



Dalbeattie Primary School

School Improvement Plan 2022/2023



School Priority 1

Writing Development

– Ongoing from Session 20/21

We will priorities raising attainment in writing throughout the school through the development of writing from Early to Second Level using Stephen Graham Balanced Readers and Writers Approaches.

This will be achieved through:

Staff at all levels attending planned writing sessions being delivered by Stephen Graham for creating balanced readers and writers.

When implementing learning and teaching in classes, children will be provided with a range of opportunities to build and develop writing skills based on balanced reader and writer approaches.

Implementation of PM writing resources to support delivery of writing.

Writing jotters collected more consistently by SMT to monitor planned learning, evidence and progress being made by learners.

Staff will engage in a moderation process to share examples of pupils' writing and agree levels of progress and achievement.



School Priority 2

Rights, Respecting Schools Award.

We will priorities our school becoming a rights, respecting school that aspires to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.

This will be achieved through:

Reviewing our current Better Relationships, Better Learning Policy.

Implementing and embedding the new Vision Values and Aims

Register to RRS Award and begin working towards Bronze Award.

Create plan/journey as a school about how we work towards achieving the award.

Staff to engage with teaching resources as part of school plan to support the schools' journey to achieving the award.



School Priority 3 – Ongoing from Session 21/22

To track and monitor attainment and achievement through CFE levels.

We will priorities tracking the attainment and progress of children's learning through CFE levels using progress and achievement approaches.

This will be achieved through:

The staff team identifying what progress through a level looks like. Identify expectations and key points of learning that represent beginning, showing, good and very good progress through a level.

Use CFE benchmarks to identify how much constitutes progress through a level.

Staff participating in level discussion groups to reach agreement on progress through a level.

Tracking and monitoring discussions throughout the year at attainment meetings to focus on achievement of levels and progress through.