

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



Improve approaches to supporting attendance

Review anti-bullying approaches

Support inclusive practice across Angus

Ensure all learners achieve success in literacy and numeracy

Angus Learns



Engage with the Curriculum Improvement Cycle

Increase opportunities for learner voice and leadership

Professional learning to improve learning, teaching and assessment

Improve moderation of national standards

Angus Improves



Raise attainment, achievement and improve positive destinations

Improve stakeholder engagement

Improve leadership capacity across the system

Improve data literacy of school leaders

Cluster Priority: To support transition processes for P7 to S1 and ELC to P1 through a disciplinary literacy approach across English and Maths by focussing on the teaching of explicit vocabulary instruction with regard to tier 1, tier 2 and tier 3 vocabulary.

Cycle of Improvement

Embedding session 2026/7:

- **Explicitly Teaching Writing** - Continue to develop pedagogy and extend the range of text types covered
- **Circle Framework** - Continue to use the Circle Documentation to support inclusion

Exploring session 2026/7:

Curriculum Improvement Cycle - Begin to explore aspects of the new curriculum and how this will impact our practice.

Peer Mediators: P6 and P7 learners will be trained as peer mediators



Executing session 2026/7:

- **Respect Me** - carry out whole school audit to support anti-bullying review
- **Curriculum Rationale** - Finalise new curriculum rationale and share with stakeholders
- **Listening and talking** - Improve pedagogy and assessment of listening and talking
- **Young leaders of learning** - provide opportunities for children to participate in reciprocal visits to other schools

Improvement priority: To improve the teaching of listening and talking across all stages.

Rationale: Listening and talking is an area we have not reviewed for a very long time and we feel there is no robust assessment evidence to support professional judgement in this area.

NIF PRIORITIES Improving achievements, particularly literacy and numeracy Closing the attainment gap	NIF DRIVERS Curriculum and assessment School and ELC Improvement	GTCS STANDARDS 2.1.2 Research and Engagement in Practitioner Enquiry 3.2.2 Effectively engage learner participation	PEF 4. Targeted approaches to literacy and numeracy 2. Social and emotional wellbeing	HGIOS 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement
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Aim: By June 2027 almost all pupils will meaningfully participate in high quality oracy lessons.

Drivers	Outcomes	Actions	Measures	Progress		
Monikie Cares  6. Children have the right to live and grow as a person	- Children have increased confidence in articulating themselves - Children have increased engagement in discussions - Children respect each other's ideas.	- Teachers will explicitly teach listening and talking - Teachers will co-create clear expectations with children around listening and talking which are shared, prominently displayed and referenced in each lesson - Early Years staff will attend/ implement word aware training - Teaching Staff, Support staff & Early Years staff	- Walkthroughs (Term 1) - Classroom Observations (Term 2 & Term 3) - Pupil Dialogue (Term 1 & Term 3) - Displayed expectations in classrooms - Wellbeing Web results (Termly – Respect, achieving, included) - Planning and Attainment meeting records (termly)			

		will demonstrate how to show respect for the ideas of others. • Early Years staff will engage with training related to communication through the early years central team (Improving children's communication, Enriching early language and communication, Extending talking and listening at home)	• Early years observations			
Monikie Learns  29. Children have the right to an education developing their personality, talents and abilities	• Teachers professional knowledge and understanding about pedagogy for listening and talking will improve • Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned • Staff and pupils have a shared understanding and language of rules,	• Teaching and Early Years Staff will engage in professional reading using "The Oracy Imperative" book. • Teachers and Early Years Staff will participate in professional discussion based on their reading. • Teachers will carry out a small test of change based on professional reading.	• Professional discussion records • Sharing session evidence • Pupil dialogue discussions (term 2 and term 4) • Planning records • Training records			

	success criteria and positive norms. Children can build on ideas shared	- Teachers will create opportunities for feedback on listening and talking from both peers and adults. - Listening and talking skills will be taught in a variety of contexts - Teachers plan appropriate lessons to progress listening and talking skills - Early years staff will participate in relevant authority led training and use this to improve listening and talking opportunities within the setting - Oracy framework is used to plan for learning			
Monikie Improves  28. Children have the right to an education	Assessment of listening and talking will become more robust.	- Teachers will plan rich assessment tasks for listening and talking - Teachers will engage the progression pathways and make links with the oracy resource.	- Assessment evidence - Moderation of assessment records across the curriculum - ELC observations		

		- Teachers will evaluate and track progress of children's listening and talking using assessment - Assessments for listening and talking will be planned for specifically	Milestones records for attention, listening and talking and social and emotional behaviours.			
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Improvement priority: Learning Cycles

Rationale: We have not engaged in specific practitioner enquiry and therefore learning cycles provides an opportunity for staff to reflect on their pedagogy and implement changes for improvement.

NIF PRIORITIES Improving achievements, particularly literacy and numeracy Closing the attainment gap	NIF DRIVERS Teacher and practitioner professionalism School and ELC Improvement	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 1.1 Self-evaluation for self-improvement
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Aim: By June 2027, most learners will be able clearly explain their understanding of what they have learned across the curriculum.

Drivers	Outcomes	Actions	Measures	Progress		
Monikie Cares 12. Children have the right to be listened to and taken seriously	Children will develop confidence in sharing answers in class discussions and lessons. Trust between staff and pupils will be built upon to	Children will use a learning partners approach in class. Children will use question stems to scaffold answers.	Pupil dialogue discussions (Term 2 and Term 3) Learning observations (Term 2 and 3)			

	ensure everyone feels comfortable to share their answers.				
Monikie Learns 28. Children have the right to an education	 Teachers will become more confident to identify areas of their pedagogy that can improve. Teachers will collaborate with other staff to learn and improve their pedagogy around questioning.	Staff will participate in CLPL sessions around plus 1 learning cycles. Staff will participate in CLPL sessions around questioning. Teaching Staff will create actions plans to support improvements in pedagogy. Teaching staff will create a portfolio of impact. SLT will have regular check ins with teaching staff to discuss progress of plus 1 learning cycles. All staff to model good questioning and listening. Teaching staff to plan questioning for their lessons in advance using a range of question types (open, closed, multiple choice)	Resources that have been created (e.g. question stems, powerpoints or prowise lessons) Action plans (Term1 or 2) Pupil dialogue discussions (Term 2 & 3) Learning observations (Term 2 & 3) Planning and attainment meetings (Term2 & 3)		

School Improvement and PEF Plan 2026 - 27

Monikie Improves Select main UNCRC article	Teaching staff will be more engaged in reflective practice that leads to planned improvements.	Teaching staff will participate in learning cycles in terms 1, 2, 3. Teaching will record evidence and data and will share this with other staff across the cluster.	Pre-questionnaire re attitudes (Term 1) Post-questionnaire re attitudes (Term 3) Portfolio of impact created by all teaching staff.			

School Improvement and PEF Plan 2026 - 27

PEF Intervention	Rationale	No. of pupils	Outcomes	Measures	Cost	Lead
New Solutions	Increasing number of children affected by low mental health	10	Improved mental wellbeing strategies.	- Pupil feedback survey - Teacher survey	?	HT
Ruth Miskin Portal	This supports teaching of literacy skills in reading and spelling	30	Improved or maintained literacy attainment for targeted children	- RWI assessments - Observations	£900	HT/PT