



School Improvement Plan

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

*on discussion with Link Officer/QIM, context based



Priority 1

Summary of Priority: **Raising attainment in Numeracy**

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:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

- P1:** Overcoming challenges – disability, neurodiversity
- P2:** Tackling child poverty
- P3:** Improving CYP mental wellbeing
- P4:** Strengthening family support
- P5:** Improving CECYP outcomes

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Implement the use of ASG assessment approach across the numeracy curriculum	Learners complete hot and cold assessments. Learners develop greater awareness of personal successes and next steps in their learning. Quality feedback to support learners understand successes and next steps. Fluid groupings based on cold assessment analysis. Planning reflects cold assessment analysis and identifies learner gaps.	1 year Ongoing throughout 23/24 Ask pupils during learning walks Term 2 and Term 4	All Staff	<ul style="list-style-type: none"> • Most learners can discuss successes and next steps. • Learning visits and jotter snapshots • Whole school completing ASG numeracy assessments. • Last years ACEL P1,4,7 Numeracy combined was 12ch/23ch = 52% • Current cohorts on track for combined P1,4,7 numeracy 16ch/27ch = 59% • Stretch aim to aim for combined P1,4,7 18/27 67%
Track achievements and progress on numeracy assessment spreadsheet.	Robust data on achievement (progress) and Attainment (including small steps of progress). Pupils identified for additional support, timely interventions and differentiation.	1 year	All staff	<ul style="list-style-type: none"> • Tracking spreadsheet of maths assessments completed. • Professional dialogue at termly progress and attainment meetings • Termly progress and attainment meetings.
Triangulation of evidence, including jotters, teacher professional judgement.	Learners to become more aware of attainment and achievement through teacher dialogue and feedback.	1 year	All staff	<ul style="list-style-type: none"> • Increase confidence in professional judgement. • Learners have a developing awareness of attainment and achievement.

Inform parents of specific targets in numeracy in learning logs.	Pupils to reflect on learning – record achievements/successes and next steps in learning logs to inform parents throughout the year.	1 year	All staff	<ul style="list-style-type: none"> Weekly learning logs.
Mental maths skills & regular recaps	Pupils to develop daily mental maths to support regular recall of all areas of numeracy and mathematics.	1 year	All staff	<ul style="list-style-type: none"> Mental maths books (new wave)
<p>Evidence to support reduced bureaucracy/workload of teachers: Mental maths books purchased to reduce photocopying and teacher workload in sourcing age and stage appropriate material. ASG hot and cold assessments produced for use to support diagnostic assessments for each area of numeracy.</p>				



Priority 2

Summary of Priority: To improve the quality and consistency of Learning, teaching and assessment.

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:

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- P1: Overcoming challenges – disability, neurodiversity
- P2: Tackling child poverty
- P3: Improving CYP mental wellbeing
- P4: Strengthening family support
- P5: Improving CECYP outcomes

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Read specific parts of 'Power up your Pedagogy' and implement toolkit to support teaching and learning. Focus on chapters: LI, SC, Feedback, Differentiation, Questioning. (Research led practise implemented to support learning teaching and assessment.)	<ul style="list-style-type: none"> • Pupils to develop a greater confidence when talking about learning intentions and success criteria. • An increased awareness of co-constructed success criteria to be used age appropriately. • Pupils to talk about their successes and next steps. • Teachers to use a range of questioning skills to promote higher order thinking. • Teachers and pupils to engage in timely and relevant feedback discussions. 	1 year	All staff	<ul style="list-style-type: none"> • Almost all pupils can talk about learning intentions and success criteria. • Almost all pupils and all teachers refer to LI and SC to support professional dialogue about successes and next steps. • Evidence of age-appropriate co-constructed LI and SC in some classes. (Jotters/learning walks) • Teachers develop confidence with a toolkit of questions to develop higher order thinking in classes. (Learning walks, lesson observations, professional dialogue and shared expertise in-house)
Reflect, share good practise and offer feedback.	Increased whole school consistency. Shared whole school language/scripts agreed and in classes for reference/ to support in scaffolding learner conversations	1 year	All Staff	<ul style="list-style-type: none"> • Peer learning visits • Staff led meetings on successes and reflections. • Consistent use of learning vocabulary across classes
Moderation – application activities planned for.	Opportunities to share learning and show attainment.	1 year	All staff	<ul style="list-style-type: none"> • Triangulation of data • Jotter scrutiny

Evidence to support reduced bureaucracy/workload of teachers:

- Book supplied by moray council (Power up your Pedagogy)
- Time in working time agreement to read the relevant chapters.
- Staff released for peer learning opportunities.



Priority 3

Summary of Priority: Raising attainment in Literacy

Key links to Moray Education Priority Area(s):

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

NIF Priorities:

- Placing human rights and needs of every child and young person at centre
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in skills and sustained, positive school leaver destinations for all young people
- Improvements in attainment, particularly in Literacy and Numeracy

NIF Drivers:

- School and ELC Leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC Improvement
- Performance Information

Children's Services Plan:

- P1: Overcoming challenges – disability, neurodiversity
- P2: Tackling child poverty
- P3: Improving CYP mental wellbeing
- P4: Strengthening family support
- P5: Improving CECYP outcomes

HGIOS?4 QIs:

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| <input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.5 | |
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
To develop a consistent approach to spelling to follow on from phonics and support all learners. Introduce 'spelling shed' as a whole school scheme (P2-P7).	Whole school consistency. Learners develop confidence and consistency exploring new spelling patterns.	1 year	All staff	<ul style="list-style-type: none"> • Whole school use of spelling shed scheme. • Learners are more confident when exploring new spelling patterns
Assessments to be completed annually to track progress and attainment. Ongoing assessments and teacher feedback.	Robust data to identify gaps and support learners	1 year	All staff	<ul style="list-style-type: none"> • Robust data to track attainment and progress. (Spelling ages tracked annually, weekly spelling check ins, writing/book scrutiny as part of moderation discussions to monitor impact of spelling sessions) • All learners to make progress (increased spelling age). • Spelling shed diagnostic quiz to be used to show gaps and adapt groupings/support as appropriate. • Daily practise for all pupils with additional support/scaffolding for learners showing gaps in spelling knowledge
Daily spelling practise based on the highland literacy wrap around spelling to be developed for use in each class.	Whole school consistency. Learners to develop their awareness of word classes and prefixes and suffixes. Daily spelling practise.	1 year	All staff	<ul style="list-style-type: none"> • Jotters • Learning walks • Almost all P2-P7 learners can talk about daily spelling tasks such as word classes, prefixes and suffixes.

Evidence to support reduced bureaucracy/workload of teachers: Spelling shed subscription purchased to support whole school scheme. Time allocated for peer observations and development of daily spelling tasks based on highland wrap around spellings.



Priority 4

Summary of Priority: To develop learning through play, outdoor learning and child led opportunities.

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:
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
P1-3 continue to develop play-based learning. To develop challenges to promote p1-3 differentiation. Incorporate outdoor learning opportunities. Reflection opportunities to support pupils understand their learning, challenges and next steps in play based learning.	Play based learning opportunities. Outdoor learning opportunities. Learners to develop an awareness of challenges. Learners to reflect on their learning successes and next steps in play-based learning Pupil voice	1 year	JS	<ul style="list-style-type: none"> • All P3 Pupils are beginning to discuss learning, challenges and next steps in play-based learning, with support. • Almost all P1/2 pupils are beginning to talk about their learning through play, with support. • Learning walks.
P4,5 to develop outdoor learning opportunities	Outdoor learning opportunities. Pupil Voice	1 year	MR	<ul style="list-style-type: none"> • All Pupils will experience learning opportunities outside.
P6,7 to develop pupils leading learning with child led interests and curricular links supported by the class teacher.	Learners to lead learning and develop LI and SC for sessions Pupil Voice	1 year	PBW	<ul style="list-style-type: none"> • All Pupils will discuss LI and SC for own leading learning sessions, with support and scaffolding scripts where appropriate.

Evidence to support reduced bureaucracy/workload of teachers:

Parent volunteer to visit P45 and develop forest school opportunities within the school grounds.
 Outdoor kitchen and outdoor learning resources purchased with Tesco grant to support P1-3 outdoor learning opportunities.
 P6,7 trained as play maker leads last year and will run play maker sessions this year for younger pupils with the support of Amanda Walker