

Monikie Primary School

Preparing For the Path

Kindness, Honesty, Respect & Inclusion

We aim for our children to become:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens



Angus Education Plan

Angus Cares



Targets

Targets

Targets

Targets

Angus Learns



Targets

Targets

Targets

Targets

Angus Improves



Targets

Targets

Targets

Targets

Cluster Priority: P7 to S1 and ELC to P1 disciplinary literacy across English and Maths. Explore explicit vocabulary instruction across subjects with regard to tier 1, tier 2 and tier 3 vocabulary.

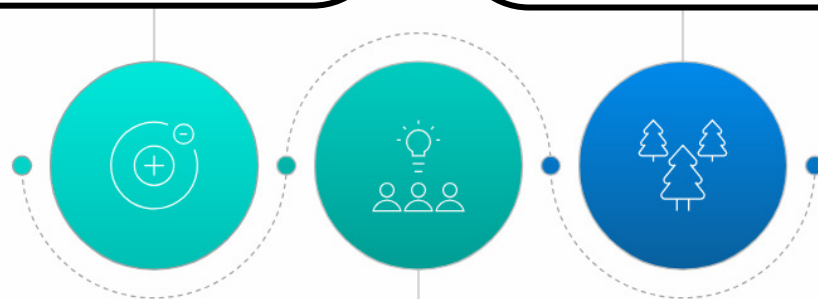
Cycle of Improvement

Embedding session 2025/6:

- **Explicitly Teaching Writing** -Continue to develop pedagogy and extend the range of text types covered
- **Learning For sustainability** -Continue to develop approaches to outdoor learning and to ensure children are receiving their entitlement to LfS across the curriculum.

Exploring session 2025/6:

- **Respect Me** -carry out whole school audit to support anti-bullying review
- **Curriculum Rationale** -create new curriculum rationale and finalise vision statement



Executing session 2025/6:

- **Circle Framework** -begin to implement this across the school
- **Disciplinary literacy** -teaching context and text type vocabulary within writing and numeracy

Improvement priority: To raise attainment and inclusion through effective use of the circle framework.



Rationale: Interrogation of data shows that x% of children not attaining have an identified barrier to learning.

NIF PRIORITIES Rights and needs at centre Closing the attainment gap	NIF DRIVERS Parent/carer engagement and family learning Select second driver?	GTCS STANDARDS 2.1.2 Research and Engagement in Practitioner Enquiry 3.2.2 Effectively engage learner participation	PEF 6. Differentiated support 12. Research and evaluation to monitor impact	HGIOS 2.4 Personalised support 2.7 Partnerships 3.2 Raising attainment and achievement
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Aim: All teachers will be confident in using the circle framework to identify and measure areas affecting learner participation

Drivers	Outcomes	Actions	Measures	Progress		
Monikie Cares 2. All children have rights no matter their differences	<ul style="list-style-type: none"> Teachers and SPSAs can articulate the key features of an inclusive classroom. Staff, identified children and their parents/carers can articulate barriers to learner participation. 	<ul style="list-style-type: none"> Staff to participate in the circle framework training. Teachers to work collaboratively using the Circle Inclusive Classroom Scale (CICS) to rate their classroom environments. Teachers to identify one pupil with a participation barrier and complete a Circle Participation Scale (CPS). 	<ul style="list-style-type: none"> Working Time Agreement, Annual Calendar CICS documentation to be completed twice per year (Teaching Staff Term 1 & Term 3) CPS documentation (Class Teacher Term 2) Survey parents of identified children (SLT Term 3) 			

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		<ul style="list-style-type: none"> • Results of CPS to be shared with identified children and their parents/carers. 			
<p>Monikie Learns 29. </p> <p>Children have the right to an education developing their personality, talents and abilities Monikie</p> <p>Improves 6. Children</p>	<ul style="list-style-type: none"> • Participation of identified pupils will increase. • Inclusivity of classrooms will improve. 	<ul style="list-style-type: none"> • Staff will use the results of CICS to make adaptations to their classrooms as required. • Staff will use results of CPS to identify and use appropriate strategies to support targeted children. • Staff will use the results of the CPS and CICS, alongside 	<ul style="list-style-type: none"> • CICS to be completed (Teachers Term 1 & Term 3) • Learning visits (SLT Term 2) • Pupil dialogues, Planning and Attainment meetings, Learning visits (SLT across the year) 		
<p>have the right to live and grow as a person </p>	<ul style="list-style-type: none"> • Staff use a range of assessment information to support their planning and teaching. • Pupils will feel that they are included and achieving. • Participation will improve for identified children. 	<p>assessment data, to ensure that targeted children are supported and learning is differentiated to reflect this.</p> <ul style="list-style-type: none"> • Teachers will use wellbeing web data as well as pupil feedback to ensure pupils are confident and engaged. 	<ul style="list-style-type: none"> • CPS documentation(Teachers term 2) • CICS ratings (Teacher Term 1 & Term 3) • Planning documentation (Teachers all year) • Planning & attainment meetings, Learning visits (SLT all year) • Wellbeing web data interrogated by teaching staff. (Teaching staff all year) • Pupil dialogues (SLT across the year) 		

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		<ul style="list-style-type: none"> Teachers will share information with parents regularly about their child's progress. 			
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Improvement priority: To increase children's range of vocabulary



Rationale: Disciplinary literacy is becoming an increasingly important focus for children as they progress through their education. By starting at Primary School and working in partnership with the secondary school we can ensure that children have an understanding of general vocabulary that can be applied across the curriculum, as well as subject specific vocabulary.

NIF PRIORITIES Improving achievements, particularly literacy and numeracy Select second priority:	NIF DRIVERS Teacher and practitioner professionalism Curriculum and assessment	GTCS STANDARDS 2.1.4 Planning for assessment, Teaching and Learning 3.3.2 Engage in reflective practice to develop and enhance professional learning and expertise	PEF Select key focus for intervention: Select second focus for intervention:	HGIOS 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
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Aim: Provide all learners with opportunities to develop vocabulary understanding and subject specific vocabulary, enabling learners apply literacy skills across a range of contexts.

Drivers	Outcomes	Actions	Measures	Progress		
Monikie Cares Select  main UNCRC article	Staff understanding of disciplinary literacy will improve. Children's range of mathematical vocabulary will improve.	Actions to be finalised with Sarah Wood for all areas.	Survey carried out with teachers (Term 1 & Term 4, Teaching staff & SLT) Mindmaps created with children's knowledge about maths specific report (Term 1 & Term 4)			

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	Children's range of vocabulary in relation to writing will improve.					
Monikie Learns  Select main UNCRC article	Teachers will explicitly teach subject specific vocabulary. Staff will become familiar with and use a tiered approach to teaching vocabulary across writing and maths.	Staff will work together to create vocabulary diagrams.	Class visits (SLT & Teaching staff Term 3) In Service Day (TBC) PAT meeting discussions (Term 2 & Term 4. SLT & Teaching Staff)			
Monikie Improves  Select main UNCRC article	Staff will feel more confident in their knowledge about disciplinary literacy. P7 children will feel more confident about the vocabulary they expect to be used at secondary school in literacy and numeracy.		Survey carried out with teaching staff (Term 1 & Term 4 Teaching staff & SLT) Survey carried out with P7 children (Term 1 & Term 4 P7 pupils)			