



School Improvement Plan

Session:	2023-2024
School:	
Plan term:	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
Link Officer:	Mr Willem Smit

*on discussion with Link Officer/QIM, context based

Priority 1

Summary of Priority: Raising Attainment in Literacy

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Placing human rights and needs of every child and young person at centre <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in skills and sustained, positive school leaver destinations for all young people <input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and practitioner professionalism <input checked="" type="checkbox"/> Parent/carer involvement and engagement <input checked="" type="checkbox"/> Curriculum and assessment <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> P1: Overcoming challenges – disability, neurodiversity <input type="checkbox"/> P2: Tackling child poverty <input type="checkbox"/> P3: Improving CYP mental wellbeing <input checked="" type="checkbox"/> P4: Strengthening family support <input type="checkbox"/> P5: Improving CECYP outcomes 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input checked="" type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input checked="" type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input checked="" type="checkbox"/> 2.7 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input checked="" type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Use Moray literacy progressions across the school.	<p>Using the Moray progression across the school will ensure that the progressions are explicitly linked to experiences and outcomes.</p> <p>Staff seek good practice from schools who are currently using the progressions.</p>	August 2023	Teaching Staff	<ul style="list-style-type: none"> • Planning folders will include the Moray literacy progressions. • Mrs Gordon part of the Literacy MIG and will provide feedback to staff with regards to developments across Moray. • Transitions between classes will benefit from clear handover of progression notes. • SNSA data. • Termly assessment data.
Formalise assessment of grammar skills and how this will be tracked.	<p>Pupils will be aware of their current level of skills and their next steps.</p> <p>Staff will be able to track pupil progress and implement support, if needed, in a timely manner.</p> <p>Pupil's application of grammar skills will help to improve their writing levels.</p>	November 2023	Teaching Staff	<ul style="list-style-type: none"> • Pupils will be able to state what their next steps are. • Writing pieces will show application of grammar skills. • Increase in writing levels across the school in termly assessments. • SNSA data.
Re-launch Accelerated Reader programme.	Pupils and parents will have a clearer understanding of the AR programme and the benefits it has to pupil's progress in reading.	November 2023	Teaching Staff	<ul style="list-style-type: none"> • Parent information shared via email, social media and face to face information evening. • Parental feedback received via menti or eform on their understanding of the AR programme. • Pupil's engagement with the programme will increase.

	Pupils will be able to state their reading age, reading successes and their next steps.			<ul style="list-style-type: none"> • Reading ages across the school will increase. • SNSA data will show increase in reading and comprehension application.
Embed new core reading scheme that links more explicitly to the experiences and outcomes.	<p>Pupils will benefit from a reading scheme which mirrors modern society.</p> <p>Pupils in younger stages will benefit from a reading scheme which links closely with the phonic progressions that underpin literacy development in early years.</p> <p>The new reading scheme will link closely to the AR programme and will allow for pupils to complete quizzes on group readers.</p> <p>New reading scheme will provide support for reluctant readers.</p> <p>New reading scheme will provide opportunities for pupils to develop their comprehension skills.</p>	November 2023	Parent Council – providing funding School Staff	<ul style="list-style-type: none"> • New reading scheme will be purchased with support from the Parent Council and wider school community. • Parents will be invested in using the new reading scheme to support their children at home. • Reading ages will increase across the school. • Pupils will apply comprehension skills in class activities. • SNSA data will show increase in reading and comprehension application.
Implement class novel sets to support development of comprehension skills in upper stages.	<p>Upper stages pupils will develop their reading skills in text which will provide more challenge.</p> <p>Upper stages pupils will be involved in choosing the texts to ensure pupils are interested in them.</p> <p>Upper stages staff will develop reading activities which align with high school expectations to provide for seamless progression between stages.</p> <p>Pupils will begin to use reading and comprehension activities as a driver for application of meta-skills.</p>	November 2023	Upper stages staff	<ul style="list-style-type: none"> • New class sets of novels included in the planning of comprehension and reading activities in P6 and P7. • Reading ages increasing in P6 and P7. • SNSA data will show increase in reading and comprehension application. • SHS staff will see an improvement in the readiness of our P7 pupils to engage in reading and comprehension activities at SHS. • P6 and P7 pupils will share their understanding of meta-skills and give examples of how they are applied.
Teaching staff to engage with Power up your Pedagogy as part of CPD.	All teaching staff will use the 35 hours of CPD time to engage with Power up your Pedagogy. Pupils will therefore benefit from a consistent approach with regards to learning and teaching across the school.	Throughout 2023/2024	Teaching Staff	<ul style="list-style-type: none"> • Classroom observations, both peer and HT, will note a consistent approach to learning and teaching across the school. • Pupils will be confident in using the language of learning. • Staff engagement in CPD activities will evidence the development of a consistent approach across the school.
Develop robust assessment of listening and talking across the school.	<p>Pupils will talk about their skills and next steps in listening and talking.</p> <p>Through staff analysis of assessment data, support will be put in place in a timely manner to ensure</p>	January 2024	Teaching Staff	<ul style="list-style-type: none"> • Listening and talking activities planned using the Moray Literacy progression. • Assessment data will show an upward trend in listening and talking skills across the school.

	pupils are making progress in listening and talking as expected.			<ul style="list-style-type: none"> • ACEL data will be robust and based on termly listening and talking assessments.
Work towards becoming a 'Reading School'.	<p>An emphasis will be placed on the value of reading across the school. Pupils will be encouraged to develop an interest in reading for enjoyment and developing their skills.</p> <p>The wider community will be involved in the 'Reading School' developments and support pupils to read for enjoyment outside of school.</p> <p>Pupils will have access to a wider range of texts that suit everyone's reading interests.</p> <p>Pupils will be involved in whole school developments to increase opportunities for reading.</p>	February 2024	Teaching Staff Pupils	<ul style="list-style-type: none"> • Evidence will show an increase in the amount of pupils who are choosing to read for enjoyment. • Menti and eform feedback will show parental feedback about reading and their involvement in driving reading as a priority within our school community. • Parent Council will contribute towards the cost of procuring a new core reading scheme for the whole school. • Reading ages across the school will increase. • ACEL and SNSA data. • Evidence collated for the 'Reading School' programme.
Create a school handwriting and presentation policy.	<p>Pupils will have a clear understanding of expectations with regards to handwriting and presentation.</p> <p>Pupils will be able to self and peer assess the quality of presentation using the school policy.</p> <p>A consistent approach will be in place across the whole school.</p>	November 2023	Teaching Staff	<ul style="list-style-type: none"> • Policy will be in place and provide a consistent approach across school. • Jotter samples will show an improvement in presentation. • Pupils will be able to talk about presentation expectations, identify a piece of well-produced work and give supportive feedback to others about how to improve their work. • Presentation across the school will improve and pupils will show greater pride in their work.
Look externally for best practice and advice with regards to updating phonics resources.	<p>Pupils will benefit from a phonics approach which is embedded within the schools play pedagogy and is based on recent educational research with regards to how to support pupils to learn phonics.</p> <p>Pupils will enjoy engaging with resources which are relevant and reflect the modern communities in which we live.</p> <p>Parents will be involved in the roll out of a new approach so that they can support their children at home.</p>	May 2024	Teaching Staff Parents	<ul style="list-style-type: none"> • Best practice from across Moray and beyond will be the basis for our decisions with regards to updating our phonics approach. • Phonics learning will follow the Moray Literacy progressions. • Pupil's acquisition of phonics will increase and they will be able to apply what they have learned in class activities. • Phonics screening tests will show increase in pupils understanding. • SNSA and ACEL data.
<p>Evidence to support reduced bureaucracy/workload of teachers:</p> <ul style="list-style-type: none"> • Moray Literacy progression is prepared and ready for use, this saves teachers time on refreshing our current progression. • Assessment and tracking documents in place for grammar will ensure teachers are not spending time creating their own versions. • Whole school handwriting policy will ensure a consistent approach across the school. 				



Priority 2

Summary of Priority: Diversity and Inclusion

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Ensure that our support staff and Sfl Teacher timetabling is best suited to support emerging need.	<p>Pupils will receive targeted support in a timely manner should emerging needs arise.</p> <p>Pupils who require ongoing support will be timetabled first to ensure their needs are met consistently throughout the year.</p> <p>Nurture groups and Seasons for Growth will be part of the support package available to all pupils.</p>	August 2023	Staff	<ul style="list-style-type: none"> • Minutes from termly meeting with class teachers, Sfl teacher and HT will show that tracking and monitoring and assessment data has been used to support decisions about how best to timetable Sfl teacher and support staff hours. • Sfl Teacher and support staff timetables will show support has been targeted and changed to suit emerging needs throughout the year. • Increase in pupil's attainment in areas that have been highlighted as a concern. • Pupil's self-reflection in termly wellbeing webs. • Termly assessment data. • ACEL and SNSA data.
Ensure that our resources are a mirror of our community and include diversity in cultural references, family composition and beliefs.	Pupils will see their families, community and beliefs reflected in the resources, and activities, on offer at Mortlach. This will help pupils and parents to feel included and valued within the school community.	October 2023	Staff Parents Community	<ul style="list-style-type: none"> • Health and wellbeing webs will show pupils feel included and valued within the school community. • Positive feedback from parents and the wider community from menti and eform questionnaires with regards to feeling valued by the school. • Parental and community engagement in the life of the school will increase.
Re-establish community links to support knowledge and skills development within contexts for learning.	Pupils will benefit from expert level support in developing skills in a wide range of skills for learning, life and work.	March 2024	Staff Pupils	<ul style="list-style-type: none"> • Data will show an increase in the amount of community participation event that we have held in school, and that our pupils have been part of in the wider community.

	<p>Pupils will take pride in welcoming community members into our school.</p> <p>Pupils will be encouraged to identify people from within our community that can help us to develop our skills.</p> <p>Pupils will be involved in activities that involve getting to know businesses, community groups and volunteers within our community.</p> <p>Pupils will take pride in representing our school at community events.</p>		Parents Community	<ul style="list-style-type: none"> • Twitter posts will demonstrate community links that are developing. • Reflective logs will show how the pupils feel the community links are supporting to develop their skills. • Feedback from community partners via eforms will demonstrate how community links have been formed and support pupil participation.
Ensure that all pupils are aware of the Global Goals, that they are given the opportunity to explicitly learn about them and how pupils can influence change.	<p>Pupils across the school will be able to talk knowledgably about the Global Goals and what they hope to achieve.</p> <p>Contexts for learning will incorporate the Global Goals to ensure pupils are learning about them across the school.</p> <p>Pupils will be able to advocate for the Global Goals and feel that they have the power to make a difference.</p>	May 2024	Staff Pupils	<ul style="list-style-type: none"> • Context for learning planning will show how Global Goals have been incorporated and how pupils have learned about them. • Fundraising or advocacy events will be part of the school calendar for 2023/2024. • Pupil's feedback with regards to fundraising and advocacy events. • Global goals displays around school. • Global goals related posts on Twitter.
Develop the role of Language Ambassadors.	<p>P7 pupils will continue to take on the role of Language Ambassadors for the school.</p> <p>P7 pupils will decide how the role could be developed in 2023/2024 to ensure that modern language skills are increased across the school.</p> <p>Language Ambassadors will ensure that welcome displays and language displays across the school reflect the first languages of our current school community.</p> <p>Language Ambassadors will organise learning activities that encourage our parents and community members to share their first languages with our pupils. This will support everyone to feel welcome, included and valued.</p>	September 2023	Staff Pupils Community	<ul style="list-style-type: none"> • Language events will be held throughout the school. • Language Ambassadors will have created a clear rationale for the role. • Parents and community members will be engaging with the school throughout the year. • Eform and menti feedback will show the positive influence that parent and community involvement is having. • Modern language assessments will show an increase in pupil's confidence.
Develop a food technologies progression that encompasses the health and wellbeing outcomes and also values the cultural traditions of our school community.	<p>Pupils will develop food preparation skills, a skill for life.</p>	March 2024	Staff Community	<ul style="list-style-type: none"> • Food preparation progression in place and linked to experiences and outcomes. • Pupil's feedback about food preparation activities.

	<p>Pupils will learn about traditional food, and food preparation techniques, from cultures that are represented within our community.</p> <p>Pupils will learn about food preparation from experts within our community.</p> <p>Pupils will feel valued by having their traditions and cultures celebrated within the school.</p>			<ul style="list-style-type: none"> • Increase in community members supporting food preparation activities in school. • Posts on Twitter. • Pupil feedback in termly health and wellbeing webs.
Assess the needs of families, and the wider community, and plan community information evenings to provide support.	<p>Pupils will be supported at school and at home. Community information evenings will address any emerging needs within the community.</p>	Throughout 2023/2024	<p>Staff</p> <p>Pupils</p> <p>Parents</p> <p>Community</p>	<ul style="list-style-type: none"> • Community information nights will become part of the school calendar. • Parent, and wider community, feedback with regards to themes that would be helpful to have information evenings focus on. • Feedback from specialist speakers who attend community information evenings. • Data linked to amount of people who attend community information evenings. • Baseline data gathered to decide on community information event content. • After event data will hopefully show that things are improving for pupils, parents and community members.
Ensure that all pupils are able to take part in all learning experiences and activities regardless of cost.	<p>Pupils will feel included and respected in all aspects of school life.</p> <p>Every pupil will have the opportunity to take part in lunchtime and after school clubs.</p> <p>Every pupils will be supported to attend school excursions.</p> <p>Every pupil will have access to a free to attend Breakfast Club and free fruit for snack.</p> <p>Every pupil will be provided with a school uniform.</p>	Throughout 2023/2024	Staff	<ul style="list-style-type: none"> • Number of pupils attending Breakfast Club daily. • Pupil feedback on termly health and wellbeing webs. • Number of requests for pre-loved uniform or applications to Moray School Bank. • All pupils attending school events and trips. • Feedback from parents with regards to questionnaire on 'Cost of the School Day'.
All staff to complete the Time for Inclusive Education level 2 training.	<p>Pupils will experience learning activities which reflect the diverse culture of the community that we live in.</p> <p>Pupils will continue to develop an accepting nature towards everyone and will value the contribution everyone makes to our community.</p>	November 2023	Staff	<ul style="list-style-type: none"> • All staff will complete the level 2 TIE training. • Progressions, policies and resources will be reviewed to ensure that they are a mirror of our community and value diversity and inclusion. • Termly feedback from pupils via health and wellbeing webs.
Develop a positive relationships policy based on school values, emotion coaching and a rights based approach.	<p>Pupils will feel supported and valued by everyone within the school community.</p>	November 2023	<p>Staff</p> <p>Pupils</p> <p>Parents</p>	<ul style="list-style-type: none"> • New positive relationships policy in place. • Pupil, parent and community feedback on new policy. • Percentage of incidents of conflict will reduce.

	Conflict will be resolved in a positive manner and relationships will continue to be supportive.		Community	
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Evidence to support reduced bureaucracy/workload of teachers:

- Sfl Teacher and support staff timetabling will ensure that pupils are getting required support in a timely manner, this will be reviewed termly. Assessment data and next steps shared at time of timetabling to ensure clear goal setting for pupils.
- Having resources at hand which reflect the community in which we live, saves teachers having to source their own.
- Context for learning planning is already in place, Global Goals will be an addition to the planning discussions already taking place.
- Food technology progressions will provide clear pathways for skills development.

Priority 3

Summary of Priority: Curriculum Development – Digital Technologies

Key links to Moray Education Priority Area(s):

- Learning, Teaching and Assessment
- Empowering leadership at all Levels
- Curriculum
- Closing the poverty related attainment gap

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Ensure that digital technologies progressions are robust across the school. Focus on the acquisition of digital skills and knowledge of how to stay safe online.	<p>Pupils will gain skills in how to use a range of digital technologies.</p> <p>Pupils will use digital technologies to enhance learning across the curriculum.</p> <p>Pupils will be aware of how to stay safe online.</p>	May 2024	Staff	<ul style="list-style-type: none"> • Technology progression will be in place. • Timetabling of digital devices will show increased use across the school. • Digital passports show pupils skills development. • Work produced by pupils using digital technologies will increase in complexity. • Decrease in concerns with regards to pupil's safety online.
Create a tracking document that shows development of pupil's skills throughout the school.	<p>Pupils will be aware of their current skills and next steps.</p> <p>Pupils will be encouraged to use their developing skills across the curriculum.</p>	May 2024	Staff	<ul style="list-style-type: none"> • Tracking document will show progression of skills for each pupil. • Pupils will be able to confidently apply their skills in various learning situations, this will be observed during class visits and during class assemblies. • Digital passports will show skills development.
Timetable regular digital technologies lessons where skills are explicitly taught to pupils.	Pupils will gain confidence in digital skills through explicitly taught lessons. Then given the opportunity to apply these skills in a variety of ways. This will show pupils how these skills can be used for life and work.	May 2024	Staff	<ul style="list-style-type: none"> • Pupils confidently using digital technologies during classroom observations. • Pupils talking about how digital skills can be used in life and work. • Digital skills passports.
Work towards the Digital Schools Award.	Pupils will be encouraged to use digital skills to support learning across the curriculum.	May 2024	Staff Pupils	<ul style="list-style-type: none"> • Evidence collated for Digital Schools Award. • Digital skills passports.

	<p>Pupils will be developing skills in recording, editing and processing.</p> <p>Pupils will be driving skills development across the school, and supporting pupils who are less confident.</p> <p>Community members with expertise in digital skills will provide support to develop pupil's skills.</p>		Community	<ul style="list-style-type: none"> • Work produced by pupils using digital technologies will increase in complexity. • Confidence in digital skills across the school will increase. • Digital skills will be evident in classroom observations and learning walks. • Twitter posts. • Tracking documents.
<p>Introduce a free to attend coding club to enhance skills of pupils with that particular interest.</p>	<p>Pupils who are interested in developing their coding skills will have the opportunity to do so with their peers.</p> <p>Pupils will be able to apply their skills in a variety of different situations.</p> <p>Pupils will be encouraged to share their skills and achievements with the whole school.</p>	August 2023	Staff Pupils	<ul style="list-style-type: none"> • Number of pupils attending the coding club. • Applications that the pupils have created with their coding skills. • Success sharing at whole school assemblies. • Participation in coding events beyond the school setting.
<p>Use digital technologies to remove barriers for pupils across the curriculum.</p>	<p>Pupils will use digital technologies, such as Clicker 7 and recording devices, to support them when accessing curricular areas which are challenging for them.</p> <p>Pupils will have access to digital technologies within their classrooms.</p> <p>Pupils will be explicitly taught how to use digital technologies to support their learning.</p>	January 2024	Staff	<ul style="list-style-type: none"> • Inclusion of digital technologies within LPS and IEP documents. • Use of digital skills included in action plans as a result of child planning meetings. • Timetabling of SfL Teacher and support staff to explicitly teach digital skills. • Increase in termly assessment progress. • ACEL and SNSA data.
<p>Evidence to support reduced bureaucracy/workload of teachers:</p> <ul style="list-style-type: none"> • Digital support packages will provide pupils will support to remove barriers which otherwise would require one to one staff support. • Digital technologies progression will support planning of consistent lessons across the school. • Tracking document will streamline assessment data. • Digital skills passports will support transitions between classes. 				