[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwi3q77G_-_gAhWBzIUKHcUGC8oQjRx6BAgBEAU&url=/url?sa%3Di%26rct%3Dj%26q%3D%26esrc%3Ds%26source%3Dimages%26cd%3D%26ved%3D%26url%3Dhttps%3A%2F%2Fwww.myjobscotland.gov.uk%2Fcouncils%2Fmoray-council%2Fjobs%26psig%3DAOvVaw0pYHbErV8leSWMtSWDxKfx%26ust%3D1552046895401871&psig=AOvVaw0pYHbErV8leSWMtSWDxKfx&ust=1552046895401871)

**School Improvement Plan**

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| **Session:** | **2023-2024** |
| **School:** | **Seafield Primary** |
| **Plan term:** | 1 year  2 years\*  3 years\* |
| **Link Officer:** | *Lynne Riddoch* |

\*on discussion with Link Officer/QIM, context based

[](http://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwi3q77G_-_gAhWBzIUKHcUGC8oQjRx6BAgBEAU&url=/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&ved=&url=https://www.myjobscotland.gov.uk/councils/moray-council/jobs&psig=AOvVaw0pYHbErV8leSWMtSWDxKfx&ust=1552046895401871&psig=AOvVaw0pYHbErV8leSWMtSWDxKfx&ust=1552046895401871)**MORAY COUNCIL: Education Department**

**SCHOOL IMPROVEMENT PLAN**

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| **Priority 1** | |
| **Moray Priority - Learning Teaching and Assessment (PUYP)** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | ☒ Learning, Teaching and Assessment ☒ Curriculum  ☐ Empowering leadership at all Levels ☒Closing the poverty related attainment gap |

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| **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 | | ☐ 1.1  ☐ 1.2  ☐ 1.3  ☐ 1.4  ☐ 1.5 | ☐ 2.1  ☐ 2.2  ☐ 2.3  ☐ 2.4  ☐ 2.5  ☐ 2.6  ☐ 2.7 | ☐ 3.1  ☐ 3.2  ☐ 3.3 |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| **School Leadership**   * All teachers will continue to take part in the PLN process of Self Evaluation and Peer observations at Seafield * Incorporating a series of 8 tasks using the ‘Power up your Pedagogy Handbook,’ within the PLN framework. 8 sessions will focus on The 12 Elements. | There will be more engaging, meaningful and suitably challenging teaching and learning taking place across all stages.  Lessons will be appropriately planned with clearer learning intentions. Success Criteria will be created with the children therefore pupils will have a clearer understanding of what they are learning and how to achieve success  Pupils will have improved retention and confidence in their learning. | August 2023 – June 2024 (2 collegiate each term) | DHT to lead  All teachers | * Raised motivation from pupils in their learning (this should be evident in learning discussions, observations and their Profiles) * Feedback from observations * Pupil evaluations will show a greater understanding of the language of learning * Assessment data will show improvements in Literacy and Numeracy by 5% * Pupils will be clearer on next steps as shown in jotters * Evidence in planning folders – clearer learning intentions matched to Experiences and Outcomes * Teacher will speak confidently about learning at tracking conversations * Feedback and validation from external teams |
| **Performance information**   * Staff to moderate process and share evidence, good practice, resources to create the Seafield Standard of Teaching and Learning * Staff will measure the impact of improvements within the teaching and learning taking place across all stages, for example in developing Seafield Play Policy * Devise a robust system to track wider Curriculum areas moving forwards beyond Literacy and Numeracy (utilising the new profiling tool and child – led Planning) | There will be a clear programme of time-tabled collegiate sessions/ and CPD which will ensure consistency and continual monitoring of high quality teaching and learning under the headings:   * Professional Learning Planning * Daily Review * Learning intentions and success criteria * Spotlight assessment * Presenting content and practice * Differentiation, pace and challenge * Questioning * Discussion and feedback * Expectations, behaviour and Relationships   Approximately 2 collegiate sessions per term with additional CPD on aspects staff wish further research/learning/discussion on.  Learners will be aware of progress and Learning across all Curriculum areas and will evidence this in their electronic profiles. | Aug 23 – June 2024 | SLT/All teachers | * Data and tracking information will show improvements in attainment in Literacy and Numeracy by 5% * Feedback from observations and pupil evaluations * Teacher feedback - Teachers will feel motivated and inspired to try new strategies and have a better confidence when planning engaging, relevant learning experiences * Pupils will experience a wider range of differentiated learning experiences which suit all learners needs * Feedback from parents will be positive * All staff will have a deeper understanding of standards, expectations and rich learning experiences |
| **Parental Engagement**   * Development of Family Learning opportunities - Parents will be invited to informal information sessions to learn alongside their children   Pupils will lead sessions and expectations of teaching and Learning shared with parents   * Play Enquiries by 3 members of staff will evaluate how we share play pedagogy with families and make improvements using profiling. | Almost all learners will be clear on the language of learning within their classes.  They will be challenged and questioned appropriately to ensure progression throughout the levels at a suitable pace for their ability.  They will experience a range of engaging and relevant teaching and learning experiences in order to raise attainment and meet their needs. | Oct 2023 – June 2024 | DHT/SLT input  Class Teachers | * Parental feedback through evaluations, questionnaires, parents evenings, comments on Dojo * Pupil feedback, discussions using the language of learning, target setting, online profile inputs |
| **Evidence to support reduced bureaucracy/workload of teachers:** | | | | |

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| **Priority 2** | |
| **ASG Priority – Raising Attainment in Writing (Talk for Writing)** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Learning, Teaching and Assessment  Curriculum  Empowering leadership at all Levels  Closing the poverty related attainment gap |

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| **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 | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| **Closing the Attainment Gap**   * Develop and implement ‘Talk for Writing’ to increase pupil attainment and engagement in Writing lessons. | Improve attainment and enjoyment in Literacy – Writing | Terms 2-4 | All staff  ASG | * Most children at Primary 1, 4 and 7 will achieve the expected ACEL level Writing by June 2024 (increase of 5% to 10%). |
| * Staff training in Talk for Writing * Talk for Writing strategies used in Primary 1 to 7 give opportunities for collegiate planning embedded in the WTA * Format for the school year in place to demonstrate progression and coverage of the 6 writing genres * Agree timetable of the week for daily writing opportunities e.g. Grammar, Short Burst Writing, Planning and Long pieces | Learners will have similar and progressive experiences  Learners will access all writing genres on a more frequent basis  Learners will have more opportunities for writing in a week | Terms 2-4 | All staff  ASG | * Talk for writing strategies will be in use across whole school * All writing genres will be planned for more regularly * Structured timetable will ensure Writing opportunities will happen more regularly across the school |
| * Identify and Agree writing assessments for the year | Ongoing assessment shows progress for all learners. Writing profile shows progression from P1 – P7  Pupil evaluation | Terms 2-4 | All staff  ASG | * Learners will have a wider profile of writing which will be added to each year * Writing will be added to Digital profile * writing profile included in red folders/Digital profile to clearly demonstrate progress from P1 – P7 |
| Targeted interventions for writing for pupils or groups identified through Tracking Meetings | Learners’ needs will be identified and appropriate supports put in place | Terms 2-4 | All staff  ASG | * Individuals will see an improvement in attainment |
| **Evidence to support reduced bureaucracy/workload of teachers: Collaborative planning, similar approaches across the school so trained for any stage,** | | | | | |

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| **Priority 3** | |
| **Raising Attainment in Reading (HORS)** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Learning, Teaching and Assessment  Curriculum  Empowering leadership at all Levels  Closing the poverty related attainment gap |

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| **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 | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| **Staff Professionalism**   * All Teachers will participate in Higher Order Reading Skills Training during collegiate sessions as a whole staff and as stage partners * All Teachers will participate and engage in team teaching linked to The Moray Learning and Teaching Standard to develop and implement Higher Order Reading Skills | There will be an enriched literacy environment evident across the school with a clear focus on improving reading and Higher Order Reading skills.(HORS)  Children develop an enjoyment for reading in pupils. | August 2023-December 2023  Collegiate Sessions and In-service Input-November 2023 | DHT/CT | * Sample group of first and second level to be selected based on baseline assessment in Term 1 to demonstrate an increase in confidence in term 4 * Improved and enhanced teacher practice, in addition to Learners’ Experience, views through pupil focus groups * Evidence from Teacher’s Forward Planning Folders- evaluation of learning * Learning Visits * Reading Attainment Data improved from last year * Moray Tracker input- dialogue with Data Coach * Profiling-Increased reporting back to pupils and parents on pupil attainment and achievement through focus child observations and profiling |
| **School Leadership**   * All Teachers will develop and implement the Higher Order Reading Skills approach consistently through a collaborative approach * All staff will work with the SLT on a measurement intervention plan to evidence impact within their classes and key groups within their setting | There will be an enriched literacy environment evident across the school with a clear focus on reading incorporating talking and listening. | October 2023-March 2024 | All Teachers | * Assessment of Children’s Progress through Teacher Professional Judgement, PIPS, INCAS, SNSAs and Solo Talk Activities (Listening and Talking to increase to most children achieving appropriate level) * Teachers will agree a consistent approach to assessment and evidence gathering * Examination of teacher generated summative assessments will clearly demonstrate improvements in writing * Evidence from Teacher’s Forward Planning Folders will show clear plans for an increase in reading focus * Learning Visits * Pupil Profiles |
| * All staff will evaluate the impact of improvements. * Staff will bring evidence of change/improvement to follow-up sessions to engage in professional evaluation/dialogue of impact and to contribute to a Seafield policy and practice guidance sessions for the wider staff group. | There will a clear rationale for the school’s approach to reading, including whole school and class expectations which will result in consistency of practice for pupils. Pupils will report an increase in confidence in their reading skills.  Almost all pupils will use the language of learning to articulate the skills they are using, their relevance and application to other contexts, and personal strengths and next steps in reading. They will make links and use reading skills across other areas of the curriculum. | Apr 24-June 24 | SLT/CT  All Teachers  Data Coach and HT | * All staff will articulate how well the improvements have impacted on pupils’ learning and the factors which have contributed to this. * Tracking information will show pupils’ progress through Seafield Reading Progressions and the Moray Tracker to show most children have achieved their expected level * Teachers will articulate an increase in confidence in the teaching of reading and subsequent positive impact on pupils * Pupils will experience breadth, depth & challenge in lessons with enhanced opportunities for application * Parents will feedback to teachers on perceived pupil progress via Profiling Tool |
| **Parental Engagement**   * Parents will be invited to a reading informal information sessions to learn alongside their children at Book Week Scotland for P1-3 and World Book Day for the whole school   Parent Information will be published and distributed in an informative and engaging format such as a Curriculum Series School Leaflet on Reading   * Information relating to the initiative will be distributed to pupils in a child friendly format to encourage parents to work with their children. | Pupils and parents will be able to access leaflets supporting them with the Higher Order Reading Skills approach.  Most or almost all pupils will attain appropriate levels in reading and a few will exceed these.  There will be equity for all by ensuring differentiation and clear identification of pupils’ needs. | Jan/Feb 24 | DHT  Class Teachers  SFL teachers | * Feedback from pupils and parents * Learning Conversations with Pupils |
| **Evidence to support reduced bureaucracy/workload of teachers:**  Evaluation of impact of improvements will show:   * Teachers feeling more empowered to provide a literacy rich curriculum, with agreed minimal yet effective recording for a clear purpose on Pupil Profiles. * Increased confidence of staff in meeting needs through implementation of strategies to raise attainment * What works? What doesn’t? Why? Assessment data will be tracked by all staff in a consistent and easy to manage format which reduces bureaucracy. | | | | | |

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| **Priority 4** | |
| **Raising Attainment in Numeracy (Numicon)** | |
| **Key links to**  **Moray Education**  **Priority Area(s):** | Learning, Teaching and Assessment  Curriculum  Empowering leadership at all Levels  Closing the poverty related attainment gap |

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| **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 | | 1.1  1.2  1.3  1.4  1.5 | 2.1  2.2  2.3  2.4  2.5  2.6  2.7 | 3.1  3.2  3.3 |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| **Staff Professionalism**   * All Teachers and Support Staff will participate in Numicon Training * All Teachers will develop and implement strategies from Numicon and work with another school in Moray | There will be an enriched Numeracy environment evident across the school with a clearer focus on concrete and pictorial approaches before abstract methods introduced.  Learners will be exposed to more play/playful approaches using concrete and visual materials to gain confidence and progress in maths experiences  Learners will have similar experiences across classes and stages | Terms 1 and 2 | DHT  CT | * A sample group of pupils will reveal an increase in confidence in approaching calculations using concrete and visual methods in their play and active learning * Improved and enhanced teacher practice, in addition to Learners’ Experiences (SLT Learning Visits) * Evidence from Teacher’s Forward Planning Folders * Learning Visits to show that the majority of pupils are attaining in Numeracy at the expected level for their age and stage, ASN to be taken into account for pupils with specific difficulties |
| **Parent/carer involvement and engagement**   * Families will be invited in for shared learning experiences focussing on Numicon | Pupils and parents will be able to access leaflets supporting them with the Seafield approach  Most or almost all pupils will attain appropriate levels in Numeracy and a few will exceed these  There will be equity for all by ensuring differentiation and clear identification of pupils’ needs  In P1-3 observations of Numeracy will be shared more regularly with parents/carers  In P4-7 children will have digital portfolios showing achievements which can be shared with parents/carers | Terms 3 and 4 | DHT  CT | * Feedback from pupils and parents * Learning Conversations with Pupils * Families will attend shared learning events |
| **Curriculum and Assessment**   * Links will be made between Seafield Progressions and the Moray Numeracy Strategy developments * A calculation policy will reflect strategies to be taught at different developmental stages in Numeracy * Assessment of Numeracy will be consistent across the school through the use of Focus Child observations in Primary 1-3, stage planning and other evidence to be agreed in classes * Teaching staff will work with SLT and SFL on any individual or group intervention plans * Assessment data will be collated for specific time periods of ACEL tracking and completing the Moray Tracking and monitoring using Seemis. * Forward planning will show daily opportunities to practise Numeracy both standalone or across the curriculum to develop skills | Positive Impact on children’s enjoyment in Numeracy  Learners have confidence to demonstrate how and why they arrived at their answer and include self-chosen assessments in learning profiles  Learners will have daily opportunities for Numeracy across the curriculum  Learners will have consistent learning experiences in Numeracy  Individuals will have intervention plans to address any gaps in Numeracy development | Terms 1-4 | HT  DHTs  SFL  CT | * Seafield progression to be evaluated in line with the Moray Numeracy Strategy Group/Northern Alliance materials. * Calculation policy will be established * Assessment of Children’s Progress (Focus Child Observations, numeracy jotters and red Assessment folders) will show clear progress for most pupils, evidencing that they are attaining at the expected level for their age and stage * Teachers will agree a consistent approach to assessment and evidence gathering * Examination of teacher generated summative assessments to confirm pupil levels through ‘in school’ Moderation * All Teaching Staff will work with SLT and SfL Team on a measurement intervention plan to evidence impact within their classes and key groups within their setting. * Teachers, SfL Team and SLT will agree a consistent approach to assessment and evidence gathering * Evidence from Teacher’s Forward Planning Folders to show clear differentiation * Learning Visits to all classes will show that the majority of pupils are on target to achieve the expected level for their age and stage |
| **Evidence to support reduced bureaucracy/workload of teachers:**  Evaluation of impact of improvements will show:   * Teachers feeling more empowered to provide a Numeracy rich curriculum, with agreed minimal yet effective recording for a clear purpose. * Increased confidence of staff in meeting needs through implementation of strategies to raise attainment * What works? What doesn’t? Why? Assessment data will be tracked by all staff in a consistent and easy to manage format which reduces bureaucracy. * Teachers will benefit from shared planning time with a stage partner/s * Teachers will have access to a dedicated bank of resources for Numeracy so less reliance on written work. * Less written marking as feedback and next steps will be given through more self, peer and adult strategies relating to AiFL | | | | | |

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| **Maintenance Agenda (*to be populated at school discretion in discussion with link officer/QIM*)** | | | | |
| **Maintenance priorities/critical actions** | **Key outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** | |
| * Supporting All Learners – SIP Priority 2022/23 |  |  |  |  | |
| * Glasgow Wellbeing Profile – SIP Priority 2022/23 | Learners barriers to learning due to Health and Wellbeing will be identified and supported  Children and their families will be better supported by a more consistent staff team, who can respond to Health and Wellbeing needs, particularly Mental and Emotional needs in a more responsive manner, empowering our community |  |  | * Results will be collated by class for more individual comparisons * Children will show improvement in ratings from point 1 to point 2 | |