curriculum for Excellence' for parents/carers which provides a more comprehensive overview of CfE (and an explanation of the terms used) is available from the office.

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further study, secure work and navigate life. It brings real life into the classroom, making learning relevant and helps young people apply





lessons to their life beyond the classroom. It links knowledge in one subject area to another, helping children understand the world and make connections. It develops skills so that children can think for themselves, make sound judgements, challenge, enquire and find solutions.

Curriculum Levels

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

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

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

Experiences and Outcomes (Es and Os)

Each learning experience will provide the opportunity for children to learn a number of outcomes throughout a range of curriculum areas. We use detailed planning to deliver inter-disciplinary learning opportunities using a wide variety of topics. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills. The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

- Key areas of Education
- Literacy across learning
- Numeracy across learning
- Health and Wellbeing across learning
- Experience – describes the learning activity taking place.
- Outcome – describes what the learning will achieve.
- e.g. Knowledge, understanding, skills awareness and attitudes.

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

<https://education.gov.scot/parentzone/curriculum-in-scotland/>





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

Language

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

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

Reading – The ability to read is one of the basic requirements of an education

for life. There is a high emphasis placed on developing good reading and comprehension skills.

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





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

Mathematics

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

In Mosstodloch the practical activities, necessary for children to fully understand computation, will come first. Children need to practise orally and in written form to ensure that they can access mathematical facts quickly and accurately. Mental maths is given a high priority in our school. We are currently using the 'Big Maths' programme which is a fun and interactive methodology for engaging pupils in Numeracy.

Modern Languages

From August 2016, all pupils have been experiencing learning in a Modern Language as part of Education Scotland's 'Languages 1+2' programme. The language learned in all of the Milne's ASG schools will be French. By 2020, pupils in Second level of Curriculum for Excellence will begin learning an additional language again.

Technologies

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

- ICT to enhance learning
- Business
- Computing Science
- Food and Textiles
- Craft, Design, Engineering and Graphics

Health & Wellbeing

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





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

Varied Learning Methods

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

- Using technologies
- Find, research, communicate, create and present
- Active Learning
- Being actively engaged in the learning task, whether mentally or physically
- Cooperative Learning
- Encouraging thinking and talking together to discuss ideas and solve problems. Learning from each other.
- Interdisciplinary Learning
- Making use of the outdoor environment and surrounding area

Personalisation, Choice & Achievement

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

It is not only the academic achievements of children that are recognised. We celebrate a range of achievements reached by children in and out of the school community, e.g. progress in personal developments, participation in events, extra-curricular and personal interest activities.

Skills

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

- Critical thinking skills – making judgements and decisions, communicating, co-operating with others, self-organisation.
- Higher order skills – thinking about complex issues, problem solving, analysis and evaluation and creativity.





Important themes are Enterprise, Global Citizenship and Sustainable Development

ASSESSMENT

Assessment is the cornerstone of good teaching practice and it is important that information about children's progress is collected systematically and used for appropriate action. There are many ways of gathering evidence of a pupil's understanding of learning and teaching and it is this combination of evidence which helps teachers to identify where the pupil is working at within the Levels of Curriculum for Excellence. We regularly assess where a pupil is working at within reading, writing, listening and talking and maths and numeracy. National Standardised Assessments (NSA) have been introduced for pupils in P1, P4 and P7.

Diagnostic assessments are used as an internal tool in the school to confirm the teacher's assessment of the children's learning needs. It also checks the child's progress over the year.

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

- Self-assessment – what has been successful and what needs improvement
- Peer assessment – help others appreciate what is good about their work and what needs developing
- Personal learning planning – pupils, teachers and parents will work together to develop planning for the child's next steps in learning.

REPORTING

Reporting informs parents/carers of their child's progress. This can be in the form of written reports and parent appointments. An 'Interim Profile' is completed in November and a further written report in March will advise how much progress has been made against targets set earlier in the year. Learning and achievements are also reported more informally through learning logs, or learning wall displays.

The Head Teacher or Teaching staff may get in touch with parents/carers to discuss any learning, personal or behavioural matter as issues arise.





SUPPORT FOR LEARNING/ADDITIONAL SUPPORT NEEDS

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

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

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

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

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2012. More information can be found on The Moray Council website regarding this and the council's provision for additional support needs in Moray. There are also internet links to other potentially useful organisations via The Moray Council's website. Please refer to Appendix A for how to access this.

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.

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 Miss Mackay or Mrs Jamieson either by phone, email or alternatively a letter marked to their attention.

CHILD PROTECTION

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

(United Nations Conventions on the Rights of the Child)

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

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

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 \(2021 – updated 2023\)](#)

SCHOOL LUNCHES

The school has its own kitchen, which produces 2 course lunches daily. Each daily menu offers a choice of two or three dishes for each course, including homemade soup and a vegetarian choice. Menus are available on the council website as well as our own.

(<https://sites.google.com/my.glow.scot/mosstodlochprimaryschool/info-for-parents/lunch-menu-info>).

There is a short video to show how your child chooses a meal and how they collect their meal at lunchtime. Please click on the link below to view.

<https://youtu.be/19dHPuoKk8E>

Free School Meals

The Scottish Government has made a commitment to extend the offer of free school meals to pupils in P6 and P7 whose families are in receipt of the Scottish Child Payment.

Parents/carers of eligible P6 and P7 pupils who are not currently in receipt of free school meals are invited to apply. There is no limit on the number of children in a family that can receive free school meals, but we need to verify the paperwork for each named child.

How to apply for P6 and P7 free school meals:

Please email the following information to benefitassessment@moray.gov.uk

- A clear photo of your Scottish Child Payment award letter
- Your child's name
- Your child's date of birth
- Your child's school





- Your child's year group (P6 or P7)

If you are unable to email your award letter, your school office can scan your letter and send it in for you. Just call the school office and ask them to help you to apply.

Who qualifies for Scottish Child Payment and how do I apply?

Check the Social Security Scotland - About Scottish Child Payment website for full details.

I have lost my Scottish Child Payment award letter, what do I do?

Call Social Security Scotland free on 0800 182 2222 to arrange a copy. Once you have this follow the process above.

When will the free school meals take effect?

As soon as the information has been verified we will confirm via email that your child is eligible and the date this will commence. We are unable to backdate free school meals, so please apply as soon as you can.

Your child's school meal will be free if you are in receipt of Scottish Child Payment, but you will not be entitled to a clothing grant or holiday payments.

Do I have to apply every year?

Yes, we will ask you to confirm each academic year. However, if your circumstances change and you are no longer in receipt of Scottish Child Payment you must inform benefitassessment@moray.gov.uk immediately.

Adapted Diets

The Catering department can provide adapted menus for pupils with medically diagnosed food intolerance. If you require a menu please make your school aware for them to pass your details onto the Catering department, who will then be in touch directly to arrange a meeting to discuss your child's needs.

For more information and to view the Allergen Sheets and Suppliers please visit the Moray Council Website on the following link.

http://www.moray.gov.uk/moray_standard/page_55519.html

SCHOOL UNIFORM

With the support of parents, we strongly recommend the wearing of school uniform to lessen the pressure of children competing to wear the latest fashions. Children should wear red school sweatshirts/cardigans/jumpers, with white or red polo shirts with grey or black skirts or trousers. We also ask that your child brings in





a pair of indoor shoes which can be left at school and changed into when coming in from the playground.

On PE days children should wear dark coloured leggings, joggers or shorts along with a t-shirt and their red school jumper. We are encouraging pupils (where possible) to wear a PE T-shirt in their House colours especially as we are fast approaching Sports Day. These are available for approximately £8 from our supplier Logo Xpress.

All uniform can be purchased from the website below and delivered free of charge to the school.

<https://www.logoxpres-schoolwear.co.uk/Mosstodloch-PS/>

Some households may be entitled to clothing grants, more information can be found here:

http://www.moray.gov.uk/moray_standard/page_55486.html

TRANSPORT

Free home to school transport is provided to pupils who reside in excess of two miles from the school or if your route is deemed unsafe to walk. Free transport will not be provided to parents who choose to enrol their children at an out of zone school.

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

Click the link above to complete the online application form.

This also contains the School Transport Charter which all parents must agree to when applying for school transport. The charter seeks the support of parents and pupils in maintaining a high standard of responsible behaviour when travelling to and from school on transport.

The form is submitted to the school who will forward it to our Public Transport Unit who will process the application within seven working days and issue a pass for each pupil, which is mailed directly to the home address. The pass **must be**

carried by the pupil at all times, shown to the driver when boarding the bus, and to any council official who may request to see it.

PLEASE NOTE: Travel Passes for new P1s are due to be sent out during the summer holidays. This will include a letter with contact details for the Operator of the route the pupil will be travelling on. If you have not received a pass you should





email Public Transport on ptuteam@moray.gov.uk and they will look into why this is. Pupils from P2 to P7 and S2 to S6 will not receive new passes. The pass they originally received will continue to be valid.

WATER BOTTLES & SNACKS

In the interest of health and wellbeing, pupils have access to drinking water throughout the school day. There is a water fountain available to top up bottles. We ask that all children bring a named water bottle to school. Pupils must also come to school each day with a snack for break time.

MEDICINES IN SCHOOLS

We will support any pupil who requires medication to be taken during school hours. A care plan will be completed by parents and medicine will be administered by a member of support staff. A copy of Supporting Pupils with Medical Needs in Schools including the Administration of Medicines is available at the school office, please contact Mrs Duff for more information.

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

PUPILS USE OF IT AND INTERNET

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. If permission has not already been obtained we will write to you at the start of the school year and ask you to complete the relevant permission form.

DATA PROTECTION & 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





ALTERNATIVE FORMATS

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

Phone: 01343 563319

Email: equalopportunities@moray.gov.uk

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

MORAY COUNCIL TERM DATES

Session 2024/2025			Session 2026/2027		
		<i>In-Service Closure: Monday 12 Aug 2024 In-Service Closure: Tuesday 13 Aug 2024</i>			<i>In-Service Closure: Monday 17 Aug 2026 In-Service Closure: Tuesday 18 Aug 2026</i>
Autumn Term	Starts	Wednesday 14 August 2024	Autumn Term	Starts	Wednesday 19 August 2026
	Ends	Friday 4 October 2024		Ends	Friday 9 October 2026
<i>Autumn Holiday</i>	<i>Starts</i>	<i>Monday 7 October 2024</i>	<i>Autumn Holiday</i>	<i>Starts</i>	<i>Monday 12 October 2026</i>
	<i>Ends</i>	<i>Friday 18 October 2024</i>		<i>Ends</i>	<i>Friday 23 October 2026</i>
Winter Term	Starts	Monday 21 October 2024	Winter Term	Starts	Monday 26 October 2026
		<i>In-Service Closure: Monday 11 Nov 2024 In-Service Closure: Tuesday 12 Nov 2024</i>			<i>In-Service Closure: Monday 9 Nov 2026 In-Service Closure: Tuesday 10 Nov 2026</i>
	Ends	Friday 20 December 2024		Ends	Friday 18 December 2026
<i>Christmas Holiday</i>	<i>Starts</i>	<i>Monday 23 December 2024</i>	<i>Christmas Holiday</i>	<i>Starts</i>	<i>Monday 21 December 2026</i>
	<i>Ends</i>	<i>Friday 3 January 2025</i>		<i>Ends</i>	<i>Friday 1 January 2027</i>
Spring Term	Starts	Monday 6 January 2025	Spring Term	Starts	Monday 4 January 2027
		<i>In-Service Closure: Thursday 13 February Mid Term Holiday: Friday 14 & Monday 17 February 2025</i>			<i>In-Service Closure: Thursday 11 February Mid Term Holiday: Friday 12 & Monday 15 February 2027</i>
	Ends	Friday 28 March 2025		Ends	Thursday 25 March 2027
<i>Spring Holiday</i>	<i>Starts</i>	<i>Monday 31 March 2025</i>	<i>Spring Holiday</i>	<i>Starts</i>	<i>Good Friday Holiday: Friday 26 March 2027</i>
	<i>Ends</i>	<i>Friday 11 April 2025</i>		<i>Ends</i>	<i>Friday 9 April 2027</i>
Summer Term	Starts	Monday 14 April 2025	Summer Term	Starts	Monday 12 April 2027
		<i>Good Friday Holiday: Friday 18 April 2025 May Day Holiday: Monday 5 May 2025</i>			<i>May Day Holiday: Monday 3 May 2027</i>
	Ends	Friday 27 June 2025		Ends	Friday 2 July 2027
<i>Plus 1 occasional day holiday when the following schools will be closed:</i>			<i>Plus 1 occasional day holiday to be agreed by 31 March 2026</i>		
Buckie High ASG	Elgin Academy ASG				
Tuesday 6 May 2025	Tuesday 18 February 2025				
Elgin High ASG	Forres Academy ASG				
Tuesday 18 February 2025	Tuesday 18 February 2025				
Keith Grammar ASG	Lossiemouth High ASG				
Monday 2 June 2025	Tuesday 18 February 2025				
Milne's High ASG	Speyside High ASG				
Tuesday 18 February 2025	Monday 2 June 2025				





APPENDIX A

Moray Council Education, Housing & Communities

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Moray Council A-Z

Active Schools	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	https://secure.moray.gov.uk/mcalerts/portal/servicestatus.aspx www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Armed Forces Families Information	Telephone:	01980 618244 (MOD Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland). If it is an emergency call 999
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html



Moray Council A-Z

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





School Context and Overview

School Vision, Values and Aims

At Mosstodloch Primary School, our vision is to create a community where we aim high, believe in ourselves, and achieve success together. Our core values — aspiration, inclusion, happiness, honesty, and kindness — guide everything we do. We aim to engage, enrich, and encourage every learner, fostering a positive and inclusive school environment.

School Context and Background

Mosstodloch Primary currently has a school roll of 176 pupils with 2.27% of our learners from SIMD (Scottish Index of Multiple Deprivation) bands 1–5. The school is situated in a rural area and benefits from strong community links and access to natural outdoor learning spaces.

Staffing and Resources

Our staffing structure includes a Head Teacher and a Depute Head Teacher working at 0.6 FTE. Teaching is delivered by 4 full-time class teachers, 3 teachers at 0.6 FTE, and 3 teachers at 0.4 FTE, across 7 classes. We also have a 0.6 FTE Support for Learning teacher and our support staff team includes 1 Children's Supervisor, 3 Classroom Assistants, 2 Lunchtime Supervisors, 4 Pupil Support Assistants, 1 School Administrator, and 1 Janitor. Our facilities include an ICT Room, Gym Hall, Art/Music Room, Library, a Nurture Den, Learning Base, and a Sensory Room — all aimed at enriching learning experiences and supporting pupil wellbeing.

School Roll and Capacity

Our total school roll for the 2024/25 session is 176 pupils. The breakdown of class sizes is as follows:

Primary 1 – 24 pupils	Primary 2 – 21 pupils	Primary 3 – 29 pupils	Primary 4 – 20 pupils
Primary 5 – 27 pupils	Primary 6 – 25 pupils	Primary 7 – 30 pupils	

Attendance and Exclusions

Our current school attendance rate stands at 93.28%. There has been one recorded exclusion this session.

Pupil Profile

At Mosstodloch Primary, 30.11% of our learners have Additional Support Needs, which is slightly below the national average of 32%. We also have 3.4% of pupils who have English as an Additional Language and 0.57% are Looked After Children. Additionally, 9.7% of our pupils come from families who are either currently serving in the Armed Forces or are Veterans.

Curriculum Vision and Ethos

We are committed to helping every child become a successful learner, confident individual, responsible citizen, and effective contributor. We strive to create a learning environment that is inclusive, supportive, and stimulating, allowing all children to achieve their full potential. Our curriculum is designed to be broad, balanced, and engaging. It supports academic development while also nurturing emotional wellbeing, creativity, and resilience. We focus strongly on literacy, numeracy, and health and wellbeing, while also encouraging interdisciplinary learning, outdoor learning and pupil voice to ensure that learning is relevant and connected to the wider world.



Mosstodloch Primary School

Standards and Quality Report: Review of Session 2024-2025

Partnership Working

We are proud of our strong relationships with families and the wider community. We promote respect, equity, and aspiration through meaningful partnerships and inclusive practices. Throughout this session, we have worked closely with a wide range of individuals and organisations and these partnerships have helped to enrich our curriculum and provide real-life learning opportunities for our pupils. These include:

CAMHS	Threaplands	Mr & Mrs Hepburn (Gardening)	Neil (Moray Community Cricket Coach)
SALT	Rev Eddie Enslin (minister)	Living Streets	Fochabers Fire Station
Quarriers	Moss Services	Richard Fletcher – Senior Librarian	Byers Farm
SONAS/Action For Children	Active Schools	Combat with Heather	Buckie Wildcats
The Exchange	MHS Youth Worker/HSLW	Mike Baker – Line Dancing	Kim McIntyre (Police Scotland)
M&M Productions	Outfit Moray/Bike Revolution	Kennieshillock Farm	Spey Bay Dolphin Centre
Drum Fun	Moray Rugby Club	Beekeepers (Mr & Mrs Baillie)	Moray Dance
Joleen (DYW Schhols Link)			

Attainment Overview

Our attainment data for this session reflects continued improvement and progress across key curricular areas:

Primary 1	Early Level Listening & Talking	Early Level Reading	Early Level Writing	Early Level Numeracy & Maths
Percentage Achieving	100%	87.5%	91.7%	75%
Primary 4	First Level Listening & Talking	First Level Reading	First Level Writing	First Level Numeracy & Maths
Percentage Achieving	95%	85%	80%	80%
Primary 7	Second Level Listening & Talking	Second Level Reading	Second Level Writing	Second Level Numeracy & Maths
Percentage Achieving	90%	90%	90%	90%

Accreditation and Awards

We are proud to have achieved the Rights Respecting Schools Award (RRSA) Bronze Award and the Silver Award from the Sports Council, recognising our commitment to children's rights and physical wellbeing.



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Priority 1

To embed the school vision, values and aims within a strong pedagogical approach which encourages leadership at all levels and supports a learning approach where all children learn through appropriately challenging activities.

Key links to Moray Education Priority Area(s):

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

- ☐ Curriculum
- ☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☐ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☐ Curriculum and assessment ☒ School and ELC Improvement ☐ Performance Information	☒ P1: Overcoming challenges – disability, neurodiversity ☐ P2: Tackling child poverty ☒ P3: Improving CYP mental wellbeing ☐ P4: Strengthening family support ☒ P5: Improving CECYP outcomes	☐ 1.1 ☒ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

The school's vision is ambitious, inclusive, and centred on continuous improvement for all. During this session, almost all parents/carers, partners, and staff actively contributed to a comprehensive review of the school's vision, values, and aims. As a result, almost all learners from P4 to P7 are now able to clearly articulate these values and expectations, consistently demonstrating them in daily practice. Weekly 'Building the Community' sessions are closely aligned with the school's vision, values, and aims, as well as with children's rights, reinforcing a shared ethos. Increasingly, almost all learners can confidently discuss equity and rights. Evidence from learning walks and class observations indicates that the majority of staff are effectively implementing shared values and policies to support the school's vision. Regular tracking and monitoring meetings enhance staff understanding of the social, economic, and cultural contexts affecting learners, ensuring interventions are targeted and informed. The majority of staff maintain detailed assessment records, providing clear evidence of progress and highlighting areas requiring attention.

The senior leadership team, in collaboration with staff, has fostered a positive and proactive ethos that drives change. The majority of staff are empowered to lead improvements and are given significant time for professional development and collaboration. Most staff hold high expectations for learners in both learning and behaviour, resulting in measurable improvements. Ongoing self-evaluation during staff meetings shows that most staff are engaged in discussions about school improvement, with their views informing future planning. Key findings from formal observations, learning walks, and focus groups are shared with staff to support collective understanding of strengths and areas for development. A culture of learning is evident across the school, with the majority of staff actively participating in collegiate working, supporting sustained improvement in learning and teaching. Most teaching staff recognise their collective responsibility for school improvement, engaging in self-evaluation, working groups, and initiatives aligned with school priorities. Almost all have observed and collaborated with colleagues to enhance outcomes for learners.

The majority of teaching staff are fully engaged in advancing School Improvement Plan priorities. This has contributed to increased learner participation and ownership of learning, particularly evident in the enhanced motivation and enthusiasm shown by almost all learners working at First Level during Term 3 interdisciplinary learning



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activities. Additionally, almost all teaching staff are involved in enquiry-based learning through the 'Power Up Your Pedagogy' book and are undertaking professional development supported by the Northern Alliance Learning and Teaching Toolkit, which has contributed to improved learner participation.

Comments from support staff highlight growing confidence in areas such as risk assessments, behaviour support plans, and meeting diverse learner needs. Most support staff have collaborated to implement meaningful changes across the school, including improved playground structures and processes, such as the designation of First Aid responders and individual safeguarders, reflecting their evolving and impactful roles within the school community.

Next Steps

To ensure sustained improvement and deepen impact, the following next steps have been identified. The school will continue to engage all stakeholders - parents, carers, staff, and partners - through ongoing discussions, surveys, and focus groups to gather feedback on key aspects of school improvement. Efforts will be made to further embed and promote the school's shared values and policies, with a focus on increasing staff consistency in modelling and upholding these principles. Inputs at the weekly 'Building the Community' sessions will be strategically planned to strengthen connections between the school's vision, values, and aims, children's rights, the Wellbeing Indicators, and the development of meta-skills.

Tracking and monitoring meetings will continue to be refined to ensure greater consistency in the analysis of assessment records and the agreement of clear, actionable next steps. These action points will be revisited at regular intervals to evaluate their effectiveness. All development plans will continue to be discussed collaboratively with staff to promote ownership and shared responsibility for improvement.

Staff will be encouraged to take on leadership roles and engage in practitioner enquiry through the Career-Long Professional Learning and Professional Review and Development processes. Collegiate time and tracking/attainment meetings will be used to reflect on and evaluate the impact of improvement strategies. Time will continue to be allocated for peer observations to support the sharing of effective practice.

The actions and plans of pupil groups will be mapped across the four contexts for learning to begin assessing their impact. Regular support staff meetings will be scheduled, with written minutes accessible for all. Finally, the school will continue to work in partnership with the Parent Council and Active Schools Coordinator to enhance the quality of the playground experience for all learners.



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Priority 2

To embed a strong and consistent pedagogical approach to learning, teaching and assessment across the school so that all learners experience high-quality planned learning experiences and develop a shared language of learning.

Key links to Moray Education Priority Area(s):

- | | |
|---|--|
| ☒ Learning, Teaching and Assessment | ☒ Curriculum |
| ☐ Empowering leadership at all Levels | ☒ Closing the poverty related attainment gap |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
☐ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☒ Curriculum and assessment ☒ School and ELC Improvement ☐ Performance Information	☐ P1: Overcoming challenges – disability, neurodiversity ☐ P2: Tackling child poverty ☐ P3: Improving CYP mental wellbeing ☐ P4: Strengthening family support ☒ P5: Improving CECYP outcomes	☐ 2.1 ☒ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 ☐ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

The school continues to make strong progress in creating a learning environment underpinned by positive, nurturing, and appropriately challenging relationships, contributing to high-quality learning outcomes through the consistent implementation of *The Mosstodloch Way*. The majority of teachers have established calm, well-organised classrooms that support effective learning, while almost all staff consistently share learning intentions and success criteria, enabling learners to understand and take ownership of their learning. Co-construction of these with learners is evident across the majority of classrooms, supporting learner agency. The majority of staff use agreed language of learning and are becoming increasingly confident in using Emotion Coaching strategies, further strengthening relationships. Parental engagement through Google Classroom is strong, with most parents/carers interacting well with the platform.

Assessment is integral to learning and teaching, particularly in literacy and numeracy, with the majority of staff using a range of formative and summative methods supported by national benchmarks. SEEMiS Progress and Achievement, in conjunction with Wellbeing Webs and Boxall profiles, supports identification of learner progress and need, enabling almost all staff to plan interventions with precision. Regular tracking meetings provide robust oversight of learner progress and target setting. Moderation activities occur termly at stage, school and ASG levels, enhancing accuracy of teacher judgement and consistency of expectations. The introduction of Google Profiles in some classes marks a positive step towards whole-school learner profiling.

Teaching and learning is strongly aligned with shared values and collegiately agreed approaches. The majority of teachers use a variety of engaging strategies - including outdoor learning, digital technologies, and questioning - to motivate learners and encourage deeper thinking. Clear explanations, tailored instructions, visual supports, and examples of quality work are used in most classrooms, enhancing understanding and promoting independence. The use of plenaries and peer feedback in the majority of lessons supports learners to reflect on their progress. Assessment information is regularly gathered to evaluate learner understanding and inform teaching. Diagnostic and summative data are used to identify and close gaps, with evidence of learner progress post-intervention.



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Collaborative planning practices are evident across the majority of staff, with long and medium term plans demonstrating coherence, progression, and coverage of Experiences and Outcomes. Interdisciplinary learning and cross-curricular planning promote learner engagement and real-world relevance, with KWL strategies increasing pupil involvement in the planning process. Planning processes remain proportionate and manageable. The Quality Assurance calendar ensures assessment and tracking are embedded throughout the year, and data is regularly analysed using tools to support learners, including those with additional challenges. Teacher confidence in making accurate judgements is increasing, contributing to more robust data use across the school.

Pupil voice is well established, with almost all learners in P4–P7 involved in Pupil Groups that contribute meaningfully to school improvement. Almost all learners are polite, well-behaved, and eager to discuss their learning. They interact positively with peers and adults, use the Zones of Regulation for emotional check-ins, and resolve most conflicts using restorative approaches. Learners participate actively in IDL planning, demonstrate understanding of meta-skills, and engage in leadership roles through House Captains, Buddies, and external partnerships such as the Moray Food Bank and the local church. Lesson observations and learning walks show that most learners understand the purpose of their learning and are developing confidence in reflecting on success criteria and providing peer feedback. Learning conversations take place at least twice a year, and the majority of learners can articulate their progress and next steps.

The majority of learners' experiences are well matched to their interests and needs, with increasing opportunities for choice and leadership. Learners' progress is tracked against benchmarks, and strategies are monitored for impact through tracking meetings. The majority of class teachers plan responsive interventions and review Individualised Education Plans termly. Spelling, reading, and numeracy assessments are embedded across most classes, supporting consistent progress monitoring. Wider achievement, both in and out of school, is celebrated regularly through 'Building the Community' sessions and digital platforms including Google Classroom, Google Profiles, and Facebook, reinforcing a culture of success and continuous improvement.

Next Steps

To build on current progress and support ongoing improvement, the school will further embed the Mosstodloch Way across learning, teaching, and assessment, formally introducing it to learners and extending its use through Pupil Voice Groups to support reflection. A Mosstodloch version of the 'Learning Pit' will be introduced to promote resilience and help learners see mistakes as valuable. The continued use of Zones of Regulation, Emotion Coaching, and Restorative Practices will support emotional literacy, positive relationships, and conflict resolution.

Further embedding meta-skills remains a priority, helping learners identify and express their developing abilities. Learner ownership will be promoted through collaborative IDL planning and engagement across the learning cycle. Boxall Profiles will be used for targeted learners to assess intervention impact, while the Glasgow Motivation and Wellbeing Profile and Wellbeing Webs will be implemented regularly to strengthen wellbeing tracking and planning.

To enhance parental engagement, Google Classroom will be promoted with added support for parents and recognition for learners. Google Profiles will be used more widely to record learning conversations and targets, aiming for full school rollout. High expectations and clear structures will be reinforced, especially in learning jotters, while meta-skills will remain a focus during learning walks to ensure consistency.

Assessment will be strengthened through consistent use of pre/post diagnostic tools in literacy and numeracy to identify gaps, guide planning, and show progress. Summative assessments will support targeted interventions and teacher judgement. Benchmark tracking sheets and diagnostic evidence will monitor progression and inform support. The Moray Achievement Tracker will capture and celebrate a wide range of learner achievements in and out of school.



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Priority 3

To ensure the curriculum is coherent, rich in knowledge and experience and appropriate for inclusion, learning and wellbeing needs of all individuals.

Key links to Moray Education Priority Area(s):

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

- ☐ Curriculum
- ☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☐ School and ELC Leadership ☐ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☒ Curriculum and assessment ☒ School and ELC Improvement ☐ Performance Information	☒ P1: Overcoming challenges – disability, neurodiversity ☒ P2: Tackling child poverty ☒ P3: Improving CYP mental wellbeing ☐ P4: Strengthening family support ☐ P5: Improving CECYP outcomes	☐ 1.1 ☐ 1.2 ☒ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☒ 2.2 ☐ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☒ 3.1 ☒ 3.2 ☐ 3.3

Progress and Impact

As a result of our rights-based and nurturing approach to wellbeing, we are seeing clear improvements in outcomes for almost all children and their families. The majority of the school community shares a common understanding of wellbeing and children's rights, supported by our Health and Wellbeing framework and approaches such as Getting It Right For Every Child, nurturing principles, and restorative practice. Restorative approaches are embedded across the school, promoting accountability and strengthening relationships when harm occurs. Positive relationships are evident in classrooms, playgrounds, and across the wider school environment, with the majority of staff and partners proactively modelling and promoting them. HWB is systematically tracked through the Wellbeing Webs, completed by all learners three times annually, allowing timely identification of need and targeted support.

Almost all learners report being treated fairly and with respect by staff, and most parents agree, highlighting the inclusive and respectful ethos that underpins our school culture. Learners facing barriers such as poverty, care experience, additional needs or trauma are well supported through child planning, partnership working and a range of targeted interventions, including those delivered via Pupil Equity Funding. Support for Learning staff use diagnostic assessments and precision teaching approaches to plan and deliver tailored support. Emotional regulation strategies, such as Zones of Regulation and Emotion Coaching, are embedded across the school and are increasingly used effectively by learners to recognise and manage their emotions. Most learners can now verbalise their feelings and identify appropriate strategies for self-regulation.

A range of universal and targeted wellbeing supports are in place, with referrals made to external agencies including The Exchange, Children's First and the Early Intervention Police Officer when appropriate. Staff, partners and visitors are made aware of child protection procedures, and all relevant statutory and Moray Council policies are adhered to, with records and logs maintained and regularly updated. The consistent application of safeguarding practices and procedures ensures that all children are kept safe and well supported.



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We have achieved the Bronze Rights Respecting Schools Award and are working towards Silver, with children's rights becoming an increasingly embedded feature of the school's ethos and curriculum. The curriculum provides progressive opportunities to explore diversity, challenge discrimination, and promote equality. Visual supports are now in use across the majority of classrooms, and most learners have access to calm corners and self-regulation tools. Attendance and wellbeing are tracked termly, with close monitoring and prompt intervention for those at risk.

Professional learning for staff is ongoing, with most engaging in regular training related to legislation, policy and wellbeing approaches. Records confirm that all teaching staff have completed pastoral notes training, and SEEMIS pastoral and wellbeing records are consistently updated. Parental engagement continues to grow, with increasing visibility of achievements and learning celebrated through assemblies, newsletters, Facebook, and Google Classroom.

Almost all learners report feeling motivated, included, respected, and well supported to do their best. The positive impact of increased outdoor play and early years developmental approaches is also evident. Overall, our commitment to wellbeing, rights, inclusion and safeguarding is having a measurable, positive impact on learners' experiences, relationships and outcomes across the school community.

Next Steps

As part of our ongoing commitment to improving wellbeing outcomes for all learners, we will consistently implement the Moray Health and Wellbeing (HWB) progression across the school to inform planning, learning, teaching and assessment. The HWB Framework will be further embedded, ensuring learners focus on a different Wellbeing Indicator each month to deepen understanding and application. To enhance the monitoring and tracking of wellbeing, the Glasgow Motivation and Wellbeing Profile (GMWP) will be introduced and administered twice yearly, in August and April, alongside the established use of the Wellbeing Webs. Statutory requirements and codes of practice will continue to be rigorously followed, with regular updates and refresher sessions provided for staff, including training on pastoral note procedures.

Pastoral notes will continue to be used to record incidents of bullying and equalities concerns, with clear next steps identified and monitored to ensure resolution and support for those involved. Learner achievements will remain a key focus, celebrated at assemblies and shared with families through Google Profiles and the Moray Achievement Tracker. The use of Boxall Profile data will be sustained to evaluate the progress and impact of interventions for identified learners. Targeted interventions will continue to be planned based on robust data analysis, and their effectiveness regularly reviewed. Precision teaching will be used to support the achievement of IEP targets, with ongoing evaluation to measure success and adapt support where necessary. Pupil Equity Funding will continue to be used strategically to fund support staff, enabling the continued delivery of Emerging Literacy and targeted literacy interventions as learner's progress through the school.