

Murroes Primary School



Updated December 2024

This document is available in alternative formats, on request
(Please contact the school office)

Contents

VISITS OF PROSPECTIVE PARENTS	3
SCHOOL UNIFORM.....	3
PARENTAL CONCERNS	4
THE COMPLAINTS PROCEDURE.....	4
PARENTAL INVOLVEMENT	5
BECOMING INVOLVED IN SCHOOL.....	5
SCHOOL ETHOS	5
SCHOOL AND COMMUNITY LINKS	6
POSITIVE BEHAVIOUR MANAGEMENT.....	6
CELEBRATING ACHIEVEMENT	7
EXTRA-CURRICULAR ACTIVITIES.....	8
PUPIL COUNCIL.....	8
LEARNING OPPORTUNITIES	8
THE PUPILS AND PARENTS VOICE.....	8
THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL.....	9
EARLY LEARNING AND CHILDCARE	10
MAIN ACHIEVEMENTS AND IMPROVING STANDARDS	12
SCHOOL IMPROVEMENT PLAN	19
HEALTH CARE.....	23
DOGS IN SCHOOL GROUNDS	23
USEFUL LINKS AND CONTACT DETAILS.....	23
ANGUS COUNCIL WEBSITE	23
OTHER WEBSITES	24

CONTACT DETAILS

Murroes Primary School

Murroes, Duntrune, Dundee DD4 0PL

01382 768118

E-mail: murroes@angusschools.org.uk

School blog: <https://blogs.glowscotland.org.uk/an/murroesprimaryschool/>

Head Teacher: Miss Amanda McKenzie

Nursery, P1/2, P2/3, P4/5, P5/6, P7

School Roll: 108 School and 15 Nursery = 123

Non-Denominational and Non-Gaelic Language teaching

Parent Council Chair – Aimi Meyer

Primary P1-7

Morning interval : 10.30-10.50am

Lunch : 12.30-1.30pm

Nursery

9.00 – 3.00pm

VISITS OF PROSPECTIVE PARENTS

[Choosing a school: a guide for parents \(Scottish Government\)](#)

Once your child has been allocated a place we will invite you to meet the staff and children, find out more about the curriculum and share information about your child.

SCHOOL UNIFORM

Navy jumper (Crew & V-neck) and cardigans

Grey trousers or skirt/pinafore

White shirt and school tie **or** white polo shirt

Black shoes

Murroes book bags

Murroes waterproof reversible jackets (optional)

Gym Kit (This should be in school every day)

White polo shirt/ T shirt

Navy shorts

Gym shoes

Murroes School Badge



All school clothing, with the school badge can be ordered online at:

<https://www.border-embroideries.co.uk/>

<https://www.schoolwearmadeeasy.com/>

<https://myclothing.com/murroes-primary-school/8565.school>

All clothing brought to school should be named or marked in some way, as it is difficult for children to distinguish their own clothing from others.

School Equipment

- All pupils can bring their own equipment in a pencil case if they wish but the school will provide pencils, rulers, pens etc
- A school book bag for carrying homework, reading books, letters and bus passes. (No toys, drinks or food should be kept in these bags.)
- A school bag for all other items

PARENTAL CONCERNS

Parents should contact the school if they have a cause for concern. It is our wish to deal with all matters as early as possible preventing them from growing into significant concerns. Please contact your child's class teacher in the first instance or if you would prefer to discuss the issue with the Head Teacher, please contact Miss McKenzie, via the school office.

The staff will listen to your concern, investigate where necessary or appropriate and agree a way forward with you.

If you have a concern please contact the school as soon as you can so that we can deal with all issues as soon as possible. You should contact your child's class teacher in the first instance. However, if you would prefer to discuss the issue with a member of the management team please contact:

- Miss McKenzie
- Mr Corrie

THE COMPLAINTS PROCEDURE

[Angus Council complaints procedure](#)

Parents may ask to speak to the Head Teacher at any time if they are concerned about any matter relating to their child. They can also make appointments to speak to class teachers.

If you have a concern about a pupil, the designated Child Protection Officers are: Miss McKenzie, Head Teacher & Mr Corrie, Principal Teacher.

PARENTAL INVOLVEMENT

BECOMING INVOLVED IN SCHOOL

The school values the important part that parents play in their children's education and sees partnership with parents as an effective way of enhancing children's achievements and promoting better school ethos and communication.

Opportunities for Parental Involvement:

During the school day:

- Helping in the nursery class
- Art/Craft activities
- Sharing knowledge and expertise in some aspect of the curriculum, e.g. topic talk, history, science, health
- Practical activities in science, maths, social subjects, health education (e.g. first aid) or technology
- Reading stories to groups of children, playing reading/phonics games
- Supervising board games
- Teaching playground games
- Running or assisting at a Lunch Club
- Supporting educational visits/trips
- School concerts – making costumes, props, supervision of children
- Road safety – Cycle Training

Out with the school day:

- Fundraising events
- Trips e.g. sporting events, concerts
- Extra-curricular activities e.g. coaching, sports/art clubs/country dancing/school grounds – maintenance of outdoor areas

If you wish to be a regular parent helper, PVG (Protecting Vulnerable Groups) checks have to be completed. Please discuss this with staff.

All parents are invited to attend two Parents Evenings throughout the year. At these meetings parents will have the opportunity to meet their child's class teacher for a 10-minute learner led conference and for both teacher and child to share their child's progress. This is also an opportunity for parents to hear how they can best support their child's learning. Parents are also encouraged to look at their child's work. Parents are asked to support their child as appropriate in the completion of homework tasks as advised by the school.

SCHOOL ETHOS

At Murroes Primary School, we work as a community to create an ethos where everyone feels they are included, they belong and are cared for. We want our children to become responsible and successful citizens. We are committed to creating an engaging and empowering climate for learning.

Our Relationship and Learning Policy has a strong focus on positive behaviour and intrinsic

motivation. It focuses on strong and solid relationships and a Restorative Approach. Building strong relationships is at the heart of everything we do at Murroes and we believe this goes hand in hand with learning. It is something we pride ourselves on and strive to continuously develop.

Our core values of Kind, Respect, Honest and Safe underpin all that we do in the school.

In our school we are committed to providing appropriate opportunities for the development of pupils' spiritual, moral, social and cultural values through both the ethos and the curriculum. This will be undertaken in partnership with parents and will take account of the individual needs of pupils and the views of parents.

Our school welcomes and encourages diversity and individuality, while emphasizing our common commitment to moral values such as honesty, respect for others, compassion and justice. It is a fundamental principle of our school that all who are involved in the life of our school have the right to be respected as individuals and carry the responsibility to act in a considerate and respectful manner towards others. We implement the Council policy for Equal Opportunities and Racial equality and ensure that all pupils have access to the full range of educational experiences available within the resources of the school. We are firmly committed to the elimination of any form of discrimination on the grounds of race, religion, gender or disability.

Relationships are central to positive behaviour. Across the school community relationships are positive and supportive and there is a strong sense of community, shared values and high expectations. All staff understand and accept that the responsibility for promoting and developing positive relationships with children lies with them.

All members of staff model high standards of behaviour. Through our conduct we demonstrate how we establish and maintain positive relationships and deal with challenging situations when they arise.

We believe that positive behaviour is promoted by the solid relationships we build between; pupils and staff and between staff and families.

SCHOOL AND COMMUNITY LINKS

Murroes Primary School is an integral part of the Monifieth cluster. Children develop skills and learn to be better citizens as they engage with and support the work of the local community. Our pupils participate in community events and competitions organised by the church, Rotary Club and they participate in sporting and cultural events.

POSITIVE BEHAVIOUR MANAGEMENT

Good behaviour is essential to good learning. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and staff all have an important part to play in this. Our Murroes Vision, Values and Aims play a huge part in promoting positive behaviour. Our aims are:

- We will be kind, helpful and caring.
- We will be honest and take responsibility for our own behaviour.
- We will show good manners and respect our school, ourselves and each other.

- We will feel safe and know that there is always someone to help us.

We use Restorative Practices in our conversations with pupils when resolving conflict or disagreements.

Each class is encouraged to consolidate positive behaviour through a variety of different strategies which include:

- Making daily reference to the school's Vision, Values and Aims
- Circle Time sessions
- Health and Wellbeing lessons
- Assemblies
- Well organised school routines
- High expectations and consistency from all staff
- Specific support for those experiencing barriers to learning
- Communication with parents through Class Dojo
- Everyone being involved

Our Principles

- Clear expectations of behaviour for all stakeholders.
- A calm, safe, predictable environment.
- Wellbeing is promoted implicitly through lived values and attitudes.
- Wellbeing is promoted explicitly through curriculum.
- Mental ill health is not stigmatised.
- All staff understand behaviour as communication.
- Scope in the behaviour policy to allow for behaviours that might be the result of ACES or emotional difficulties.
- Clear pathways of identification and referral for children and young people, both internally and to specialist services.
- Families, outside agencies and the wider community are proactively engaged in the life of the school.

Useful link to - [Angus Council anti-bullying policy](#)

CELEBRATING ACHIEVEMENT

Children work hardest when they know their work will be appreciated and praised appropriately. All staff encourage pupils at all times and in all activities to give their best.

The whole school celebrates achievement both within and outwith school on a weekly basis through recognition at assemblies. We also post this on our whole school Class Dojo page for all our families to see and comment on. We have an 'Achievement Wall' in the school office area.

EXTRA-CURRICULAR ACTIVITIES

There are a range of extra-curricular activities available for your child to participate in, these include:

- Active Schools Clubs (at certain times of the year)
- Learning Committee
- Football Team
- Choir
- Glee club
- Cross Country

PUPIL COUNCIL

There is an active Pupil Learning Council at Murroes Primary School which includes representatives from classes P1 to P7. The Learning Council members volunteer at the beginning of session and they hold office for the duration of one year. Throughout the year they will meet weekly with the Principal Teacher. They will be involved in taking forward school improvement priorities and addressing emerging issues as they occur.

LEARNING OPPORTUNITIES

Murroes is a Visible Learning School (based on the work of researcher John Hattie) and we promote this style of learning across all classes.

Children are supported to become 'assessment capable learners' which means they will be able to explain their strengths and areas for development in learning. Children are encouraged to give and receive feedback to help them move forward in their learning. We promote creativity and try to make learning as fun and as active as possible. Staff are caring and highly effective teachers and they provide, in consultation with pupils, a rich and engaging learning experience for all children.

THE PUPILS AND PARENTS VOICE

Open Afternoons/Events

There have been various events held when parents have been invited into school to celebrate success, learn more about learning happening in school and join in/ support their child's learning

Parents Evening and Reports

This is an informative and valuable interaction between parents, teachers and pupils concerning the progress of their child's learning and all-round development. Parents are encouraged to engage in a two-way process with the teaching staff to ensure that their child is receiving an educational package to meet their individual needs.

Assessment

Progress reports are sent to parents annually and parents' evenings are held twice a year so that parents may discuss their children's progress personally. Pupil Folios track learning targets and focus on next steps. Formative assessment strategies are used daily and we participate in Scottish Standardised National Assessments as well as GL Reading Assessments.

Calendar

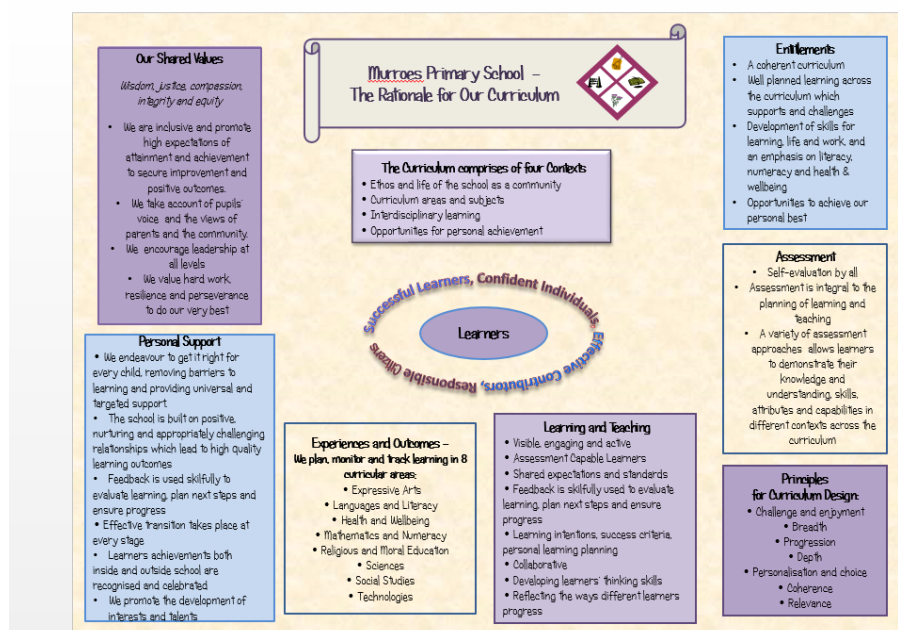
A calendar is produced and issued by the school informing parents of dates and activities throughout the academic year. This provides full details of educational and social events for all pupils from Nursery to P7 and other important dates within the school calendar.

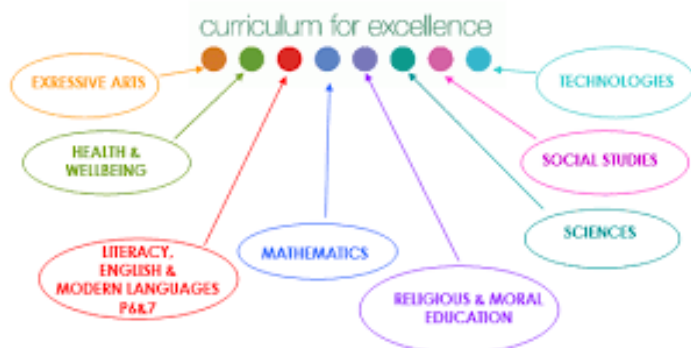
Feedback

Parents are regularly asked for feedback about their children's progress through questionnaires, school newsletters and Class Dojo. The school also encourages parents to engage in regular contact with the teaching staff on a personal basis to ensure that the strong communication links are maintained. This is mainly by way of Class Dojo.

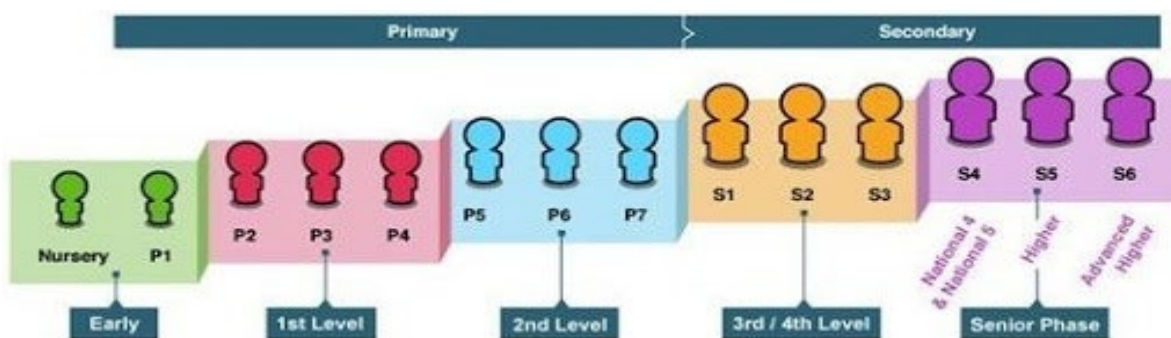
Personalisation and choice is one of the seven principles of curriculum design. Children and young people throughout their education will have the opportunity to discuss with their teacher the context in which they learn and how they will approach the learning. Staff will discuss new learning with the children at the beginning of a new topic. Together they plan the areas of specific focus e.g. World War 2 – The Battle of Britain. This will be shared with parents through Class Dojo. Parents will be invited to support the learning by sharing resources from home e.g. ration book or visiting the school to share a talk. Parents will be invited to comment on the planned work for their child at various points throughout the year. Feedback is encouraged at any time.

THE CURRICULUM AT SCHOOL, LOCAL AND NATIONAL LEVEL





There are national levels to describe different stages of learning and progress. For most children the expectation is:



More local information can be found through the link above. There are links to national information at www.angus.gov.uk/linksforparents

EARLY LEARNING AND CHILDCARE

In Scotland all three- and four-year olds, and some two-year olds, are eligible for up to 1,140 hours a year of funded early learning and childcare (ELC). Murroes Nursery offers 6-hour sessions 5 days a week, during term time. Other attendance patterns are available in other Angus Council settings and in our wide range of partner nurseries, playgroups and childminders. To find out more about the benefits of ELC and the options available, visit our dedicated ELC web pages at www.angus.gov.uk/earlyyears.

LIAISON WITH SECONDARY SCHOOL

The school maintains close links with:

Monifieth High School

Panmurefield Road

Monifieth



DD5 4QT

Tel: 01382 534466

Our teachers, and in some cases our pupils, visit other schools and establishments and other teachers and pupils visit us. This process is necessary for the professional development of staff, reciprocal understanding and the establishment of curricular consistency.

SCHOOL IMPROVEMENT (School Specific)

MAIN ACHIEVEMENTS AND IMPROVING STANDARDS

School: <u>Murroes Primary School</u>		
Standards & Quality Report 2023-2024		
Head Teacher: Amanda McKenzie		

School context information

Murroes Primary School is situated in the parish of Murroes and serves the two main areas of West Hall Terrace and Ballumbie Castle Estate. The building comprises of two wings built in the late 1800s and a new connecting extension built in 2000. Best use of the classrooms and gym hall are made to accommodate 5 classes (P1/2, P2/3, P4/5, P5/6 and P7). The school has a nursery with 16 places for full day sessions. The current role is 105 in P1-7 and 19 nursery children.

Our Vision, Values and Aims were created in 2019/20 in consultation and collaboration with children, staff and parents. These are embedded in the daily life of the school.



The school has a Head Teacher, Acting Principal Teacher, eight class teachers, one Senior Early Years Practitioner, two Early Years Practitioners, one Early Years Assistant and two School and Pupil Support Assistants. We have recruited a new Senior Clerical Officer.

The school has an excellent, large outdoor play area consisting of two shelters, a wooden fort, grassed area, play equipment, planted areas and mud kitchens. We also have a poly tunnel and greenhouse which the whole school have access for growing fruit and vegetable in planters. We use all of the resources above to support outdoor learning with a focus on Learning for Sustainability. The nursery has an outdoor play area and outdoor classroom to allow for free flow play between the indoors and outdoors.

School Improvement Priorities – Progress

HGIOS 4 – Q1 2.2 Curriculum

Priority 1 – High quality learning and teaching will secure, 'skills for learning' for all pupils.

Development of a new Curriculum Rationale based on the recommendations from the OECD 2019 and Education Horizons, 2023, has begun in consultation with Staff, children and their families.

Visible Learning: Feedback and Pupil Voice

Teachers and support staff to undertake training and engage in professional dialogue to enable effective feedback in relation to learning and well-being combined. Moderation of feedback as part of effective learning and teaching will take place linked to the Monifieth Cluster Moderation Taxonomy. Staff attended Monifieth Cluster Moderation event. Pupil and Learning council share ideas and feedback to classes.

Sound Reading System (SRS): Curriculum evening will focus on SRS. SRS Workshop led by Lorraine Robertson. P1-3 Open Afternoons focus on SRS. Sound Reading System – the school will adopt this approach to teaching the English alphabet code through a systematic, synthetic phonics programme and comprehensive reading and spelling scheme. All staff have completed training. Lorraine Robertson has led SRS lessons within the classroom to all pupils and teachers All baseline assessments have been completed and progress is tracked and monitored.

Decider Skills: Curriculum evening with focus on Decider Skills. Decider Skills presentation led by pupils. Weekly Decider Skills assemblies with whole school.

Writing: The Write Stuff - 3 Zones of Writing - continue to learn about, and adopt, strategies to improve writing; CLPL on The Write Stuff by Jane Considine. All staff are now trained and using this effectively within the classroom.

Moderation partnership with Murthly PS, Perthshire – shared learning and discussion around The Write Stuff. Staff from Murthly Primary attended a twilight at the school, contacts were made and a shared understanding of what moderation is. Shared learning and examples

of writing were moderated. A shared drive on Teams was created where learning and documentation was placed. Staff from Murroes also visited the school and team taught with staff.

Numeracy strategies: Refreshed numeracy resources and trialled Active Heinemann.

HGIOS 4 –QI 1.2 Leadership of Learning

Priority 2- All children will have opportunities to experience learning, achievement and success of the OECD recommendations for achieving individual and collective well-being.

- ***UNCRC and Decider Skills literature and online resources***

Decider Skills (CBT) – All staff took part in training last session and some of the Decider Skills have begun to be implemented. This session, all the skills will be shared with pupils and also with parents in order to support a consistent approach Lead by LD. The aim is to experience learning, achievement and success of the OECD recommendations for achieving individual and collective well-being, and to ensure well-being for everyone through shared strategies.

Curriculum Evening – decider skills shared with parents and demonstrated by pupils. Also included SRS workshop for parents and Curriculum Rationale consultation.)

Weekly assemblies based on decider skills. Pupil council completed decider skills and fed back to own classes.

Thriving Together – This highly successful approach to support parents in parenting was delivered by CAMHS last session – This approach will be shared more widely with the wider parent forum.

UNCRC – All children have participated in learning about their rights and this learning is embedded into the culture of the school, linked to well-being.

We are... has been linked to UNCRC through projects on refugees/Islamic culture and will continue to develop important themes next session.

All upper school pupils attended showing of 'Dounia and the Princess of Aleppo' and completed related tasks. Exposure to French language film about refugees.

Seagreen Community Fund - £90,000 – The success of gaining this funding will enable huge improvements to the school grounds and involve the work of Alba Explorers to create, with pupils, a motivational and effective outdoor learning environment. Learning for Sustainability is fully embedded as part of the Murroes ambition. Wild flower meadow, orchard, dead hedge, mini-beast houses, bird boxes, planters, vegetable plots – collectively created and looked after by pupils. School have been awarded £90,000 to be spent on sustainability, community and skills for learning, life and work.

Pupil council surveyed whole school to decide on playground equipment to be ordered.

All classes have participated in Alba Explorers' workshops. Consultation May 2023 (Parents/Carers 271 responses) (Pupils 123 responses). Evaluation of funding application against action and developments/community participation using criterion for funding.

HGIOS 4 - QI 3.3 Increasing Creativity and Employability

Priority 3- All children will have had the opportunity to have developed some transformative competencies – skills for work

- ***Skills for learning, life and work. Increasing employability***

'We are'- DYW and UN Sustainable Development Goals taught through extension of 'We are...' IDL to include a wider range of DYW skills and work tasters, and to include work with partners and more outdoor learning relating to sustainability. STEAM subjects provide a key focus for IDL.

All children have had the opportunity to participate in outdoor learning with Alba Explorers and this has been linked to STEM skills and knowledge through 'We Are ...' (Earth Scientists).

We Are ... and other IDL has provided a number of experiences to develop skills for life, learning and work: food tasting, Police Day, Environmental Specialist, SSPCA and external visits to Dundee Science Centre, DCA and V&A Dundee.

Scrap Antics involvement throughout the session.

New **Learner Council** established and integral to learning about the Murroes Learner Qualities and the characters.

Pupil Council meeting regularly, seeking input from classes and feeding back to them.

1+2 Languages (French) - in 'We Are ...' to allow children to talk about themselves, others and where they live (included a cultural focus and possible links with UNCRC).

School Improvement Priorities – Next Steps 2024-25

Priority 1;

- Moderation of feedback as part of effective learning and teaching will take place in conjunction with Murthly PS (P&K) staff
- SRS is embedded at all stages
- Visible Learning – Feedback and Pupil Voice
- New Pupil and Learning Councils established

Priority 2;

- Visible Learning – Feedback and Pupil Voice
- New Pupil and Learning Councils established
- Learning for Sustainability is fully embedded as part of the Murroes ambition. Evaluation of Seagreen funding on outdoor learning and improvement to learners' health and well-being.

Priority 3;

- Transformative competencies – Learners are able to develop a sense of themselves in the world. Baseline assessments all children - September '24.
- Feedback strategies linked to feedback on learning and well-being will be embedded into practice for all children

Pupil Equity Fund 2023-24

Interventions:

- Our small PEF budget has been spent on two main resources – Alba Explorers and Scrap Antics.

Impact:

Alba and Scrap Antics; As a result of these organisations and their interventions, every child in the school has had an experience of learning in the outdoors to build resilience, team work and leadership skills, as well as developing knowledge and understanding of climate and nature and using their imagination. The experiences have been overwhelmingly successful and highly rated by almost all children.

Seagreen Fund; This funding enabled us to extend the work with Alba Explores and to create wildlife habitats and plant an orchard. This in turn meets the goals for Learning for Sustainability set out in our SIP. Evaluations have been invited from parents, staff and children via Alba Explorers.

Pupil Equity Funding plans for session 2024-25

- Buying Alba Explorers' time for P5 and P6 for team building/ leadership and resilience building.

School Improvement Priorities for session 2024-25

Priority 1; High quality learning and teaching will secure, 'skills for learning' for all pupils.

- Training on collective well-being approaches
- All teaching staff to undertake 'Hooked on Books' training – September to November 2024 – Learning Visits to confirm progress

Priority 2; All children will have opportunities to experience learning through the OECD recommendations for achieving individual and collective well-being – skills for life.

- Rights Respecting Schools – Silver Award
- UNCRC – All children will participate in learning about their rights and this learning will be embedded into the culture of the school/linked to well-being.
- Staff will collectively undertake training in relation to Beacon House approaches to support children who are neuro-diverse. Adaptations will be made to the school environment to make it more ADHD friendly. Undertake Circle Approach training.

Priority 3; All children will have had the opportunity to have developed some transformative competencies – skills for work


- All classes will adopt an integrated day approach with structured learning activities in each room linked to a whole school IDL approach and skills for work experiences. 'We are...' approaches will be embedded at all stages.

Attainment Data (% achievement of a level) June 2024


	Reading	Writing	Listening & Talking	Numeracy
P1 (Early level)	100	100	100	100
P4 (First Level)	100	89	78	78
P7 (Second level)	100	91	100	82

Quality Indicators	Nursery	School
1.3 - Leadership of change	5	5
2.3 - Learning, Teaching & Assessment	5	5
2.7 - Partnerships	5	5
3.1 – Equity & Wellbeing	-	-
3.2 – Attainment & Achievement	5	5

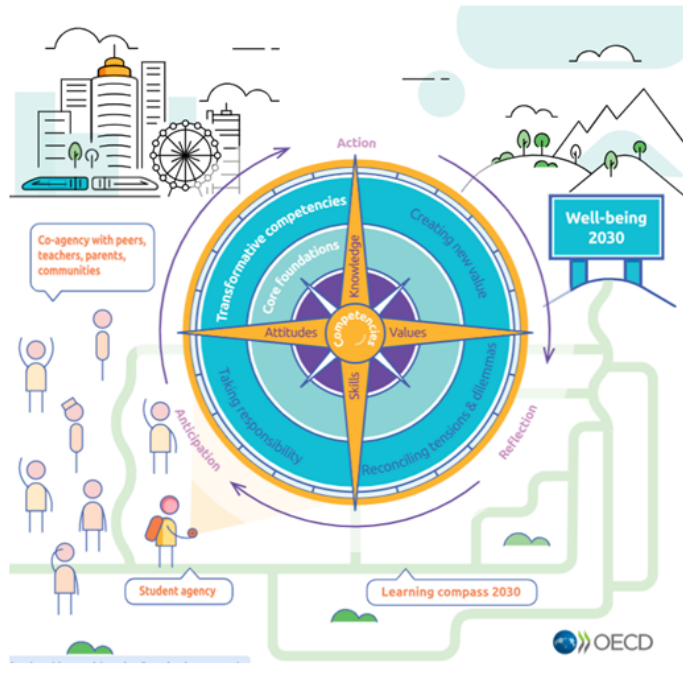
SCHOOL IMPROVEMENT PLAN



Angus Council
Comhairle Aonghais



**OVER AND ABOVE
FLYING HIGH AT MURROES**





Murroes Primary - School Improvement Plan, 2024-25


Our Priorities;
Well-being, Skills for Learning, Life and Work

Priority 1 – High quality learning and teaching will secure, 'skills for learning' for all pupils.

Rationale: The OECD recommend that schools become 'future orientated' and redesign the curriculum to ensure high quality learning and well-being. To this end, the school will use the consultation findings from 2023-24 with all stakeholders, to collectively create a new Curriculum Rationale. White Paper by Education Horizons May 2023; 'points to student voice as a key factor when it comes to improving well-being, outcomes and relationships in the classroom.' Full consultation with all learners will take place.


<p>HGIOS 4 – Q1 3.2 Raising Attainment and Achievement</p> <p>HGIOS 4 – Q1 2.3 Learning, Teaching and Assessment</p>	<p>Theme – Overall quality of learners' achievements</p> <p>What progress and achievement do children and young people gain from our outdoor learning experiences? How well do we utilise accreditation where appropriate, to recognise and celebrate achievement?</p> <p>Theme – Learning and engagement</p> <p>How well are we enabling learners to become independent learners and develop the four capacities?</p>
<p>NIF Priority – 2022 <i>We all need more robust and consistent evidence which will help us in improving health and well-being.</i></p>	<p>NIF Driver  Parental Engagement - The school gives parents/carers advice on how to support their child's learning.</p> <p>We want to improve and increase the ways in which parents, carers and families can engage with teachers and partners to support their children and increase the voice of parents and carers in leading improvements within schools. (NIF 2021)</p> <p>NIF Strategy Aim – To help every child to achieve the highest standards of achievement, particularly in literacy and numeracy. To help children across Scotland to maximise their potential and raise attainment and improve outcomes.</p> <p>NIF Priority – Improvement in children's health and well-being</p> 
<p>OECD (2019)</p>	<p>The Learning Framework – 'sets out an aspirational vision for the future of education. It supports the wider goals of education and provides points of orientation towards the future we want: individual and collective well-being.'</p>
<p>Visible Learning - Feedback</p>	<p>Professor Hattie's work from 2015, which states that, "there is a need to include student voice about teacher impact in the learning/teaching debates; that is, to hear the students' view of how they are cared about and respected as learners, how captivated they are by the lessons, how they can see errors as opportunities for learning, how they can speak up and share their understanding and how they can provide and seek feedback so they know where to go next."</p>
<p>White Paper - Education Horizons May 2023</p>	<p>'Learning & wellbeing in schools: A new perspective on supporting learning and wellbeing in schools' - The paper's authors say schools could be taking a much more unified approach, arguing that <u>effective wellbeing strategies</u> and effective teaching and learning strategies overlap significantly.</p>

Professional Learning	Hooked on Books by Jane Considine	
Primary Driver 1	Secondary Drivers and Actions	Progress and Impact - Evaluation of QI 3.2 and QI 2.3
Priority 1 – High quality learning and teaching will secure, 'skills for learning' for all pupils.	Training on collective well-being approaches through combined well-being and learning and teaching strategies are employed by all staff. Learners are impacted positively by these approaches.	
	Moderation of feedback as part of effective learning and teaching will take place in conjunction with Murthly PS (P and K) staff – joint training, sharing of practice and visits between schools around The Write Stuff, Hooked on Books and Nursery outdoor spaces and pedagogy. Update of Moderation Taxonomy – self-evaluation. SRS is embedded at all stages.	
	Staff will adopt a hybrid approach to raising outcomes, combining well-being and academic achievement together. Surveys conducted in September 2024 then repeated in March 2025 – Results analysed	
	Visible Learning – Feedback and Pupil Voice New Pupil and Learning Councils established. Teachers and support staff to engage in professional dialogue to enable effective feedback in relation to learning and well-being combined. All teaching staff to undertake Hooked on Books training – September to November 2024 – Learning Visits to confirm progress.	

Priority 2 – All children will have opportunities to experience learning, achievement and success of the OECD recommendations for achieving individual and collective well-being – skills for life	
Rationale – The OECD suggest that, 'in the face of deep and widespread changes that are transforming our world..., there is a growing recognition of the need to re-think the goals of education, and the competencies students need to thrive.' 'The concept of competency implies more than just the acquisition of knowledge and skills; it involves the mobilisation of knowledge, skills, attitudes and values to meet complex demands of uncertainty.	
Professional Learning	UNCRC
HGIOS 4 –QI 3.1 Ensuring Well-being, Equality and Inclusion	Theme – Well-being How well do we listen to and involve children and young people in making decisions about their wellbeing, their lives and their future? How well do all staff know and understand GIRFEC, the wellbeing indicators, and the United Nations Convention on the Rights of the Child?
NIF Priority – 2022	NIF Driver  School Improvement NIF Strategy Aim - Support learners in developing the knowledge and skills crucial to shaping future success in learning, confidence, contributing and responsible citizenry. NIF Priority – Placing the human rights and needs of every child at the heart of education.
OECD – Conceptual Learning Framework	Learning Compass 2030 – 'The metaphor of a learning compass was adopted to emphasise the need for students to learn to navigate by themselves through unfamiliar contexts, and find their direction in an meaningful and responsible way...'



Primary Driver 2	Secondary Drivers	Progress and Impact - Evaluation of QI 3.1
Priority 2 – All children will have opportunities to experience learning, achievement and success of the OECD recommendations for achieving individual and collective well-being.	Rights Respecting Schools – Silver Award	
	Feedback strategies linked to feedback on learning and well-being will be embedded into practice for all children	
	UNCRC – All children will participate in learning about their rights and this learning will be embedded into the culture of the school/linked to well-being.	
	Learning for Sustainability is fully embedded as part of the Murroes ambition. Evaluation of Seagreen funding on outdoor learning and improvement to learners' health and well-being.	
	Staff will collectively undertake training in relation to Beacon House approaches to support children who are neuro diverse. Adaptations will be made to the school environment to make it more ADHD friendly.	

Priority 3 – By June 2025, all children will have had the opportunity to have developed some transformative competencies – skills for work	
<p>Rationale – OECD recognise, 'Moving forwards, it is increasingly important to recognise the multiple layers and directions of learning in which students participate, including school, at home and in the communities to which they belong.</p> <p>HGIOS 4 QI 3.3 Illustration 5 – Our aim is to achieve the outcomes of this QI, specifically Theme: Increasing employability skills. 'Our young people are ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment. They are resilient, adaptable and understand the value of the skills they are acquiring. They feel supported to make suitable, realistic and informed choices based on their skills, strengths and preferences. They are supported to develop an international mind-set equipping them for the rapidly changing and increasingly globalised world.'</p>	
<p>HGIOS 4 – QI 1.3</p> <p>Leadership of Change</p> <p>HGIOS – QI 2.2</p> <p>Curriculum</p>	<p>Theme – <u>Implementing</u> improvement and change</p> <p>To what extent are our tools for change impacting positively on staff and improving outcomes for all learners?</p> <p>Theme – Skills for Learning, life and work</p> <p>How well do our approaches to profiling develop children's and young people's awareness of themselves as learners and support them to recognise the skills for learning, life and work they are developing to inform the planning of future learning?</p>
NIF Priority - 2022	<p>▶ NIF Driver - School Leadership – Create a culture of empowerment and collaboration.</p> <p>NIF Strategy Aim – Ensuring equity, with every child having access to the same opportunities of success, regardless of background or protected characteristics (such as race gender or disability)</p> <p>NIF Priority – Improvement in skills and sustained, positive school leaver destinations for all young people.</p> 
Professional Learning	OECD Future of Education and Skills 2030 – Conceptual Learning Framework – Learning Compass 2030

Primary Driver 3	Secondary Drivers	Progress and Impact - Evaluation of QI 1.3 and QI 2.2
<p>Priority 3 – By June 2025, all children will have had the opportunity to have developed some transformative competencies.</p>	<p>Complete new Curriculum Rationale based on the recommendations from the OECD 2019 and Education Horizons, 2023. Full consultation with all pupils about the curriculum and how they would like to learn – experiences and outcomes. Share with families vis a Learner Led Curriculum Event (Date tbc)</p>	
	<p>Careers Fair will be organised involving partners and community, for P4-7 pupils and their families. May 2025</p>	
	<p>Training for all staff on the Circle approach to make classrooms and learning more inclusive.</p>	
	<p>Transformative competencies – Learners are able to develop a sense of themselves in the world. Baseline assessments all children - September '24. Following the OECD Transformative Competencies 2030.</p>	
	<p>All classes will adopt an integrated day approach with structure learning activities in each room linked to a joint IDL approach and skills for work experiences. 'We are...' approaches will be embedded at all stages.</p>	

HEALTH CARE

You can contact your school health staff at: -

School Nurse Team Carnoustie/Monifieth cluster
Abbey Health Centre
East Abbey Street
Arbroath
DD11 1EN
Tel: 01241 430303 Ext 54007

DOGS IN SCHOOL GROUNDS

We understand walking your child(ren) to and from school/nursery is an ideal opportunity to walk dogs. However, the safety and wellbeing of our pupils, families, staff and community is paramount. Also, some children feel intimidated or unsure of dogs.

In light of this, please ensure dogs (except for service dogs) are not brought into school grounds and if you are walking your dog to and from school, please remain at a reasonable distance from the school gate. This will enable children and adults to enter and exit safely.

We'd ask you to pass this information on to other adults who bring and/or collect your child(ren) from school.

USEFUL LINKS AND CONTACT DETAILS

Angus Council
Angus House
Orchardbank Business Park
FORFAR
DD8 1AN
Tel: 03452 777 778
Email: ACCESSSchoolsLearnBSU@angus.gov.uk

ANGUS COUNCIL WEBSITE

Visit [angus.gov.uk/schools](https://www.angus.gov.uk/schools) for information that applies to schools across Angus on topics including:

- holidays
- meals
- school payments
- attendance and absence
- assessment and reporting

- transport
- drugs education
- religious and moral education
- transitions
- ...and more

OTHER WEBSITES

Find useful links to other websites at angus.gov.uk/linksforparents