



Planting Roots, Growing Wings

Community

Resilience

Kindness



Curiosity

Achievement

Initiative

Handbook 2023-24

(The information contained within this Handbook is correct at the time of publication, and is updated annually. This Handbook has been prepared by the Head Teacher, and follows guidelines set out by Moray Council Education, Communities & Organisational Development. (Date of Issue 8th December 2023)

MORAY COUNCIL VISION:

Fair Ambitious Improving Responsive



MORAY COUNCIL AIMS:

- Ensuring people's outcomes remain at the heart of what we do
- Ensuring effective partnership working
- Supporting, enabling and encouraging people, their families and local communities to achieve what is important to them
- Actively promoting early intervention
- Delivering accessible, consistent, equitable and high quality services
- Using our resources effectively and targeting our capacity appropriately and efficiently
- Engaging and involving through effective communication with everyone we work with
- Promoting equality
- Sharing and using our information openly and fully
- Creating a culture of self-evaluation and continuous improvement

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 from the Moray Council website.

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

This booklet is also available in other languages.

CONTENTS

MORAY COUNCIL VISION	Page 2
HEAD TEACHER LETTER	Page 4
WELCOME TO KNOCKANDO PRIMARY SCHOOL	Page 5
OUR VISION AND VALUES	Page 6
SCHOOL INFORMATION	Page 7
ADMISSION/ENROLMENT CONTACTING AND VISITING THE SCHOOL ATTENDANCE SCHOOL TERM DATES	Page 8-9
TRANSITIONS	Page 9-10
CONCERNS AND COMPLAINTS SCHOOL TELEPHONE INFORMATION LINE	Page 11
WHAT IS IT LIKE BEING A PUPIL AT KNOCKANDO?	Page 12
PARENTAL INVOLVEMENT OPPORTUNITIES	Page 13-14
WIDER LIFE AT KNOCKANDO PRIMARY SCHOOL	Page 14
LEARNING TEACHING AND THE CURRICULUM	Page 15-21
ASSESSMENT AND REPORTING PUPIL GROUPS	Page 21-22
HOMEWORK	Page 22-23
ADDITIONAL SUPPORT NEEDS	Page 24
CHILD PROTECTION	Page 24
PHYSICAL INTERVENTION	Page 25
GETTING ON TOGETHER AT KNOCKANDO WORKING TOGETHER	Page 26-27
USEFUL INFORMATION	Page 28
SCHOOL MEALS	Page 29
DATA PROTECTION	Page 30-34
APPENDIX A - Moray Council A-Z	Page 35-36
APPENDIX B - POSITIVE RELATIONSHIPS POLICY	Page 37
SUMMARY OF SCHOOL IMPROVEMENT PLAN 22-23	Page 38



HEAD TEACHER'S LETTER

Dear Parents and Families,

At Knockando Primary School we are a friendly and nurturing learning community where everyone is valued as an individual. We pride ourselves on knowing our learners well which allows us to provide the appropriate level of support and challenge for all.

We aim to prepare our young learners for the future by encouraging and inspiring them to develop the knowledge, skills and attributes that will help them in learning, work and life.

Situated in the heart of Speyside, we are well placed to make the most of our fantastic outdoor environment. Surrounded by rolling hills, fields, forests and burns, our pupils enjoy a variety of outdoor learning opportunities.

We also ensure that our pupils have experiences in the wider world and through our Edinburgh residential and annual ski trip to Abernethy, pupils gain a lot of valuable life skills. We plan with Active Schools and Outfit Moray to create opportunities for wider achievement for all pupils. Parental involvement and engagement is also key to ensuring successful outcomes for our learners, working in partnership to drive forward school improvements.

Please remember that you are always welcome in school and if you have any suggestions, comments or concerns, please do not hesitate to share these with us by contacting the school office.

I hope that you enjoy reading our handbook and that it will provide a clear overview of our curriculum.

I look forward to welcoming you into the Knockando Primary School community and I hope that your child's time with us will prove to be a positive and rewarding experience.

Yours sincerely,
Hayley Burns
Head Teacher

WELCOME TO KNOCKANDO PRIMARY SCHOOL

Our school is situated in a unique location, nestled beside Knockando Church and Cardhu Distillery. It can be found by turning off the main road between Archiestown and Knockando, at the turn-off to Cardhu Distillery. The school sits amidst very attractive grounds comprising two separate tarred areas; one which is used as a playground and the other located at the rear of the building for parking. A full sized football field and a smaller grass playground including a school garden can be safely accessed by the children who are encouraged to play co-operatively.

The building itself is the original Victorian building and houses two of the main teaching areas and the local Knockando Playgroup. The canteen, library and another classroom are situated in an adjacent annexe. The main building has been modernised and comprises of a semi open plan classroom for the junior class and a large, airy classroom for the infant class. These areas are carpeted and decorated to a good standard. All classrooms have wireless network and have interactive Promethean boards.

We are a non-denominational primary school with a current roll of 45 children. Everyone is encouraged to work hard and to the best of their ability. There are two composite classes; P1-3 and P4-7. We ask that pupils are caring, responsible and respectful in their actions, so that everyone feels safe and included.

We are very proud of the history of our school and our place at the heart of the local community.

We look forward to welcoming you to join us and hope the information contained in this handbook helps to explain some aspects of the school community.

Head Teacher:
Mrs Hayley Burns

Knockando Primary School
Knockando
Near Aberlour
Moray
AB38 7RY

Tel: 01340 810257

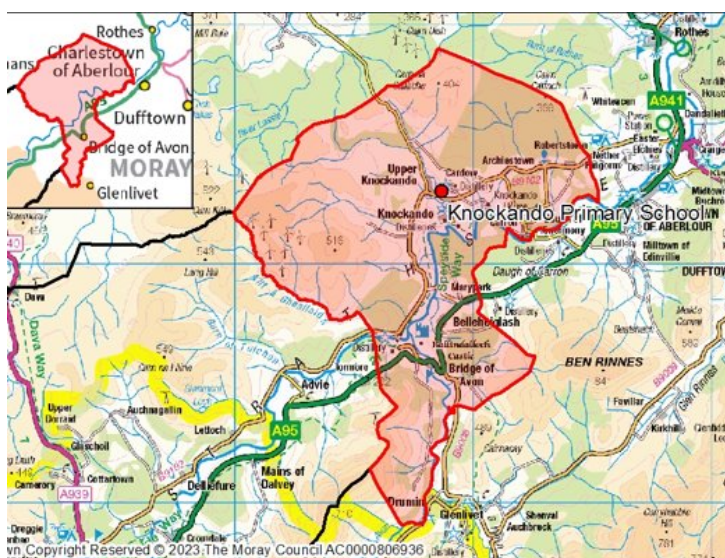
Email:
admin.knockandop@moray-
edunet.gov.uk

Website: <https://sites.google.com/my.glow.scot/knockando-primary-school/home>

Twitter Page: [@knockandopr](#)

Moray Council: www.moray.gov.uk

Education, Communities & Organisational Development main telephone number: 01343 563374



KNOCKANDO PRIMARY SCHOOL

Curriculum Rationale

Our rationale at Knockando is to use the context of the school to provide the foundations for learning to support progress and achievement. A coherent curriculum develops the capacity of every pupil to become successful in their learning, confident in themselves, effective in their contribution to the school, the community and to society and able to make responsible decisions now and in the future.

We foster in our pupils a sense of belonging and purpose. We empower our pupils to have the determination and resilience to achieve all they can whatever their background, their abilities or their starting point. By helping our pupils to know themselves as learners we nurture the foundations of lifelong learning. Skills development supports our pupils to achieve in and beyond primary school.

Here at Knockando Primary School we VALUE:

COMMUNITY KINDNESS RESILIENCE
CURIOSITY INITIATIVE ACHIEVEMENT

Knockando Primary School

School Vision: *Planting Roots, Growing Wings*

Our School Aims:

Successful Learners ~ Effective Contributors
Responsible Citizens ~ Confident Individuals



SCHOOL INFORMATION

The School Day

All classes are in from 9:05am - 3:15pm

Morning Interval – 10:35am-10:55am

Lunch - 12.30pm – 13.20pm

For more information on Moray Council School Catchment areas please follow the link below:

<http://intmaps.moray.gov.uk/imf/imf.jsp?site=services>

Current Roll:	Girls	Boys	
Primary 1	7	2	
Primary 2	1	1	
Primary 3	4	5	
Primary 4	2	5	
Primary 5	2	3	
Primary 6	1	7	
Primary 7	0	5	45 Pupils

SCHOOL STAFF:

Mrs Kirsten Beange – Class Teacher P1-3

Mrs Lynsey Scott – Class Teacher Mon-Wed P4-7

Ms Fiona Burness – Class Teacher Turs-Fri P4-7

Mrs Hayley Burns (Support for Learning Teacher & McCrone cover)

Ms Margery Swinton (PE – P4-7)

Support Staff:

Mrs Lorraine Todd

Mrs Jen Kelshaw

Mrs Lorraine Watt

Mrs Joan Reid

Mrs Dawn Bassett

Mr Ed McMann (Janitor)

ADMISSION/ENROLMENT

The Moray Council admits entrants to Primary 1 at the beginning of the autumn term in August. Children who have reached the age of five before the end of the following February are eligible for enrolment.

In January, a notice is placed in the local newspapers, which informs parents about school enrolment dates and it is also notified in the school newsletter and on the school website. As well as the school handbook, every parent enrolling a child for P1 will be given a separate induction booklet.

NEW PUPILS

We are very happy to welcome new pupils and their families to Knockando Primary. Anyone considering placing their child at Knockando Primary School should telephone the school office, or call in to the school reception, to request an appointment to visit the school. You will have the opportunity to see classes at work and also meet the teachers, support staff and other staff members who work at Knockando.

CONTACTING AND VISITING THE SCHOOL



Parents can contact Mrs Bassett the School Administrator on 01340 810257 to ask any questions or to advise the school of your child's absence. Additionally you may use the school email to leave any non-urgent messages.

In the interests of child safety we ask that all visitors park in the car park when visiting the school and report to the main entrance at the front of the school. On arrival, please ring the bell and wait for someone to welcome you. Should you wish to visit the classroom in the annexe please report to reception first. Visitors to the school will be asked to sign in on arrival, display a visitor pass then sign out on departure. The Visitor book can be found in the main corridor outside the school office.

ATTENDANCE

Section 30 of The Education (Scotland) Act 1980 requires parents to ensure that their child attends school regularly. Regulation 7 of The Education (School and Placing information) (Scotland) Amendment etc. Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised (e.g. approved by the local authority) or unauthorised (e.g. unexplained by the parent/guardian (truancy) or excluded from school).

ABSENCE

To ensure as far as possible the safety and well-being of children, Educational Services has adopted the following absence procedures:-

- *If your child is not able to attend school, please advise the school of the reason for absence and likely date of return to school. Contact the school, preferably by telephone on 01340 810257.*

- *We check the attendance register daily at the beginning of the morning and afternoon sessions. If your child is found to be absent and we have not been advised by you of their absence, then we will contact you by telephone to alert you to this.*
- *If we cannot immediately make contact with you, then we will contact the person you have named as your family emergency contact.*

If your child is to be absent from school due to illness, please use Parent Portal or telephone the school before 9.15am to let us know. If we have not heard from you by 9:30am, we will contact you to enquire as to why your child is absent. If your child has sickness, vomiting or diarrhoea, he or she must remain at home for a minimum of 48 hours following the last symptoms to ensure time to recover and to minimise risk of passing on infection.

If you have to collect your child for an appointment, please let us know in advance and come to reception. We will then bring your child out of class to meet you. This ensures that the child is in the care of a known adult.

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 should inform the school about such holidays and each case will be considered on its merits. Should parents remove their child for a holiday, it is our school policy that "holiday work" will not be supplied by the teacher.



School Term Dates are available on the internet at The Moray Council.

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

TRANSITIONS

Here at Knockando Primary we arrange specific activities to involve our new intake in the school before they are due to start in August. These will include visits to the classroom to meet their teacher and to take part in activities with the other children.

The first few weeks in a new school can sometimes be a bit tricky for children and their parents/carers and it is important that a good start is made in building up relationships. Everyone at Knockando has experience in ensuring that new pupils arriving in school are treated with care and sensitivity.

KNOCKANDO PLAYGROUP

The Knockando Playgroup is based in the school building and the majority of the children who attend there move into P1 at Knockando Primary

meaning that they are familiar with the school and staff before they even start school. We work in collaboration with the Playgroup and enjoy sharing learning experiences and events with them. This supports a smooth transition from pre-school to P1 and benefits all our pupils.

SECONDARY SCHOOL

Most pupils from Knockando Primary transfer to Speyside High School at the end of P7. We try to ensure that this transfer is as smooth as possible and all pupils take part in a series of transition events with the option to join an enhanced transition programme. In the summer term P7 pupils visit Speyside High School for a series of planned visits where they get a chance to experience two typical days at High School and to meet some of the teachers.

In addition, at various times in the year, we meet other small schools from our Associated Schools Group (ASG) for the annual Ski Week to Abernethy and for a mini Highland Games event in May.

The contact details for Speyside High School are:

[Speyside High School](#) Mary Avenue, Aberlour AB38 9PN

Contact: Mrs Patricia Goodbrand, Head Teacher

Tel: 01340 871522

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

Education provision: Secondary & Enhanced Provision for Additional Support Needs.

Knockando Primary School is a member of the Associated School Groups (ASG) for Speyside which includes:

Aberlour Primary School
Glenlivet Primary School
Mortlach Primary School

Craigellachie Primary School
Tomintoul Primary School
Rothes Primary School



P7 Pupils 2023-24

CONCERNS AND COMPLAINTS

Parents and carers are welcome to contact the school at any time. If parents/carers wish to discuss an aspect of their child's learning in greater depth it is better to make an appointment for a time when the teacher is available. If you wish to discuss anything with the Head Teacher, an appointment can be made by contacting the school office. The Moray Council complaints procedure can be accessed on the Moray Council website at:

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

SCHOOL TELEPHONE INFORMATION LINE

When severe weather warnings are received your Head Teacher will keep the system updated. School information is also broadcast by Moray Firth Radio.

TELEPHONE INFORMATION LINE

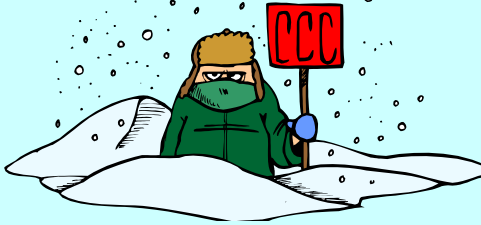
Dial **0870 054 9999**

Enter your school's PIN number: **031310**

You will get a confirmation message: **"You have selected Knockando School"**

You will then enter a menu system:

Press 1	-	to hear severe weather information
Press 3	-	to hear general school information
Press 4	-	to enter a different school PIN number
Press #	-	to end call



Schools Closures information can also be obtained from the following website.

<http://www.moray.gov.uk/>

The schools which have announced closures due to exceptional circumstances, such as adverse weather will be listed alphabetically. This list will be updated by school staff when the decision is made to close a school. Press the 'Refresh' button on your browser to ensure this page is updated.

This closure information is also passed to Moray Firth Radio, BBC Radio Scotland and Twitter - @MorayCouncil. School staff will also update the automated school information line.

WHAT IS IT LIKE BEING A PUPIL AT KNOCKANDO?

At Knockando Primary we believe that our moral purpose is to inspire our children to want to learn and to achieve by providing engaging, challenging and purposeful learning experiences in a secure and nurturing environment. We want to empower our children to have the confidence, determination and resilience to achieve all they can whatever their background, whatever their abilities, wherever they start from. By helping our children to develop self-awareness we endeavour to nurture the foundations of lifelong learning.



This underpins everything we do at Knockando Primary as we aim to promote children's development in the four capacities as outlined in Curriculum for Excellence.

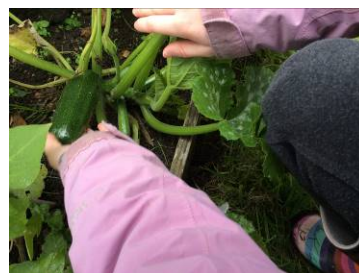
SUCCESSFUL LEARNERS – the children will experience a planned, balanced and varied curriculum which employs a variety of teaching methods and activities. Pupils are encouraged to be responsible for identifying their next steps and to be aware of themselves as learners.

CONFIDENT INDIVIDUALS – children will receive appropriate support to meet their individual needs and to develop positive attitudes towards their life and work. Their successes will be celebrated and they will be encouraged to lead a healthy and active lifestyle.



RESPONSIBLE CITIZENS – Children will be encouraged to enrich the school and its community by acting responsibly and by valuing the unique culture and traditions of the past. They will be empowered to take part in decisions in the course of all curriculum and classroom activities. Equal opportunities exist for all and individual differences of race, culture and belief will be respected and celebrated.

EFFECTIVE CONTRIBUTORS – children will be encouraged to work on their own and in teams to apply their thinking skills, to create and develop ideas and to solve problems. Encouraging them to think about their learning and how they learn will promote attitudes of self-reliance and enterprise.



PARENTAL AND FAMILY INVOLVEMENT OPPORTUNITIES

PARENTS AND FAMILIES AS PARTNERS

At Knockando Primary we recognise that parents and families are the first and foremost educators of their children and we wish you to be fully involved in this process in partnership with the school.

We aim to communicate effectively with parents and families and there are regular opportunities to support your children as learners: Settling in Meetings, Attainment Evenings, Reporting to Parents, Open Mornings/Afternoons to showcase learning.

Parents are invited to meet with their child's class teacher twice a year for progress updates. These discussions are, informed by the children's learning logs and form the basis of the child's annual report.

PARENT COUNCIL

We are very fortunate to have the support of a very active Parent Council team and wider parent body. For example our Parent Council provides money for school trips, teaching resources and also provides funding which enables us to bring in specialists to enhance our curriculum with dance, sport, music, drama and outdoor education. Parents may also use their individual skills to support our learners through Activity Afternoons.

Elections for the Parent Council take place annually. The following people have been elected for this session to represent your interests:

PARENT REPRESENTATIVES

Miss Christine Fraser	-	Co-Chairperson
Mrs Jodi Coutts	-	Co-Chairperson
Mr Chris Packham	-	Treasurer
Mrs Katy Moyes	-	Joint Secretary
Ms Kirsty Morgan	-	Joint Secretary
Mrs Kirsten Beange	-	Staff Member
Advisor to Parent Council	-	Head Teacher

Meetings are held on a regular basis throughout the year with usually one meeting per term. They are a mix of face-to-face and virtual meetings to try to suit everyone's preferences. Parents are notified of meetings through the school newsletter and by email. Information and minutes of the meetings are shared on the school website and via email.

If you would like to get involved in the work of the Parent Council please contact the Chairperson or the Head Teacher through the school office.

The Parent Council exists to support the school in:-

- its work with pupils
- representing the views of parents
- promoting contact between the school, parents, pupils and the local community
- reporting annually to the parent forum

PARENT CONSULTATION

At Knockando Primary we value the views of our parents, families and members of the community. We aim to consult parents and stakeholders before making important changes and putting new policies in place. Mrs Burns will also highlight school improvement priorities in school newsletters and every May there is an opportunity to get involved with creating the new school improvement plan. Parent feedback is important and we carry out various surveys throughout the year.

INFORMATION FOR PARENTS AND CARERS

A series of leaflets has been produced by Education, Communities & Organisational Development for parents and carers. These leaflets are available from the Moray Council website.

The "Information for Parents and Carers" leaflet is available in other languages. A "Notes for Parents and Carers" booklet in pdf form is also available.

Please see **Appendix A** towards the end of this handbook for information on links to Moray Council's web pages.

SCHOOL IMPROVEMENT PLAN

Parents and Carers can access the School Improvement Plan (SIP) and annual Standards and Quality Report (SQR) on the school website or by request from the school office.

You will find a summary of the current School Improvement Plan in Appendix C. A range of information leaflets and parent guides to the curriculum are available from the school office.

If you wish further information, please do not hesitate to contact the school.

WIDER ACHIEVEMENTS AT KNOCKANDO PRIMARY SCHOOL

Sports:

As a Sports Scotland Gold Award school, we arrange wide variety of activities such as Knockando Athletics Club, Active Schools, Mountain Biking, Cross-Country, Swimming, Dance, Skiing and P7 Small Schools Highland Games & pupil-led Lunchtime Clubs

Outdoor Learning:

Use of local environment at Borlum and Cardhu Woods, Outfit Moray, Active Schools, Abernethy Ski Week, P7 transition activities for small schools on the Glenlivet Estate,

Dance/Performance:

School clubs, Christmas Show

Organisations:

School Library Service, Elgin Rotary, Police



LEARNING TEACHING AND THE CURRICULUM

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 situations into the classroom and makes links with knowledge in one subject area to another which helps children to understand the world.

“The Curriculum for Excellence places a focus on learning which encompasses

- the ethos and life of the school
- curriculum areas and subjects
- interdisciplinary learning
- opportunities for personal achievement”

(Building the Curriculum 3 June 2008)

The purpose of the curriculum is to help children and young people to become successful learners, confident individuals, responsible citizens and effective contributors. These are known as the Four Capacities. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to the needs, strengths and interests of the children.

The framework for this consists of Learning Outcomes which describe the expectations for learning and progression in all eight areas of the curriculum. These define the standards and expectations for the whole curriculum.



- Health and Wellbeing – personal, social, emotional and physical
- Religious and Moral Education – religions, values and beliefs
- Languages – literacy, English and modern languages
- Numeracy and Mathematics – number work, mathematical thinking and problem solving
- Sciences – understanding our planet
- Social Studies – our world past and present, enterprise and business
- Expressive Arts – art, drama, music and dance
- Technologies – digital literacy, food & textile technology, craft, design & engineering and computing science

All learning must take account of the principles of curriculum design which ensure challenge, enjoyment, breadth, depth, coherence, relevance, progression, personalisation and choice. This ensures that learning is useful and meaningful for our children.

THINKING SKILLS

At Knockando we place great importance on the development of thinking skills and on having a growth mindset. The aim is not to get the “right”

answer necessarily, rather it is to help the children make explicit their thinking processes so that they can be applied in similar and in new circumstances. The development of thinking skills requires a lot of listening and talking. Knowing that their thinking is unique to them and therefore valid brings children out of themselves, they start to listen more carefully to what other children are saying and find that they can get more involved in the discussions and become more confident. As they think and talk about their learning the children become more aware of how they learn and what helps them to learn better. Consequently their self-esteem is enhanced and their motivation increases. We build resilience in our learners to keep working even if it is “tricky” and they can’t do it “yet” recognising that perseverance is an important life skill.

HEALTH AND WELLBEING

We believe that Health and Wellbeing is fundamental to the overall physical and mental health development and wellbeing of every child. We aim to provide the opportunity for all pupils to engage in a wide variety of purposeful, satisfying and enjoyable Physical Education activities. This provides them with a platform from which they can build physical competences, improve aspects of fitness and develop interpersonal skills and attributes. They encounter a wide range of practical learning experiences, including working on their own, with a partner and in small or large groups. There are



opportunities to take part in a wide range of physical education activities in and beyond the school. We are supported by Active Schools Moray and Outfit Moray. This gives all our children the opportunity to try out new skills and find those which suit them best for further development in the future.

At Knockando the children experience certain aspects of health and wellbeing through focused topics in personal and social education. Within these topics we often draw on the expertise of others. Specialists within and out with the learning community work together to ensure that the children learn in the most effective ways.

LITERACY

Language is central to children's learning. Through language they receive much of their knowledge and acquire many of their skills. Language enables children to communicate with others and to understand feelings, ideas and experiences.

The three organisers within Literacy are

- Listening and Talking
- Reading
- Writing

Within our literacy sessions we endeavour to develop critical and creative thinking as well as competence in listening and talking, reading, writing and the personal, interpersonal and team working skills which are so important in life and in the world of work.



During their time at Knockando our children will experience an environment which is rich in language and which sets high expectations for literacy and the use of language. They will spend time with stories, literature and other texts which will enrich their learning and develop their language skills. We balance play based learning with more systematic development and learning of skills and techniques for reading and writing.

READING



In the early stages Oxford Reading Tree provides a core of interesting and attractive reading experiences which the children enjoy. As they become more competent readers, novels are introduced to extend vocabulary and to provide progressive opportunities for skills development. Supplementary readers from several sources including non-fiction are provided to raise awareness of

different genre and for extension and consolidation. At Knockando Primary we enjoy the use of a dedicated school library where children can access books for their personal enjoyment. We also hold regular book clubs meetings to encourage the enjoyment of sharing and reading stories.

LISTENING AND TALKING

Activities are planned which will encourage children to listen and talk individually or in groups for a variety of purposes and to respond to what they have heard. This could be by asking and answering questions, summarising and discussing plots etc. A variety of strategies are used by teachers to ensure that all pupils have an opportunity to contribute to discussions, to perform to audiences and to present their findings in a variety of appropriate ways.

WRITING

We encourage the children to write regularly in a variety of different genre and in various cross curricular contexts. They are provided with clear guidance and a wide range of tools and strategies on how to write effectively using a carefully designed progression of skills. Core technical skills such as spelling, punctuation, grammar and presentation are also

given high priority. The children have individual writing folders which enable them to record their progress and to identify their next steps.

MODERN LANGUAGES

We offer French to all our pupils in P1-7 with the addition of German in P5-7. The main aims are to offer them the opportunity to learn about and use everyday language in an informal and relaxed atmosphere. Areas covered include: introductions/greetings, classroom objects, days of the week, months, numbers, parts of the body and family members. The main emphasis is on the spoken word and opportunities for this are planned through enjoyable activities such as group and class games, role-play and songs.

MATHEMATICS AND NUMERACY



Numeracy skills play an important role in our lives and are used in everyday activities such as buying food and clothes, keeping time or indeed tiling the kitchen floor. Looking at real life problem solving activities enables pupils to have a clearer understanding of numeracy and mathematics. Children acquire new skills and knowledge more easily when actively involved in their learning. For example a Post Office or Café creates an opportunity for children to learn how to count and give change. We aim to give our pupils a sound understanding of our number system and to this end we provide a skilful mix of a variety of approaches including

- active learning and planned purposeful play
- development of problem solving capabilities
- developing mental agility
- asking children to explain their thinking
- use of relevant contexts
- using technology in effective and appropriate ways
- promoting and interest in and enthusiasm for numeracy

At Knockando Primary we place a great deal of importance in developing a range of mental strategies which the children can draw on in real life situations. Being numerate helps us to function responsibly in everyday life and contribute effectively to society.

TECHNOLOGIES

The technologies framework at Knockando has five organisers which offer opportunities for personalisation and choice using many different contexts for learning.

- Digital Literacy
- Food and Textile Technology
- Technical Developments in Society and Business
- Craft, Design, Engineering and Graphics
- Computing Science



Through a mix of interdisciplinary work and discrete subject teaching, we aim to provide challenging activities which involve research, problem solving, and exploration of new and unfamiliar concepts, skills and materials. Our framework provides progression in cognitive skills. Through the use of Engineering challenges, Enterprise, Citizenship and Eco activities our children are provided with opportunities to develop their creative and entrepreneurial skills which encourage innovation and creativity.

SOCIAL STUDIES

Social Studies incorporate the traditional areas of History, Geography, Modern Studies and now include Eco Awareness and Global Citizenship. We study various aspects of these subjects through themes and short modules, which provide contexts for learning. The emphasis is on developing:

- knowledge and understanding
- skills
- informed attitudes



Social studies cover many aspects and it is hoped that through these studies the pupils will develop inquiring minds and a caring attitude to the people and the world they live in. Some topics require visits to places of interest while others are enhanced by inviting members of the community and other speakers in to school to talk to the pupils and share their experiences. The school grounds, garden and immediate surroundings provide a fantastic natural resource which is regularly used. The pupils are currently developing this to create an outdoor learning environment which will benefit the school and its wider community.

EXPRESSIVE ARTS

The Expressive arts encompass the following four subjects:

- Art
- Drama
- Music
- Dance

These subjects help to develop creativity, imagination and personal response in each child.

Art and Design is an important form of self-expression. We encourage children to be confident in using different materials, techniques and processes. Children are encouraged to observe detail closely and to use colour, texture and pattern in their work.

Class work and art sessions provide a range of activities which enable our children to enhance their creative talent and develop their artistic skills

Through drama, our children have rich opportunities to be creative and to experience inspiration and enjoyment. Creating and presenting are prominent activities for all learners. Their acting and presenting skills are developed through participating in scripted or improvised drama. Exploring real or imaginary situations helps learners to understand and share their world. They develop their capacity to enjoy drama and their knowledge and understanding through evaluating technical aspects and scripts, and commenting on their work and the work of others.

In music our children have opportunities to be creative and to experience inspiration and enjoyment. They are encouraged to develop their vocal and instrumental skills, explore sounds and musical concepts, and use their imagination and skills to create musical ideas and compositions.

Taking part in dance contributes to the children's physical education and activity. At Knockando they are encouraged to develop their technical skills and the quality of their movement in a variety of different dance genre e.g. Scottish Country Dance, Hip Hop and Street Dance etc. Where possible we invite outside partners to work with us at specific times of the year or when they are available.

RELIGIOUS AND MORAL EDUCATION

We approach learning through interdisciplinary studies under the headings of:

- Christianity
- Other World Religions
- Development of beliefs and values

Our children are enabled to explore the world's major religions and views which are independent of religious belief and to consider the challenges posed by these beliefs and values. The skills of reflection and critical thinking and an enhanced understanding of the beliefs and values of others are all crucial in assisting this process.

We are in the fortunate position of having Rev Bob Anderson come to school to take whole school assemblies at regular intervals throughout the year. At other times the Head Teacher assists the children in P7 to lead assemblies reflecting the Rights Respecting School Ethos of our school.

Whole school assemblies give the pupils the opportunity to participate in a time for reflection accompanied by music, story, topical issues and song. Our aim is to develop the whole person by encouraging self-awareness, understanding of and respect for others.

If parents do not wish their child to take part in these acts of worship, they must let the school know in writing.

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

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

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

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

SKILLS

Through the curriculum, we support pupils to develop and apply the following skills based on Education Scotland's Metaskills framework: -

Self-Management	Social Intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Creativity
Adapting	Collaborating	Sense Making
Initiative	Leading	Critical Thinking

More information on Skills for the Future here:

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

ASSESSMENT AND REPORTING

Using the four capacities of Curriculum for Excellence as our overarching aims, we assess each learner's progress in terms of their knowledge, understanding, skill development, attributes and capabilities.

Assessment evidence may come from what the pupils say, write, make and do in response to their learning experiences.

Pupils are encouraged to evaluate their own work and that of their peers across all areas of the curriculum. Regular discussions with teaching staff who provide high quality feedback enable pupils to identify areas for improvement and strategies are identified to help the pupils achieve their targets.

Open evenings afford the staff and parents the opportunity to discuss children's progress in detail, and to identify next steps. Parents may of course contact the school at any time and arrange an appointment if they have any concerns.

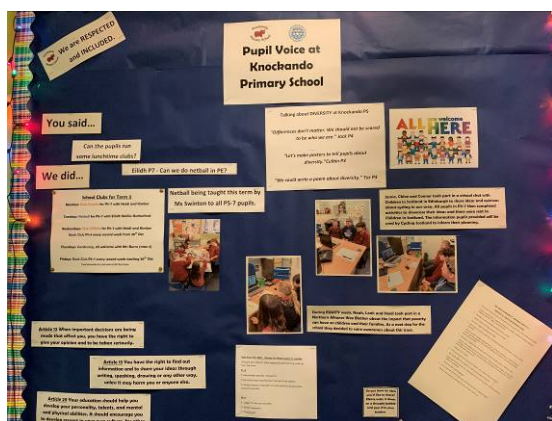
REPORTING

Parents receive an annual report on their child's progress. The report is compiled by the class teacher and will include contributions from pupils and next steps. Throughout the year, pupils complete a weekly reflection on their learning in a learning log which is shared with home and an end of term review is also shared with home as part of the reporting process.

Teaching staff and school management may also get in touch with parents/carers to discuss any learning, personal or behaviour matters as they arise.

PUPIL GROUPS

All pupils contribute as members of the Pupil Council, Sports Committee, Rotakids, Sustainability and Reading Champions groups. Meetings are held on a regular basis throughout each term. The Pupil Council is consulted regularly on their views about various aspects of school life with a view to supporting school improvement, sometimes in partnership with the Parent Council.



Led by Mrs Scott, the Reading Champions group was recently successful in achieving the Scottish Book Trust Core Reading Award for the school.

HOMEWORK

We believe homework can be a valuable opportunity for parents and families to work in partnership with the school. Your involvement gives children the reassurance of a consistent, positive attitude from both home and school. Homework activities give children further opportunities for individual work and encourage important independent study habits where the children can take responsibility for their learning.

Homework activities may vary but will generally consist of:

READING AND LANGUAGE

Your child may have reading to prepare and their reading record will show the pages required. Parents sign this and add comments if they wish. Your help in hearing reading and discussing the content is greatly appreciated, as it can help reinforce vocabulary development, expression and fluency. It helps parent support their child's comprehension skills.



As well as preparing their reading children may be asked to

- Look up words in the dictionary
- Complete comprehension activities
- Write a book review
- Practise spelling words

We do not expect older pupils to read aloud a whole chapter of a novel but your help with asking questions on the content or helping children with more difficult words is appreciated.

MATHEMATICS

Children may be asked to complete maths tasks to consolidate the knowledge and skills learned in school. These short activities provide children with valuable practice at home. They also help to give parents:-

- an insight into some of the maths carried out in school
- an opportunity to talk to their child about maths.
- a focus for communication with the school.



MEDICINES IN SCHOOL

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

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.

ADDITIONAL SUPPORT NEEDS

Some children may need some support which is additional to the universal services provided for all our learners.



Pupils may at times be withdrawn from class to work with Mrs Burns if individualised or small group support is in their best interests. Parents will be informed if additional support is to be offered to their child and they will be invited to school to discuss this with either the class teacher or Mrs Burns.

The Moray Council and Knockando Primary are committed to working in partnership with parents, carers and children. It is important that everyone feels able to have their say at meetings and to have their views fully discussed as part of the decision making process.

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.

ADDITIONAL SUPPORT ACT 2004

The Education (Additional Support for Learning) (Scotland) Act 2009 came into force on 14 November 2010. More information can be found on the Moray Council's website regarding this and the council's provision for additional support needs in Moray.

There are also internet links to other potentially useful organisations via Moray Council's website. Please refer to **Appendix A** for how to access this.

CHILD PROTECTION

It is the duty of the Moray Council and all its staff to ensure as far as possible, that all children are protected from danger of child abuse in all its forms. All schools in Moray follow the National Guidance for Child Protection (2014).

Categories of abuse are:

- Emotional abuse, physical abuse, sexual abuse and neglect.

Where school staff have concerns about a pupil which suggests the possibility of abuse, then these concerns will be discussed with a member of Social Work Department to determine what, if any, action needs to be taken. Under these circumstances, parents will not normally be consulted first. If you have a concern for a child you can contact the Head Teacher who is the school Child Protection Co-ordinator or the duty Social Worker and more information can be found on the Moray Child Protection webpage.

For further information please refer to **Appendix A**

PHYSICAL INTERVENTION

A copy of the "Physical Intervention Guidelines" is available at the school.

All schools in Moray are aware that there may be a need for teachers to physically interact with pupils. In this respect teachers are advised by the Moray Council document "Physical Intervention Guidelines".

For further information please refer to **Appendix A**

Named Person Standard Statement

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

As part of the GIRFEC approach each child or young person is allocated a Named Person. In Primary the Head Teacher is usually the Named Person and will remain throughout their primary school career. On transition to Secondary School, Guidance teachers become the Named Person.

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

Enquire – The Scottish advice service for additional support for learning.

Enquire offers independent, confidential advice and information on additional support for learning through:

Telephone Helpline: 0845 123 3303

Email enquiry Service: info@enquire.org.uk

Advice and information is also available at www.enquire.org.uk

Enquire provides a range of clear and easy-to-read guides and fact sheets including:

The parents' guide to additional support for learning.

GETTING ON TOGETHER AT KNOCKANDO

We are committed to building positive relationships across the school community, to praise good behaviour choices and to encourage honesty and integrity in all that our young people do and say. Please see Appendix B for the school's Positive Relationships Policy

We want our school to be a welcoming place where children and staff feel safe, respected, included and happy. In order to achieve this we have a code of conduct based on respect, kindness and consideration for others.

It encourages pupils to have pride in themselves, have consideration and care for others and their property and to be aware of the wellbeing and safety of those around them. This message is revisited at assemblies and in the classrooms in many different ways.

We also place a lot of emphasis on our partnership with parents and families and on the role that they play in assisting us to ensure that our school is a safe and happy place.

Our school ethos promotes respect for the individual and therefore any form of bullying is unacceptable at Knockando Primary and will not be tolerated. However, many perceived instances of "bullying" are often found to be merely children falling out, squabbling or being unable to sort disagreements themselves. We support our learners to work through issues at an early stage and become aware of the point of view of others. The school policy on Bullying and Promoting Positive Behaviour is available on request from the school.

WORKING TOGETHER

We encourage our children to treat others as they would like to be treated themselves.

The pupils of Knockando Primary should:

- Carry out all reasonable instructions given by a member of school staff or by any pupil who has been given authority to issue instructions.
- Have with them and use sensibly the books, equipment, materials and clothing which are appropriate for the work to be undertaken.
- Accept that all staff are supporting them as they learn.
- Behave towards each other in the same way as they would like to be treated by other people.
- Take care of and respect their own, others' and school property.
- Let their behaviour choices outside school reflect the same habits of courtesy and consideration for others which are expected in school.



Whole school rules are also in operation during lunchtimes and breaks. These periods are important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

However, wherever there are children, there will sometimes be disagreements. Children at Knockando Primary should feel free to talk about their concerns with staff in the knowledge that these will be given due consideration.

We value our Playground Supervisors and work in partnership with them to promote our Positive Relationships Policy during lunchtimes and breaks.

The School Code of Conduct is applicable in the following areas:

The classrooms
The playground
The dining hall
The corridors and the toilets.



Children are expected to follow the school's code of conduct and for the most part we find that our children do so. However should a pupil repeatedly find it hard to abide by this code they will be referred to the Principal Teacher or Head Teacher.

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

Sanctions

On the advice of Legal Services, all schools must have a written statement about their sanctions. You MUST note that this may lead to exclusion.

Pupils are expected to follow the school rules. Generally, pupils are made aware that they are responsible for their own actions, and that making poor behaviour choices will lead to consequences. These include:

- verbal reminders to self-regulate
- time out of an activity to think about behaviour choices
- restorative discussion with a member of staff
- parents/carers asked to discuss behaviour choices with Head Teacher
- exclusion from school

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

USEFUL INFORMATION

SCHOOL UNIFORM

When pupils have similar expectations for dress, unhealthy competitive feelings about looks are reduced. Pupils can stand out because of their personalities and achievements and not their clothes. Although we cannot insist, we encourage all pupils to wear their uniform. The recommended uniform is as follows:

Please ensure all clothing is labelled with your child's name.

Grey or Black Trousers / Skirt or Pinafore

Burgundy Sweatshirt (School Name/logo) <https://myclothing.com/>

Burgundy Cardigans <https://myclothing.com/>

White Shirt / Polo Shirt

Indoor shoes e.g., plimsolls

Outdoor shoes including snow boots/waterproof boots in winter

PE Kit

Grey or Black joggers, leggings or shorts

Plain T-shirt (no football strips) Red = Foxes Blue = Badgers

Suitable footwear for indoor and outdoor PE

On PE days, pupils should come to school in their PE kit. Jewellery should be removed (or covered) for PE and long hair must be tied back. Children who forget their PE kit will be asked to wear a substitute kit.

We ask that pupils do not wear jeans or items of clothing carrying slogans.

Children are asked to bring an old shirt for Art and Craft.

Some families may be entitled to a clothing grant. Please refer to **Appendix A** for access to information and application forms.

TRANSPORT

All primary and secondary pupils who live more than 2 miles from their school will be provided with free transport if that is their local catchment school. Door-to-door transport is not guaranteed. In certain instances, children may be required to walk up to 2 miles as appropriate.



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

WATER BOTTLES

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

SCHOOL MEALS

The school meals, brought in from Rothes Primary School and served at Knockando Primary School are of a high standard and are taken by most children in the school. Our lunchtime auxiliary asks for good manners, and children are encouraged, but not forced, to eat a substantial meal.

Although meals are served in Knockando School Dining Hall, their actual provision, preparation and cooking is done at Rothes Primary School.



An online payment system has been introduced in our school which means you are able to pay for school dinners online.

The new secure payment system is called iPayImpact. Any funds that you add to your account are immediately available for your child/children to buy a school dinner. There's no upper limit to the amount you can add to your account and, if you wish, you can pay upfront for weeks or months in advance.

The service is available 24/7, from any internet-enabled device, and will allow you to see the current balance on the account, top up funds, and view a transaction and meal history.

FREE SCHOOL MEALS

Some families may be entitled to free school meals. Please refer to **Appendix A** for access to information and application forms.



PACKED LUNCHES

Should a pupil wish to take a packed lunch, then he/she will eat lunch under supervision, in the dining room as directed by the Lunchtime Auxiliary. School eating and conduct guidelines will apply.

SUPERVISION

Parents are requested not to leave children at school in the mornings before 8:45am as they are unsupervised.

In accordance with 'Moray Council's Policy', we have a Children's Supervisor and a Lunchtime Auxiliary. Our Children's Supervisor supervises the children as they play during break periods. Our lunchtime auxiliary has responsibility for the supervision of pupils during the lunch interval, in particular within the school dining area.

A series of leaflets has been produced by Education, Communities & Organisational Development for parents and carers. These leaflets are available from the school or the Moray Council Internet site: www.moray.gov.uk

information so the Council can ensure it is delivering education appropriately to all its citizens.

DATA ABOUT PUPILS AT SCHOOL

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

DATA ABOUT WHEN AND WHERE THEY GO AFTER THEY LEAVE US

This will include information about their next setting/school. We need this information to ensure we support our pupils in all their transitions.

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

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

We will also take photographs in school/ELC setting and display them on our walls, and in newsletters and other communications. We do this in order to celebrate and share learning and achievements, 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 joins Knockando 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 moves schools/ELC settings, we have a legal obligation to pass on information to their new school/education authority about their education at Knockando Primary School.

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

SHARING PERSONAL DATA TO SUPPORT WELLBEING

In addition to the above, Knockando Primary School has a legal duty to promote, support and safeguard the wellbeing of children in our care. Wellbeing concerns can cover a range of issues depending on the needs of the child.

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

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

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

DATA PROTECTION PRIVACY NOTICE

The Data Controller of the information being collected is Moray Council. For any queries or concerns about how your personal data is being processed you can contact the Data Protection Officer at info@moray.gov.uk or 01343 562633. You can also consult the information available at the Information Commissioner's websites, ico.org.uk

Pupil information is being collected to use for the following purposes;

Product name	Purpose	Data shared
Sumdog	Maths support resources	Pupil forename, surname, registration class
Times Table Rockstars	Maths support resources	Pupil forename, surname, registration class
Nessy	General spelling and typing support	Pupil forename, surname and date of birth
School website/ Twitter	Sharing information with parents/carers and celebrating success.	Pupil forename and class (only if media consent has been given).

The legal basis/bases for collecting the information is;

- The data subject (i.e. you) has given consent to the processing
- Processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller (i.e. Moray Council)

Where sensitive/special category data is being processed (e.g. data concerning health information, criminal convictions etc.) the legal basis/bases for collecting the information is;

- Processing is necessary for the purposes of preventative or occupational medicine and the provision of health or social care or treatment or management of health or social care systems and services.

Your information will be shared with the following recipients or categories of recipient;

- 1) Products as listed in the table above

The personal data being used for this process includes;

Name, address, date of birth, gender, registration class, stage at primary school, if pupil has English as a second language (EAL).

Some of your personal data that is used for this process has originated from a third party. The data originating from a third party includes;

- Name, address, date of birth, gender, registration class, stage at primary school, if pupil has English as a second language (EAL).
- All the personal data fields are provided by a third party (parent/guardian) if the data subject is under 18yrs of age. If the data subject is 18yrs or over then they will be providing all their personal data themselves.

The third party data originates from these sources;

By a parent/guardian on behalf of a child Your data will be held by Moray Council for a pre-determined length of time. You can find all the information about how long we retain data for on our website;

http://www.moray.gov.uk/moray_standard/page_92820.html

Please note that you have the following rights;

- To lodge a complaint with the Information Commissioner's Office
- To request access to your personal data
- To request rectification or erasure of your personal data, as so far as the legislation permits
- To request restriction of processing of your personal data (that is, to request that we halt any activity performed on your personal data), as so far as the legislation permits
- To object to any direct marketing
- To object to any processing undertaken for the purposes of scientific/historical research and statistics; as so far as the legislation permits
- To withdraw consent at any time
- To object to the processing activity.

APPENDIX A

Moray Council Education, Communities & Organisational Development

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

Telephone: 01343 563374

Email: education@moray.gov.uk

Hours: 8.45am - 5.00pm Monday to Friday

Website: www.moray.gov.uk

Updated 15/10/2019

Moray Council A-Z

Active Schools	Telephone:	01343 563890
	Email:	Active.schools@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52055.html
Additional Support for Learning	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42567.html
Adverse Weather Procedures	Telephone:	0870 054 9999 (school information line) Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge Local school or 01343 563374
	Email:	Local school or education@moray.gov.uk
	Website:	http://schoolclosures.moray.gov.uk/ www.moray.gov.uk/moray_standard/page_53021.html
After School Clubs	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	Telephone:	01980 618244 (Children's Education Advisory Service)
	Email:	enquiries@ceas.uk.com (Children's Education Advisory Service)
	Website:	www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55580.html
Bullying	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_52988.html
Childcare	Telephone:	01343 563374
	Email:	Childcare.info@moray.gov.uk
	Website:	www.scottishfamilies.gov.uk/
Children and Families Social Work	Telephone:	01343 554370 or out of hours emergency 03457 565656
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	Telephone:	01343 554370 or out of hours emergency 03457 565656 or 101 (Police Scotland)
	Email:	childrensaccessteam@moray.gov.uk
	Website:	www.moray.gov.uk/moray_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 Discrimination	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare (pre-school)	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_42682.html
Education Maintenance Allowance	Telephone:	01343 563338
	Email:	EMAMoray@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Telephone:	01343 563456
	Email:	revenues@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_43903.html
Home Education	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53000.html
Instrumental Instruction	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_53005.html
Placing Requests	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_49601.html
Racial Equality	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	http://www.moray.gov.uk/moray_standard/page_43019.html
School Meals	Telephone:	01343 557086
	Email:	schoolmeals@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	Telephone:	01343 563374
	Email:	education@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_55829.html
Transport (For Pupils)	Telephone:	0300 123 4565
	Email:	transport@moray.gov.uk
	Website:	www.moray.gov.uk/moray_standard/page_1680.html

KNOCKANDO PRIMARY SCHOOL

POSITIVE RELATIONSHIPS POLICY

3 Rules

1. Be Kind and Respectful
2. Be Ready
3. Be Safe

Consistencies

1. Daily meet and greet
2. Kind words
3. Respectful actions

Ongoing

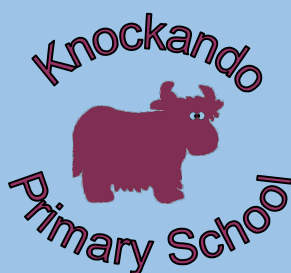
1. Fantastic Walking around school
 - quietly and sensibly
2. There, ready and on time
 - line up when bell goes, classes collected quickly
3. First attention to those doing what is expected/asked
 - praise to encourage positive behaviour choices
4. Appropriate use of manners around school

School Values

Kindness
Resilience
Community
Initiative
Achievement
Curiosity

Recognition

1. Above and Beyond Stickers & Certificates
2. House Points
3. Display, Website, Newsletter
4. Positive phone call home



You might hear...

1. I have noticed you are...
2. It is hard when...
3. I understand and I want to help...
4. How can I help..?
5. Do you remember last week when you... (add positive memory)?
6. Thank you for being honest.

Stepped Intervention

1. Reminder of Expectations
 - Ready, Respectful and Safe
2. Second reminder
 - Self-regulation strategies
3. 5 minute time out
 - Stop and think it through
4. Restorative discussion with HT
 - Phone call home
5. Take Responsibility and Repair

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How did this make people feel?
5. How do you feel about what has happened?
6. What do you need to do to put things right?
7. How can we do things differently in the future?

Summary of Knockando Primary School Improvement Plan 2023-24



Quality Indicators

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 1.3 Leadership of change
- 1.5 Management of resources to promote equity
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.7 Partnerships
- 3.1 Improving wellbeing, equality and inclusion
- 3.2 Raising Attainment and Achievement
- 3.3 Increasing Creativity and Employability



What does it mean?

Circle Model for Inclusion— approaches to improve the engagement and achievement of all learners including those who require additional support.

Metaskills — Innate, timeless, higher-order skills that create adaptive learners and promote success in whatever context the future brings.

Moderation— the term used to describe approaches for arriving at a shared understanding of standards and expectations for the broad general education.

Quality Indicators— as set out in How Good is our School? (4th edition)

Priority 1

Learning, Teaching and Assessment

- Assessment Profiles
- Improved Learner empowerment
- Pedagogy development
- Moderation
- Speyside Teacher Learner Communities
- Q. Is 1.2, 1.3, 2.3, 2.7, 3.2

Priority 2

Curriculum

- Reading Schools accreditation—SILVER
- Metaskills
- Outdoor Learning
- Eco Schools Green Flag Award
- Curriculum design and mapping
- Q. Is 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3

Priority 3

Ensure Wellbeing, Equality and Inclusion for all

- Inclusive Practice through the Circle model
- Rights Respecting Schools Silver Award
- Pupil Improvement Plan (PIP)

Q. Is 1.1, 1.2, 1.3, 2.2, 3.1, 3.2

Twitter: @knockandopr

Planting Roots, Growing Wings

admin.knockandop@moray-edunet.gov.uk



Planting Roots, Growing Wings