[](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:** | **2024 - 2025** |
| **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** | |
| **RAISING ATTAINMENT IN 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  X 2.3  ☐ 2.4  ☐ 2.5  ☐ 2.6  ☐ 2.7 | ☐ 3.1  X 3.2  ☐ 3.3 |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| **School Leadership**   * Collaborative working between stage partners to plan for and implement different text types * Teachers to lead on identifying model texts ensuring progression across stages * Books ordered to support any gaps in novels/stories to model language for short texts * Identification of writing pieces at each level through moderation using newly adopted rubrics filed as a resource * P4 teachers involved in CYPIC project and will cascade practice and findings to others | * Shared and similar practices and approaches between classes/stages * Model texts will be age and stage appropriate * Moderated pieces will show shared standards across the school and ASG for each stage | Term 1 – 4 | SLT  Class Teachers  ASG Teachers  ASG/School QUAMSOs | * Learners able to talk about their learning experiences in a similar way * Shared language of writing approaches will be embedded and used |
| **Performance information**   * Moderation of writing linking with reading to embed the Reading for Writing approach to focus on sentence structure * PLN focus on sharing expectations and progress in writing through the moderation cycle * Writing Toolkits to be used alongside Moray Literacy progressions ( Taken from Northern Alliance) * P4 Teachers adopt CYPIC approaches to writing * Teaching of writing will be consistent e.g. stages of imitation, innovation and invention used across each text type for each level, vocabulary of story maps, boxing up etc. * Opportunities for play and storytelling to be provided when appropriate e.g. small world, puppets | 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.  Learners progress will be identified and gathered through the use of Cold and Hot assessment tasks  Expected standards and experiences will be clearer to learners affording opportunities for self-evaluation and target setting alongside teacher feedback | Aug 24 – June 2025 | SLT/All teachers/targeted P4 Cohort for CYPIC | * Data and tracking information will show improvements in attainment in Writing by 5% - 10% * 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/Carers will be invited to informal information sessions to learn alongside their children in **Writing** * Pupils will lead sessions and expectations of Teaching and Learning shared with parents * Assessment pieces will be shared with families at regular intervals on Online Profiles | * Almost all learners will be clear on the language of learning in Writing within their classes * Learners will be challenged and questioned appropriately to ensure progression in Writing throughout the levels at a suitable pace for their ability * Learners will experience a range of engaging and relevant teaching and learning experiences in order to raise attainment in Writing and meet their needs * Learners will be able to discuss feedback and targets with others | Oct 2024– June 2025 | 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: Use of online profiling for assessment and reporting** | | | | |

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| **Priority 2** | |
| **CALCULATION – RAISING ATTAINMENT IN NUMERACY** | |
| **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**   * Implement and evaluate the use of Numicon to inform practices in a CPA approach | * Improve Attainment and enjoyment in Numeracy * Consistent approach between Home and school for strategies to try/use | Terms 1 - 4 | All staff | * Almost all children at Primary 1, 4 and 7 will achieve the expected ACEL level Numeracy and beyond by June 2025 (increase of 5% to 10%) |
| * Staff training in Numicon and the CPA (Concrete, Pictorial, Abstract) approach to learning * Numicon 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 Numicon programme * Agree timetable of the week for daily Numicon opportunities | * Learners will have similar and progressive experiences * Learners will access all Numeracy topics/4 processes on a more frequent basis * Learners will have more opportunities for Numeracy and Calculation throughout the school week * Learners will be exposed to more play/playful approaches using concrete and visual materials to gain confidence and progress in maths experiences * Vocabulary used will be relevant and progressive to each level | Terms 2-4 | All staff | * Numicon strategies will be in use across whole school as a basis for CPA approach * All Numeracy lessons will be planned for more regularly * Structured timetable will ensure Numeracy and Mental Maths opportunities will happen more regularly across the school * Key vocabulary that is related to calculation policy will be |
| * Identify and Agree Numicon/Calculation assessments for the year * Calculation strategies to be agreed and embedded from early level to 2nd/3rd level | * Ongoing assessment shows progress for all learners. Numeracy profile shows progression from P1 – P7 * Pupil evaluation * Pupils will be aware and able to use different strategies | Terms 2-4 | All staff | * Learners will have a wider profile of Numeracy and Calculation which will be added to each year * Numeracy and Mental Maths will be added to Digital profile * Numeracy and Mental Maths profile included in red folders/Digital profile to clearly demonstrate progress from P1 – P7 * Children can use different strategies |
| Targeted interventions for Numeracy for pupils or groups identified through Tracking Meetings | Learners’ needs will be identified and appropriate supports put in place | Terms 2-4 | All staff | * Individuals will see an improvement in attainment * Examination of teacher generated summative assessments to confirm pupil levels through ‘in school’ Moderation |
| **Evidence to support reduced bureaucracy/workload of teachers: Collaborative planning, similar approaches across the school so trained for any stage**  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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| **Priority 3** | |
| **ADDITIONAL SUPPORT NEEDS** | |
| **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 LEANS Training during collegiate sessions as a whole staff and as stage partners * All staff to participate in ADHD Friendly schools award (Umbrella award) training | * All staff in the school will have a shared understanding of neurodiversity * Increased awareness of neurodiversity by all * Routines for the day in classes reflect the needs of learners with neurodiversity | August 2024-December 2024  Collegiate Sessions and In-service Input-November 2024 | DHT/CT | * More positive attitudes towards others * Vocabulary around neurodiversity is embedded around the school * Evidenced through ERPD and PR&D meets will be meaningful, reflective and drive any future learning priorities for staff. |
| **School Leadership**   * Teachers (P4-P7) will develop and implement the LEANS (Learning about Neurodiversity in Schools) 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 |  | October 2024 -March 2025 | All Teachers | * Assessment of Children’s Progress through Teacher Professional Judgement, PIPS, INCAS and SNSAs * Teachers will agree a consistent approach to assessment and evidence gathering for all pupils (carefully considering ASN/holistic assessments) * Evidence from Teacher’s Forward Planning Folders will show clear plans for an increase in focus on ASN/individual needs * 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 * Pedagogy will reflect needs of different learners | * There will a clear rationale for the school’s approach to ASN including whole school and class expectations which will result in consistency of practice for pupils. * Pupils and staff will report an increase in confidence in understanding Neurodiversity * Vocabulary around neurodiversity is embedded across school | Apr 25 - June 25 | SLT/CT  All Teachers | * All staff will articulate how well the improvements have impacted on pupils’ learning and the factors which have contributed to this * Teachers will articulate an increase in confidence in the understanding of neurodiversity and subsequent positive impact on pupils |
| **Parental Engagement**   * Parents/carers will be invited to a LEANS informal information session to learn alongside their children (Family Learning) * Parent Information will be published and distributed in an informative and engaging format such as a Seafield Leaflet on LEANS * 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 LEANS  There will be equity for all by ensuring differentiation and clear identification of pupils’ needs | Jan/Feb 25 | DHT  Class Teachers  SFL teachers | * Feedback from pupils and parents * Learning Conversations with Pupils * Families will engage with family learning events |
| **Evidence to support reduced bureaucracy/workload of teachers:**  Evaluation of impact of improvements will show:   * Teachers feeling more empowered to meet the needs of neuro-diverse pupils * 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 * Child Planning and IEPs/LPSs to be reduced and streamlined in line with GIRFEC | | | | | |

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