



Portgordon Primary School



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 The Moray Council.

Date of Issue: August 2021



INTRODUCTION

Head Teacher

Miss Karen Murray

School Telephone Number 01542 831198

E-mail admin.portgordonp@moray-edunet.gov.uk

School Address: Portgordon Primary School
Richmond Terrace
Portgordon, AB56 5RA
www.moray.gov.uk

Primary	Morning	Interval	Lunch	Afternoon
Primary 1,2, 3	9.00 - 12:15	10:45 - 11:00	12:15 - 13:00	13:00 - 15:00
Primary 4,5,6 & 7	9.00 - 12:30	10:45 - 11:00	12:30 - 13:15	13:15 - 15:00

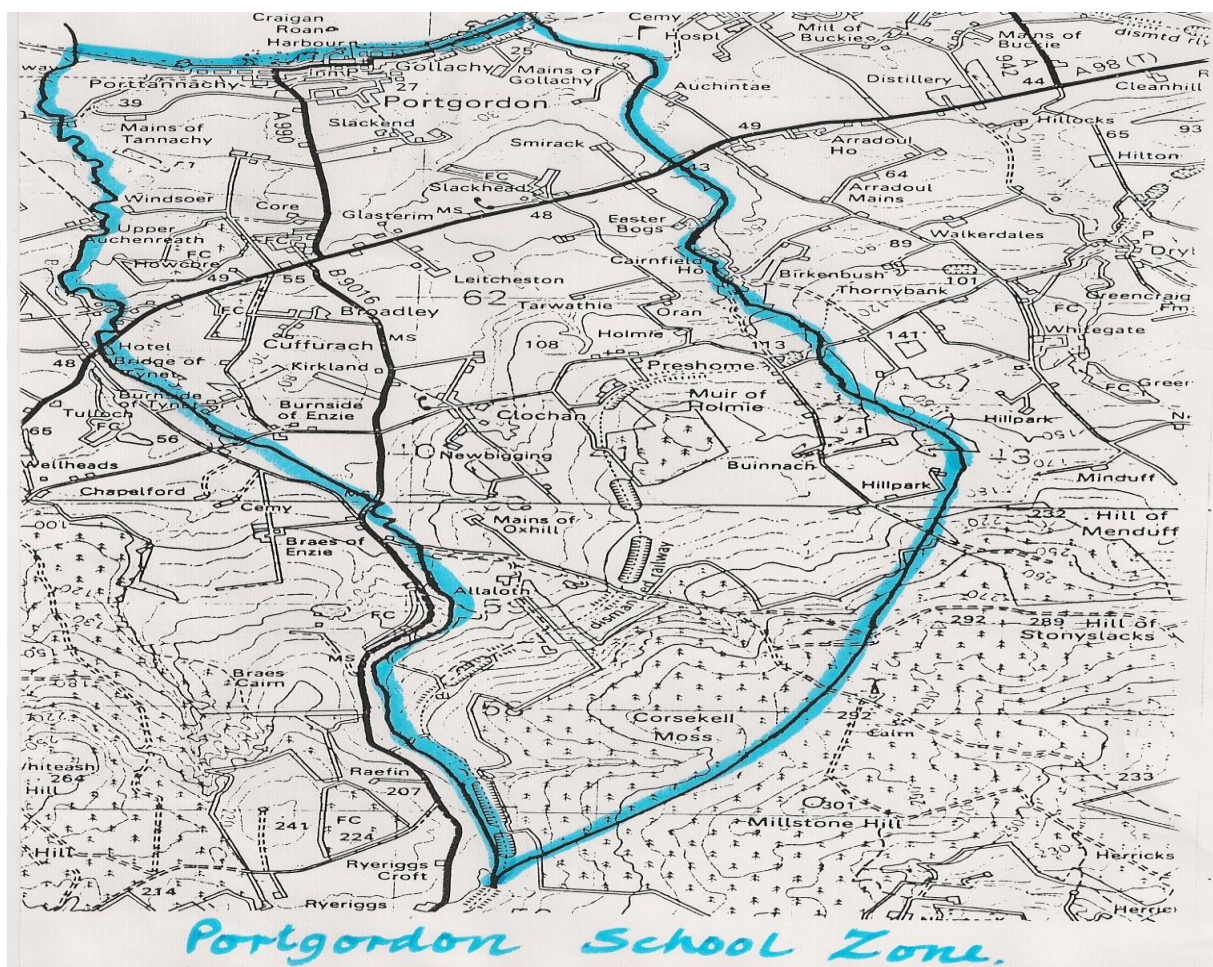
Nursery Manager

Katrina Malcolm

Opening Hours

08:50am – 14.50pm

PORTGORDON



WELCOME TO PORTGORDON PRIMARY SCHOOL

This booklet is designed to be a brief guide to Portgordon Primary School and as such I hope you find it useful.

Portgordon Primary School welcomes a wide variety of pupils and promotes a happy and friendly school community.

The school is committed to ensuring that children's needs are met and parents can be assured that children will settle quickly and comfortably into the school environment.

At all stages pupils are encouraged to develop their self confidence and gain in independence. Parents are encouraged to participate fully in their child's academic and social development.

Parents are welcome to telephone or call the school at any time should queries or concerns arise.

Welcome to Portgordon Primary School.

Miss Karen Murray
Head Teacher



Staff at Portgordon Primary

Head Teacher	Miss K Murray
Class Teachers	Mrs E Schofield (P1/2/3) Miss M Gillies (P4/5/6/7)
SfL Teacher	Mrs C Browlie (Principal Teacher)
Pupil Support Assistants	Mrs C Edwards Mrs W Smith
Classroom Assistants	Mrs C Edwards Mrs B Mitchell
Children's Supervisor	Mr S Grieve
School Administrator	Mrs E Sutherland
Janitor	Mr K Munro
Canteen Supervisor Canteen Assistant	Mrs L Greig
Cleaning Staff	Miss K Johnston Miss L Moggach

Staff at Porgordon Nursery

Nursery Manager	Mrs K Malcolm
Senior Early Years Practitioner	Miss J Geddes
Early Years Practitioner	Mrs D Thomson Miss K Mair
Early Years Support Worker	Miss B Scott Miss K Smith

As part of the national **Getting right for every child** (GIRFEC) approach children and young people from birth to 18, or beyond if still in school, and their parents will have access to a Named Person to help them get the support they need. In primary schools the Head Teacher - **Karen Murray** – karen.murray9@moray.gov.uk is the **Named Person** and will remain throughout their time at primary school. On transition to Secondary School, Principal Guidance Teachers usually become the **Named Person**. **The Named Person** will be the single point of contact for children and young people, their parents/carers and the professional who work with the child or young person.

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

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

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

ENROLEMENT AND TRANSFERRING

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.

In January a notice is placed in the local newspapers, which informs parents/carers about the enrolment dates. Apart from the school brochure every parent/carer enrolling a child for P1 will be given a separate induction package. There will also be a number of opportunities for both children and parents/carers to visit the early stages classroom.

The first two weeks in a new school can be difficult for children and their parents/carers and it is important that a good start is made in building up relationships. Members of staff in Portgordon have experience in ensuring that new pupils arriving at the school are handled sensitively.



New pupils

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

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/carers should arrange to meet the teacher to discuss how the transfer has gone.

Nursery

We have a nursery class in the school catering for 20 children in the Buckie High Associated School Group catchment area. Children can be enrolled during the month of January for joining the nursery class at the start of the next school session. Places are allocated according to the criteria laid down by Moray Council with priority being given to children in their immediate pre-school year. Priority is given to children resident within the same secondary school catchment as pre-school provision. Where the requested place is managed by the Head Teacher, children already having a

sibling in attendance are given priority i.e. a 3 year old with a sibling at primary school has priority over a 4 year old with no sibling at the school.

The parents of children who have been allocated a place are invited to participate in the induction procedures during the summer term. A separate nursery handbook with additional information is available on request.



Play

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



Moving onto Secondary Education

At the end of Primary 7, pupils move onto their secondary education. Most children at Portgordon move onto Buckie High School. There are a series of information meetings for parents/carers and pupils held during the latter part of Primary 7. There are also induction days at the High School so that pupils become familiar with the school, its layout and some of their new teachers. It is also an opportunity for pupils to meet children from other schools who will be starting their first year at High School with them. There are enhanced transition opportunities for pupils with additional support needs.

The contact details for Buckie High School are:

Head Teacher: Mr N Johnson, Tel: 01542 832605 / Fax: 01542 835758

Address: West Cathcart Street, Buckie, AB56 1QB

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

PROCEDURES FOR CONTACTING THE SCHOOL

Parents/carers can contact Mrs Sutherland, the School Administrator on 01542 831198 with any enquiries or the school email – admin.portgordonp@moray-edunet.gov.uk. Mrs Sutherland is available in the office every second Wednesday 8:30am to 3:20pm and every Thursday and Friday from 8:30am to 3.20pm.

You can use the school telephone information line to hear about any school announcements e.g. in the event of severe weather closing the school. Additionally, you can use the school information line to leave any non-urgent message when the school is not open.

Absence

If your child is unable to attend school, e.g. due to illness or medical appointments, please contact the school office **by 9.30am** to explain the reason for absence. It is the parent/carer's responsibility to contact the school with any absences.

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/carers need to inform the school about such holidays.

School Telephone Information Line

Parents can access an information line for the school: (Calls to this number will be charged at 2p per minute service charge plus your call providers access charge)

- Dial 0870 0549 999
- Enter school pin: 031430
- You will get confirmation message that you have "selected Portgordon Primary School"
- Enter the menu system
 - Press 1 - severe weather information *
 - Press 2 - to leave a non urgent message (when school not open)
 - Press 3 - to hear general school information
 - Press 4 - to enter a different school PIN
 - Press # - to end call

* (A 'Severe Weather' advice booklet is available from the office.)

Concerns and Complaints

Portgordon Primary has an open door policy, which means that parents/carers are welcome in the school at any time, signing in at reception first. If however, parents/carers wish to discuss something in depth they are invited to contact Miss Murray to discuss further or to make an appointment.

PHOTOS OF SCHOOL LIFE

Portgordon Bowling Club



Culloden P6/7 visit



Whole School Christmas Party



Hansel & Gretel Performance – December 2015



PARENTAL INVOLVEMENT OPPORTUNITIES

Involving Parents/Carers in their child's education is vital to the life and work of the school. Parental involvement includes supporting your child to come into school on a daily basis well prepared for learning and teaching (pencil case, PE kit, homework packs etc). Throughout the session there are opportunities for parents/carers to write comments on work, sign reading records as well as responding to consultations and questionnaires.

There are two opportunities to come in for formal reporting of each child's progress. A written report will be completed in May.

We have an 'open door' policy, which means you are welcome to approach the school office to request an appointment, to speak to a teacher or other member of staff at a mutually convenient time. Parents and carers 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/carers and to work in partnership with them.

Parents, teachers and friends of the school are invited to share their interests and expertise with children in a variety of ways. We believe that it is important for children to participate in school concerts, educational trips, local activities and inter-school competitions, etc. We appreciate the help we receive from our parent volunteers.

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 add any comments you have about their learning, when you sign their reading records or homework diaries. Some children will have home/school diaries in which learning activities and other important news can be shared.

Parent Consultations

At Portgordon, we value the opinions of our parents and members of the community. We consult with a sample of people before making important changes and putting new policies in place.

Parent Organisations

Portgordon Primary has a Parent Council. Elections take place on a two yearly cycle and the school sends the information directly to parents/carers prior to the event. We are fortunate in being well supported by a great team of parent/carers representatives on our Parent Council.



We recognise that parents/carers are the first and foremost educators of their children and know them best. We strive towards promoting parent and school partnership and the Parent Council exists to:

- To develop and engage in activities which support the education and welfare of the pupils
- To work in partnership with the school and community to create a welcoming school which is inclusive for all parents.
- To promote partnership between the school, community, its pupils and all its parents
- To identify and represent the views of parents on the education provided by the school and other matters affecting the education and welfare of the pupils.

We work closely together to benefit our pupils in many ways. For example, our parent council supports us by providing money for school trips, helping to run events in school, organising our annual Christmas Fayre and Summer Fete and paying for a variety of new resources for classrooms.

INFORMATION FOR PARENTS AND CARERS

A series of leaflets have been produced by Education and Social Care for parents and carers. These leaflets are available from the school reception, or from the Moray Council Internet site.

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** at the rear of this handbook for information on links to Moray Council’s internet site web pages.

School Information

Parents/carers can have access to the School Improvement Plan and annual Standards and Quality Report at the school office. A copy is available in the school reception. A range of information leaflets and parent guides to the curriculum are available in the reception area.

If you wish further information, please do not hesitate to contact the school personally or by telephone.

School Improvement Plan

Full details are available in the school’s ‘**School Strategic Improvement Plan**’. (refer to **Appendix B**)

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

1. Improve Numeracy across learning
2. Look at Curriculum Structure and Content and Delivery
3. Improve Learning and Teaching.
4. Look at achievement and attainment as a whole school community.

THE SCHOOLS SUCCESSES OVER THE YEAR

Full details of the school's successes and achievements are available in '**Standards and Quality Report**' - **Portgordon Primary School**. (refer to **Appendix C**)

Achievements continue to be celebrated regularly through assemblies and presentation of certificates. Out of school achievements are also celebrated and encouraged through our Magic Moments. This year we have continued to experience many successes and achievements; some of these are:

- Taking part in local sporting competitions, including cross country, rugby, Kwik Cricket and basketball.
- Teams took part in the Junior Highland Games at Gordonstoun, competing in the field events and winning the eight-some reel competition.
- A senior dance team was invited to perform at a special event organised by the Lord Lieutenant of Banffshire to mark the Queen's ninetieth birthday.
- Groups represented the school at the Moray Music Festival in singing, dancing and drama classes.
- Primary 7 pupils took part in leadership training to enable them to lead activities for younger pupils in the playground.

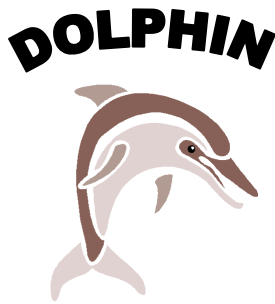


- A group of pupils from Primary 7 joined pupils from other local schools for an activity residential trip to the Abernethy Centre near Nethybridge.
- All classes ran enterprise projects as part of the preparation for the annual Christmas Fayre.
- Nursery and early stage pupils performed a nativity play while senior classes joined for a performance of "Hansel and Gretel".
- Our children participated in the Rotary Quiz, Library Quiz and Euro Quiz

Information on Portgordon's (and other schools) performance can be obtained at
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/index.asp>

SCHOOL ETHOS

Determination
Outstanding Achievement
Learning
Pride
Helpful
Improving
Never give up



Promoting Positive Behaviour

The Portgordon Primary School Behaviour Policy aims to teach pupils to choose responsible behaviour and, in doing so raise their self-esteem and increase their academic success. The policy aims to be a fair and consistent way of establishing a safe, orderly, positive environment in which teachers teach and pupils learn. It makes clear the behaviour which is expected from our pupils; what the pupils can expect from the teachers/staff in return; and what will occur if the pupils choose not to follow or comply with those expectations.

The policy consists of 3 parts:-

Rules that the pupils must follow at all times

Rewards that the pupils will receive for following the rules

Consequences that result when pupils choose not to follow the rules

RULES

Whole School Rules

We care for our school and our environment

We always walk quietly and calmly

We use everyone's proper name and show respect for other people and property

We keep our hands, feet and other objects to ourselves

We wear sensible and safe clothing

All walking and no talking in the Corridors

Keep to the left in the Corridors

Class Rules

We always follow instructions

We begin work quickly and stay on task

We raise our hands to talk and share ideas

Only one person talking at a time

We always help and support each other

Carpet Rules

Sit on your bottom
Legs crossed
Arms folded or in lap
Eyes to the front
Sit where you can see

Rewards

A smile and a 'Well Done!'
DOLPHIN points
A DOLPHIN certificate
A DOLPHIN Recognition Award
Marbles in the jar and a class reward
A class raffle ticket weekly draw
Whole school termly raffle draw

Consequences

Verbal Warning
5 minutes "Time Out" in class
broken rule written out – home for signature
10 minutes "Time Out" in another class and letter to parents
(on third warning, letter home – parental meeting)
SEVERE CLAUSE: Report to Head Teacher
Exclusion from school
A fresh start each day is encouraged

RESPECT

What does respect look like?

Good eye contact with adults and peers

Putting hands up

Showing good manners towards adults
and peers

Always walking in and around the school

Caring and sharing!

Eat with your mouth closed

Demonstrate good table manners

What does respect sound like?

"Please" and "Thank you"

Knock on the door, "Excuse me,
please!"

Laugh with people, not at them

Say "Sorry"

Use appropriate language

"Pardon?" (not Eh?)

Busy buzz!

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions, and that breaking rules will lead to consequences. Parents must note that this may result in exclusion from school.

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

ASSEMBLIES

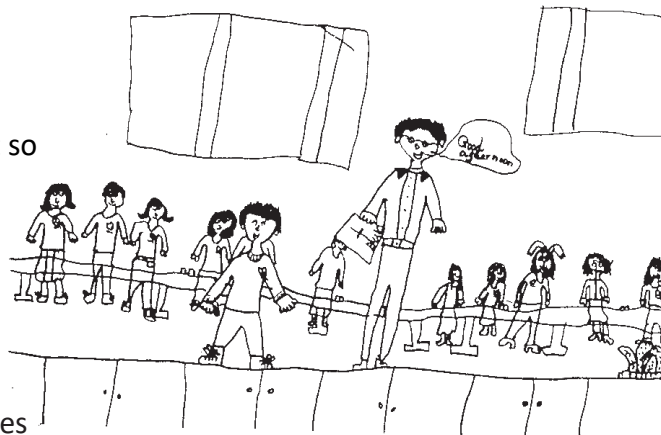
Assemblies are held regularly in our school and parents/carers are welcome to attend. The head teacher, classes and visitors present these assemblies throughout the year.

We use our assemblies not only for religious observance but also to share the children's learning and promote sound moral values. Special assemblies, open for anyone to attend, are held in the Community Hall.

Religious and Moral Education

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

- Beliefs
- Values and Issues
- Practices and Traditions



Where parents/carers exercise their legal right to withdraw their children from RME, 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.

At the end of session an end of term assembly is held. This is a celebration of the school's work over that year. It is an opportunity to celebrate the effort and achievement of our pupils and staff.

During this assembly, the **D.O.L.P.H.I.N** points for each house are totalled and the winning house is awarded with the trophy.

A special award is also given to the pupil who has demonstrated "**D**etermination", a pupil who has demonstrated "**O**utstanding Achievement", a pupil who has demonstrated good "**L**earning", an award for "**P**ride", being "**H**elpful", an award for "**I**mproving" and an award for "**N**ever Give Up". There is an end of term raffle for pupils who have had no warnings.



Some of our Magic Moments from the last year

IN THE PLAYGROUND

Portgordon Primary Perfect Playtimes

Look like

Playing together
Games of chases and football
Smiling happy faces
Small groups having fun
Running and skipping games
Tidy playground – no litter
No one alone
Friendly people

Sound like:

Lots of laughter
Chatting
“Pass the ball!”
Giggling
Birds singing
Happy voices, “Hooray!”
Noisy
Whispering and shouting

Rewards

Well done and a smile for sensible play
Regular use of playground toys (rota)
Whole school park play times (weather!)
Five class marbles to each class lined up (one behind the other, looking forward, waiting quietly)
Ten class marbles to the first class lined up in the appropriate manner

Consequences

Yellow card – verbal warning
Red card – sent inside to HT / Responsible person
Time out rest of that break time and both breaks next day
Red card repeat – within one week
Sent inside
Parental contact
In for up to five days
Please note: A “first time refusal” leads to a *Red Card Repeat*. Defiance towards staff leads to a *Red Card Repeat*

RULES AND DISCIPLINE

To achieve our aim of promoting good working attitudes, self discipline and effective learning, a calm and purposeful atmosphere in and around the school is essential.

We expect children to observe the following:

- Politeness to each other, members of staff and visitors is the first step towards becoming acceptable members of society.
- Care of, and respect for school property and materials ensures that everyone benefits fully from school resources.
- Following instructions and behaving responsibly in rooms, corridors and the playground are necessary to ensure the safety of everyone.
- It is reasonable to expect children to walk at all times within the building and to behave in such a way that they are not interfering with or distracting others.
- Bullying, kicking, throwing stones and any other kinds of anti-social behaviour which may cause injury, are dangerous and unacceptable. The school operates a zero tolerance policy for inappropriate behaviour, including bullying.

Our policy is to encourage children to be honest about their role in any situation and we emphasise that if we withhold the truth we can only make a bad situation worse for everyone involved. We believe in a positive approach towards behaviour management but where this fails sanctions will be enforced. When a child's attitude or behaviour is giving cause for concern parents will be contacted at an early stage to discuss possible strategies to support the pupil.

Sanctions

Children are expected to follow the school rules. Generally, children are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions, **or may in serious cases of indiscipline, lead to exclusion.**

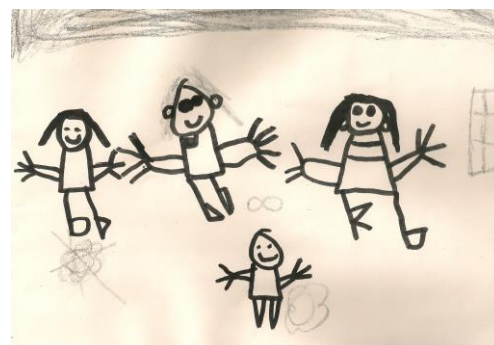
- "Dolphin" warnings for persistent misbehaviour
- reported to the Head Teacher
- parents / carers asked to discuss behaviour and agree next steps
- support in school and from other agencies
- exclusion from school

You should also note that any incidents involving violence, dangerous weapons, drugs or alcohol are reported immediately to education and social care services, and the police.

Bullying

Incidences of potential bullying will be taken very seriously. We will try to help children to resolve any issues that arise. Please contact us if there is a matter causing your child concern.

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



Curriculum for Excellence



Sports Day



WOW Project



Nursery Nativity



Moray Science Festival

Learning Opportunities



CURRICULUM FOR EXCELLENCE

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

Curriculum for Excellence is **not** a '*one size fits all*' curriculum. It provides greater personalisation and choice so that learning is more challenging, enjoyable and relevant to each child's needs, strengths and interests. Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together. Glow, Scotland's unique, world-leading, online network will support learners and teachers in this and there are plans already in place for parents across the country to have access to Glow in due time.

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

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

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

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

Curriculum for Excellence develops skills for learning, life and work to help young people go on to further 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 to 3
- **Senior Phase** - Secondary 4 to 6

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

Experiences 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 interesting topics e.g. The Fire of London, World War II and The Rainforest. Not only do children learn more about the topic, but they are continuously developing their literacy, numeracy and team working skills. The ability to transfer knowledge and skills over a wide range of learning experiences from the different curriculum areas is desired.

Key areas of Education

Literacy across learning,

Numeracy across learning and

Health and Wellbeing across learning

Experience - describes the **learning activity** taking place.

Outcome - describes **what the learning will achieve**. E.g. Knowledge, understanding, skills, awareness and attitudes.

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

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

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

More about Literacy and Numeracy

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.

Modern Languages in the Primary School

In line with other schools in the Buckie ASG we offer French to senior pupils.

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 Portgordon 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.

Expressive Arts

- Art and Design
- Drama
- Music
- Dance

Through the expressive arts we allow children to explore, express and create aesthetically in ways that are satisfying to the individual. We encourage children to achieve high standards by displaying work around the school and by holding public performances, which allow the children to demonstrate their skills, abilities and talents.

We have visiting specialist teachers who come to Portgordon weekly.

Technologies

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

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

Health and Wellbeing

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future. 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** - using links between different areas of learning to develop, reinforce and deepen understanding
- **Outdoor Learning** - making use of the outdoor environment and surrounding community

PERSONALISATION, CHOICE AND ACHIEVEMENT

Planning of learning contexts and methods may be personalised according to an individual's learning and development priorities. Thus, there may be different expectations of learning 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. Progress in personal development, participation in events, extra-curricular and personal interest activities.

Skills

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

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

Important themes are Enterprise, Global Citizenship and Sustainable Development. Pupils can also become involved in the school's 'Pupil Council' and 'Eco Committee'. Some choose to become SOS helpers or 'road safety officers'. In addition there are numerous voluntary extra-curricular activities which children can take part in, e.g. a variety of sports clubs.

Assessment

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

PIPS testing of Primary 1 pupils takes place at the start and end of the school year. Primary 3 and 6 pupils complete INCAS tests in Reading and Maths. These 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 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. The written report in May will advise how much progress has been made against targets set during the initial parent appointment in November. Learning and

achievements are also reported more informally at a variety of school events including the weekly assemblies.

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

SUPPORT FOR LEARNING / ADDITIONAL NEEDS

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

A programme of work may be initiated to help to overcome the difficulties being experienced by the child and this programme may involve a request for additional home support. Some children will have 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 may work with a child, or group of children, in the classroom and sometimes children are withdrawn for specific tasks. Some children may only need additional help for a short period of time whereas others may have a longer term requirement. Children requiring extra help, may also be supported in the additional support needs base. Extra help can be provided for literacy, numeracy, personal, social 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 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 useful organisations via the Moray Council's website. Please refer to **Appendix A** for how to access this.



Information on *GIRFEC* ("Getting it Right for Every Child") is available at:

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

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 2303 / Enquiry Service: info@enquire.org.uk

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

Extra-curricular activities

We try to offer a variety of lunchtime and after-school activities and clubs run by our very willing and supportive staff with support from parents and members of the local community. Pupils can experience a range of clubs, from creative to sporty.



PRACTICAL INFORMATION

All Visitors to the school must report to the school reception and sign in before proceeding further into the building. All volunteer helpers in the school are required to complete a PVG (Protection of Vulnerable Groups Scheme) form.

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.

School Lunches

Meals are delivered from Cluny Primary and served in the canteen. At the start of session, parents are advised about the cost of school meals. Six weekly meal plans are available. The weekly menu is displayed around the school. School lunches are paid online via iPayImpact. Details can be obtained from the school office.

All pupils in Primary 1-5 are now entitled to free school meals as are children from households with a low income. If you think your household income may mean you child is eligible for free school lunches, then refer to **Appendix A** to access information and a claim form from the Moray Council.

Two members of staff are in attendance at lunchtime, supervising the dining hall for those having school lunches and packed lunches.

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 navy school sweatshirts/cardigans with white polo shirts with navy or black skirts or trousers.

For PE plain t-shirts or school t-shirts and shorts (not football strips), indoor gym shoes and outdoor trainers are required. PE bags should come into school on Monday and taken home on Friday. It is helpful if PE equipment, school bags and jackets can have the child's name marked on them. Please leave jewellery and valuables at home. This should prevent the distress caused by items being lost.

Some households may be entitled to clothing grants. Please refer to **Appendix A** for access to information and application forms.

Transport

Any child living more than two miles from the school is entitled to transport if the family live in the school's catchment area. Children living out with the zone are not entitled to transport. 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. Please bring a named water bottle to school.

SCHOOL TERM DATES

School Term Dates are available on the internet at the Moray Council at http://www.moray.gov.uk/moray_standard/page_55829.html

Session 2021/2022		
Spring Term	Starts	Monday 10 January 2022
	Ends	Friday 1 April 2022
Spring Holiday	Starts	Monday 4 April 2022
	Ends	Friday 15 April 2022 (Good Friday)
Summer Term	Starts	Monday 18 April 2022
	Ends	Friday 1 July 2022
Plus 1 occasional day holiday when the following schools will be closed:		
Buckie High ASG		Elgin Academy ASG
Tuesday 3 May 2022		Thursday 10 February 2022
Elgin High ASG		Forres Academy ASG
Thursday 10 February 2022		Tuesday 15 February 2022
Keith Grammar ASG		Lossiemouth High ASG
Monday 6 June 2022		Thursday 10 February 2022
Milne's High ASG		Speyside High ASG
Thursday 23 December 2021		Monday 6 June 2022

Session 2022/2023		
Autumn Term	Starts	In-Service Closure: Monday 15 Aug 2022
	Ends	Tuesday 16 August 2022
Autumn Holiday	Starts	Monday 10 October 2022
	Ends	Friday 21 October 2022
Winter Term	Starts	Monday 24 October 2022
	Ends	Thursday 22 December 2022
Christmas Holiday	Starts	Friday 23 December 2022
	Ends	Friday 6 January 2023
Spring Term	Starts	Monday 9 January 2023
	Ends	Friday 31 March 2023
Spring Holiday	Starts	Monday 3 April 2023
	Ends	Friday 14 April 2023
Summer Term	Starts	Monday 17 April 2023
	Ends	Friday 30 June 2023
Plus 1 occasional day holiday when the following schools will be closed:		
Buckie High ASG		Elgin Academy ASG
Tuesday 2 May 2023		Thursday 9 February 2023
Elgin High ASG		Forres Academy ASG
Thursday 9 February 2023		Tuesday 14 February 2023
Keith Grammar ASG		Lossiemouth High ASG
Monday 5 June 2023		Thursday 9 February 2023
Milne's High ASG		Speyside High ASG
Thursday 22 December 2022		Monday 5 June 2023

Session 2023/2024		
Autumn Term	Starts	In-Service Closure: Monday 14 Aug 2023
	Ends	Tuesday 15 August 2023
Autumn Holiday	Starts	Monday 9 October 2023
	Ends	Friday 20 October 2023
Winter Term	Starts	Monday 23 October 2023
	Ends	Friday 22 December 2023
Christmas Holiday	Starts	Monday 25 December 2023
	Ends	Friday 5 January 2024
Spring Term	Starts	Monday 8 January 2024
	Ends	Thursday 28 March 2024
Spring Holiday	Starts	Friday 29 March 2024 (Good Friday)
	Ends	Friday 12 April 2024
Summer Term	Starts	Monday 15 April 2024
	Ends	Friday 28 June 2024
Plus 1 occasional day holiday to be agreed by 31 March 2023		

Session 2024/2025		
Autumn Term	Starts	In-Service Closure: Monday 12 Aug 2024
	Ends	Tuesday 13 August 2024
Dates to be agreed by 30 September 2022		

Schools work in a group format, based on a Secondary school and its associated Primary schools. This is known as an Associated School Group (ASG). More information is available on the Moray Council website at: www.moray.gov.uk/moray_standard/page_55590.html

Contact: Moray Council, Education, Communities and Organisational Development **Address:** Council Office, High Street, Elgin IV30 1BX **Website:** www.moray.gov.uk

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

Revised 16/08/2019

Moray Council A-Z	Telephone:	Web page address:
Active Schools	01343 563890	http://www.moray.gov.uk/moray_standard/page_42597.html
Additional Support for Learning	01343 563374	http://www.moray.gov.uk/moray_standard/page_42567.html
Admission to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52987.html
Adverse Weather Procedures	Local school or 01343 563374	http://www.moray.gov.uk/moray_standard/page_53021.html http://schoolclosures.moray.gov.uk/ http://www.moray.gov.uk/moray_standard/page_40560.html
After School Clubs	01343 563374	http://www.moray.gov.uk/moray_services/page_44889.html
Armed Forces Families Information	01343 563374	http://www.moray.gov.uk/moray_standard/page_100164.html
Attendance and Absence	01343 563374	http://www.moray.gov.uk/moray_standard/page_55580.html
Bullying	01343 563374	http://www.moray.gov.uk/moray_standard/page_52988.html
Childcare	01343 563374	https://www.scottishfamilies.gov.uk/
Children and Families Social Work	01343 563374	http://www.moray.gov.uk/moray_standard/page_47606.html
Child Protection	01343 554370 03457 565656 (out of hours) 101 (Police Scotland)	http://www.moray.gov.uk/moray_standard/page_55497.html
Clothing Grants	01343 563144	http://www.moray.gov.uk/moray_standard/page_55486.html
Community Care	01343 563999	http://www.moray.gov.uk/moray_standard/page_77362.html
Community Learning & Development	01343 563374	http://www.moray.gov.uk/moray_standard/page_39860.html
Curriculum for Excellence	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Data Protection	01343 563374	http://www.moray.gov.uk/moray_standard/page_75569.html
Deferred Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_52991.html
Disability Discrimination	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
Early Entry to Primary School	01343 563374	http://www.moray.gov.uk/moray_standard/page_56925.html
Early Learning & Childcare	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Education and Social Care	01343 563374	http://www.moray.gov.uk/moray_standard/page_43612.html http://www.moray.gov.uk/moray_standard/page_2069.html
Education Maintenance Allowance	01343 563338	http://www.moray.gov.uk/moray_standard/page_40540.html
Exclusion from School	01343 563374	http://www.moray.gov.uk/moray_standard/page_53001.html
Free School Meals	Local school	http://www.moray.gov.uk/moray_standard/page_55486.html
Grants and Bursaries	01343 563374	http://www.moray.gov.uk/moray_standard/page_43903.html

Moray Council A-Z	Telephone:	Web page address:
Home Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_76320.html
Information for Parents and Carers Leaflets	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html
Instrumental Instruction	01343 563374	http://www.moray.gov.uk/moray_standard/page_53005.html
Notes for Parents and Carers booklet	01343 563374	http://www.moray.gov.uk/moray_standard/page_42708.html http://www.moray.gov.uk/moray_standard/page_47236.html
Learning and Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_44028.html http://www.moray.gov.uk/moray_standard/page_76320.html
Libraries & Information Services	01343 562600	http://www.moray.gov.uk/moray_standard/page_1472.html
Museums Service	01309 673701	http://www.moray.gov.uk/moray_standard/page_572.html
Parental Involvement & Parent Councils	01343 563374	http://www.moray.gov.uk/moray_standard/page_55068.html
Placing Requests	01343 563374	http://www.moray.gov.uk/moray_standard/page_49601.html
Pre-School Education	01343 563374	http://www.moray.gov.uk/moray_standard/page_42682.html
Racial Equality	01343 563374	http://www.moray.gov.uk/moray_standard/page_43019.html
School Catchment Areas	01343 563374	http://findmynearest.moray.gov.uk/my_moray.php?pcode
School Contact Details	01343 563374	http://www.moray.gov.uk/moray_standard/page_55590.html
School Information Line	0870 054 9999 Calls to this number will be charged at a 2p per minute service charge plus your call providers access charge	http://www.moray.gov.uk/moray_standard/page_40560.html
School Meals	01343 557086	http://www.moray.gov.uk/moray_standard/page_55540.html
School Term and Holiday Dates	01343 563374	http://www.moray.gov.uk/moray_standard/page_55829.html
Sports Facilities	01343 563374	http://www.moray.gov.uk/moray_standard/page_2237.html
Swimming Pools	01542 882222	http://www.moray.gov.uk/moray_standard/page_74674.html
Transport (Pupils)	0300 123 4565	http://www.moray.gov.uk/moray_standard/page_1680.html http://www.moray.gov.uk/moray_standard/page_47797.html http://www.moray.gov.uk/moray_standard/page_56922.html
Travelling People	0300 123 4566	http://www.moray.gov.uk/moray_services/page_40313.html

APPENDIX B

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN 2020-21



SCHOOL:	PORTGORDON PRIMARY SCHOOL	QIO/QIM LINK:	STEWART MCLAUCHLAN
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Priority 1

Attainment- focussed analysis, tracking and ensuring a clear strategy for raising attainment

Key links to Moray Education Priority Area(s):	☐ Raising Attainment and Achievement ☐ Learning, Teaching and Assessment ☐ Curriculum	☐ Self-evaluation for Self-improvement ☐ Supporting All Learners ☐ Leadership at all Levels
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NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
☐ Improvements in attainment, particularly in Literacy and Numeracy ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in children and young people's health and wellbeing ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people	☐ School Leadership ☐ Teacher Professionalism ☐ Parental Engagement ☐ Assessment of Children's Progress ☐ School Improvement ☐ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5 ☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 ☐ 3.1 ☐ 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Analyse data over the last three years and identify the key needs of pupils and consequently areas for improvement as part of developing a Raising Attainment strategy for the whole school.	- Learning and teaching will be appropriately targeted to meet key learner needs allowing pupils maximum opportunities to progress - The curriculum will be weighted to allow pupils maximum time to make progress in identified areas	On-going throughout session 2021/22 Initial analysis of data and attainment meetings to take place	HT and All Class Teachers	- All teaching staff will have an increased awareness of school attainment data and be able to make reference to this in discussion - All staff will have a clear understanding of the key needs of pupils - Teachers' planning will be seen to take account of the needs of pupils identified through tracking data, this will be evidenced through the weighting of different curricular areas and appropriate differentiation

		during Term 1		All teachers will have an awareness of particular areas requiring improvement and will be able to show evidence of professional learning in these areas.
Track and monitor all learners but in particular individual cohorts of learners where needs have been identified and key interventions put in place to support progress.	- Appropriate interventions will ensure all pupils have the necessary support to make progress with all learning - Learners will feel confident in their learning and better able to identify their next steps.	On-going throughout session 2021/22	HT, Class Teachers and SfL Teacher	- LSP and IEP paperwork will evidence timely and appropriate interventions. - Staged Intervention steps will be followed in line with Moray policy. - Tracking will show evidence of interventions keeping pupils on track to achieve as predicted
All staff to track progress using the Moray Tracker on a regular basis. Progress will be further scrutinised during three attainment meetings per year supported by the HT.	- Any challenges to pupil progress will be picked up quickly, allowing appropriate interventions to be put in place to ensure pupils are progressing with their learning - Pupils will feel challenged/supported to ensure they fulfil their potential.	On-going throughout session 2021/22	Class Teachers and HT	- Minutes of tracking meetings will show evidence of challenges to pupil progress being picked up and appropriate interventions being put in place - HT will have a clear overview of pupil progress across the school; interventions will be in place; and class observations/focus groups will support the process of tracking and monitoring successful learning.
Moderation activities will be in place to ensure shared standards across the school and robust professional judgement of achievement of a level data.	- Pupils will receive clear feedback on their learning and advice about next steps based on staff having a clear understanding of shared standards - Pupils will be supported to identify their own next steps and targets for progress.	Moderation activities beginning Term 2 Work on Portgordon Raising Attainment Strategy to begin Term 3.	Class Teachers and HT	- Staff discussion will show good understanding and professional judgement around the achievement of a level - In discussion, staff will be able to give clear explanation of professional judgements around achievement of a level - Minutes of tracking meetings will make reference to good use of shared moderation - Focus Group activities led by HT will be in place to support moderation activities and ensure robust professional judgement of achievement of data. - Work will have begun to agree on a

				Portgordon Raising Attainment Strategy, specific to the individual school's context but in line with the revised Raising Attainment Strategy for Moray.
Evidence to support reduced bureaucracy/workload of teachers • Tracking systems will be kept as streamlined as possible to avoid unnecessary workload • IT will be used appropriately to support and share tracking • All tracking meetings and moderation activities will be completed in line with the working time agreement • WTA will include time for staff to complete tracking systems				

Priority 2

Learning and Teaching-ensuring consistency across the school with a clear improvement in differentiation/pace and challenge/effective questioning linked with an aim to improve attainment.

Key links to Moray Education Priority Area(s):

- ☐ Raising Attainment and Achievement
- ☐ Learning, Teaching and Assessment
- ☐ Curriculum

- ☐ Self-evaluation for Self-improvement
- ☐ Supporting All Learners
- ☐ Leadership at all Levels

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
☐ Improvements in attainment, particularly in Literacy and Numeracy ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in children and young people's health and wellbeing ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people		☐ School Leadership ☐ Teacher Professionalism ☐ Parental Engagement ☐ Assessment of Children's Progress ☐ School Improvement ☐ Performance Information	☐ <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding ☐ <u>Priority 3</u> – Poverty ☐ <u>Priority 4</u> – Corporate Parenting	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☒ 2.3 ☒ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7	☐ 3.1 ☐ 3.2 ☐ 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success		
With staff identify and develop agreed components of the Moray Learning and Teaching Standard for focus this year. Share the agreed focus with pupils, relating it to the work undertaken on the Portgordon Learning and Teaching Standard display	- Staff will be clear about the components of the Moray Learning and Teaching Standard and their importance. As a result these will begin to be included more consistently in lesson planning so pupils will experience a higher quality of learning experience - Pupils will be aware of the agreed focus allowing them to be involved in evaluation of learning and teaching and recognising their own strengths as learners.	Starting Term 2 and then on-going throughout the session	Head Teacher, Class Teachers and members of support staff working in classes	- All teaching staff will be able to discuss and explain the components of the Moray Learning and Teaching Standard and their importance - Pupils' knowledge of the Portgordon Learning and Teaching Standard display will be refreshed and they will be able to discuss it and the agreed focus. - Class and peer observations will evidence the implementation of agreed teaching strategies as a result of professional learning.		
Undertake professional learning on differentiation/pace and	Pupils will be more able to discuss their learning through responding	Starting Term 2 and then	All Teaching Staff	Teaching staff will be able to discuss the agreed focus from the Moray Learning and		

challenge/effective questioning and ensure all staff have clear knowledge and understanding of what this means for planning, assessment and teaching.	to well scaffolded and supporting/challenging questions about their learning. Pupils will be able to cope with and respond to both the pace and challenge of learning expected of them.	on-going throughout the session		Teaching Standard with reference to their professional reading. - Staff will be able to explain practical strategies and adaptations to practice to improve consistency in the focus area - Class and peer observations will evidence the implementation of agreed teaching strategies as a result of professional learning.
Agree and implement key strategies to improve learning and teaching based on professional learning and consideration of the revised GTCS standards.	- Pupils will benefit from stronger practice surrounding the agreed focus, leading to improved learning and teaching opportunities that appropriately support and challenge all pupils. - Pupils will describe, discuss and explain their learning supported by the Portgordon Learning and Teaching Display.	Starting Term 2 and then on-going throughout the session	All Teaching Staff	- Observation in classes will show evidence of adapted and improved practice as a result of professional learning - In discussion staff will be able to explain new strategies and their impact for learning and teaching - Pupils will be able to relate new aspects of practice to their understanding of the Portgordon Learning and Teaching display
Arrange for peer observations and stage matched partner school observations to support professional learning and give the opportunity to engage with the revised GTCS standards.	Pupils will experience improved learning to support and lead to their further success.	Timescale to be agreed depending on covid guidance	HT and all Teaching Staff	Peer observations will take place. Following professional discussion will include identification of good practice around the agreed focus, suggestions for improvements and next steps.
Evidence to support reduced bureaucracy/workload of teachers - Cover will be arranged to support peer observations and feedback - Time for professional dialogue will be included in the WTA - Staff will be encouraged, through the PR&D process to use the agreed focus as part of their CPD so hours for professional reading can be recorded				

Priority 3

Literacy and Numeracy-a review of the delivery of literacy and numeracy across the school linked to priorities 1 and 2

Key links to Moray Education Priority Area(s):	☐ Raising Attainment and Achievement ☐ Learning, Teaching and Assessment ☐ Curriculum	☐ Self-evaluation for Self-improvement ☐ Supporting All Learners ☐ Leadership at all Levels
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NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
☐ Improvements in attainment, particularly in Literacy and Numeracy ☐ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in children and young people's health and wellbeing ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people	☐ School Leadership ☐ Teacher Professionalism ☐ Parental Engagement ☐ Assessment of Children's Progress ☐ School Improvement ☐ Performance Information	☐ Priority 1 – Improve Wellbeing ☐ Priority 2 – Safeguarding ☐ Priority 3 – Poverty ☐ Priority 4 – Corporate Parenting	☐ 2.1 ☐ 2.2 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7 ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5 ☐ 3.1 ☐ 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Identify with staff the key areas requiring attention for improvement from the analysis of data as outlined in Priority 1. Agree on the interventions required for specific groups of pupils and for the school as a whole to support improvements in literacy and numeracy.	- Analysis of data will ensure areas where appropriate progress is not being made are picked up quickly allowing targeted intervention to be put in place to maximise pupil attainment. - All pupils will receive greater clarity in their learning from the review of practice by staff. - Learners will be more confident from their greater understanding of what is expected in their learning.	Starting Term 1 and then on-going throughout the session	HT with all Teaching and support staff	- Tracking documentation will be in place and all teaching and support staff will be aware of targeted areas, individuals and groups of pupils - Key areas for improvement will be identified e.g. from analysis of data and professional knowledge and judgement. - Plans for making changes to learning pathways, pedagogy and programmes are agreed. - Evidence of targeted intervention will be seen in both class through appropriate use of support staff time and through the SfL timetable, including use of IEPs and LPS as appropriate

Identify with staff the key areas requiring attention for improvement in learning and teaching of literacy and numeracy in line with the recently agreed Curriculum Rationale. Arrange professional development activity and discussion around these identified areas in association with Priority 2 and agree on planning formats to ensure consistent and rigorous implementation of delivery of literacy and numeracy.	• Particular emphasis will be given to any areas of literacy and numeracy perceived to be weaker ensuring pupils progress as well in these areas as in others • Pupils will experience a consistent and progressive experience in learning as they journey through the school.	Starting Term 2	All Teaching Staff	• Teaching staff will be aware of and act upon any aspects of literacy and numeracy where data shows a whole school weakness (the need for improvement) • Planning will show identified areas for improvement being given appropriate emphasis and a range of suitable learning and teaching strategies being employed to support pupil progress • Planning documents will be consistent across both classes
Review the progressions/ frameworks for literacy and numeracy and the programmes/resources used to deliver literacy and numeracy across the school. Cease, amend or introduce as required following review.	• Consistent use of appropriate progressions will ensure that all pupil learning is relevant and maximising pupil progress. • Best use of available resources, clearly linked to progressions will ensure all pupil learning is linked to progressions, relevant and leading to pupil progress • Use of progressions will ensure smooth transitions and minimise lost teaching and learning time at points of transition eg. to a new class or teacher	Term 3 following agreement on key areas for improvement being identified and address	All Teaching Staff	• All teaching staff will be familiar with the progressions for literacy and numeracy and the agreed use of these • Progressions will be used and shared consistently across the school • The range of literacy and numeracy resources available will be clear for all staff and evidence of these being used appropriately will be seen in both classes • Class observations will evidence improvements in pupils' experience across the school.
Review and develop the school environment to ensure maximum opportunity for the focussed delivery of literacy and numeracy to raise attainment i.e. ensure a literacy rich environment around	• Pupils will be surrounded by an environment that emphasises consistent use of literacy and numeracy learning and have access to a range of resources to enhance learning opportunities in these	Final Term	All Staff	• Displays in classrooms and around the school will highlight learning in literacy and numeracy • Teachers will be heard directing pupils to make use of learning displays to support their learning

the school and an appropriately stocked library.	areas			Pupils will be seen to be making good use of the school library and making appropriate reading selections suitable in interest and reading level.
Begin to identify and develop ways to transfer learning in literacy and numeracy to other areas of the curriculum through carefully planned IDL.	Pupils will begin to have opportunities to apply aspects of literacy and numeracy learning by using these in a range different appropriate contexts	Final Term	Class Teachers and HT	- Planning for IDL will begin to include use of literacy and numeracy skills in appropriate contexts - Pupils will begin to be able to explain how they are transferring learning from literacy and numeracy to other aspects of their learning - Teachers will be heard making pupils aware of links between literacy and numeracy learning and work in other curricular areas
Evidence to support reduced bureaucracy/workload of teachers - Review progressions will ensure that these continue to be useable documents and are not too bureaucratic - Any new or altered planning formats will be streamlined to avoid unnecessary bureaucracy				