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|  | **School Improvement Plan** |
| |  |  |  | | --- | --- | --- | | **Session:** |  | **2025-2026** | | **School:** |  | **Seafield School** | | **Plan term:** | ☐ 1 year | ☐ 2 years ☐ 3 years | |

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| **Priority 1** | | | | | | | | | | | | | | |
| Summary of Priority: **Food for Behaviour and Health** | | | | | | | | | | | | | | |
| **Key links to Moray Education Priority Area(s):** | | ☐ | Leadership of Change | | | ☐ | Curriculum | | | ☐ | Self-evaluation for self-improvement | | | |
| X | Wellbeing, equity and inclusion | | | ☐ | Learning, teaching and assessment | | |
| **NIF Priorities:** | | | | **Corporate Plan:** | | | | **Children’s Services Plan:** | | | | **HGIOS?4 QIs:** | | |
| ☐ | Placing human rights and needs of every child and young person at the centre | | | X | Tackling poverty and inequality | | | X | Tackling child poverty | | | ☐ 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 |
| X | Improvement in children and young people’s health and wellbeing | | | ☐ | Build a stronger greener vibrant economy | | | X | Improving the mental and emotional wellbeing of children and young people and their families | | |
| ☐ | Closing the attainment gap between the most and least disadvantaged children | | | ☐ | Build thriving, resilient,  empowered communities | | | ☐ | Keeping children and young people safe | | |
| ☐ | Improvement in skills and sustained, positive school leaver destinations for all young people | | |  |  | | | ☐ | Strengthening family support | | |
| ☐ | Improvements in achievement, particularly in Literacy and Numeracy | | |  |  | | | ☐ | Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity | | |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| Staff will become familiar with Education Scotland resources that support Food and Health  Use the Food in Schools across Scotland as an improvement and self-evaluation framework | Pupils will establish knowledge of food and healthy eating to support lifelong eating when making choices around food | Terms 1 – 4 | All staff | • Classroom activities and feedback will assess children’s knowledge of food and assessment strategies will show increased knowledge |
| Staff will be able to use Bloom’s Taxonomy and the Meta-skills to design food related learning experiences that require pupils to apply knowledge and skills | Pupil will be aware of Blooms thinking in relation to the Meta skills.  Pupils will be able to identify skills used at different times and be able to transfer skills to different areas of the curriculum. | Terms 1 – 4 | SLT  Class Teachers  PSAs | • Pupils will be able to identify and discuss skills when carrying out different tasks |
| Families will have access to a wide range of recipes that support Food in Schools to establish lifelong healthy Eating and mitigate food poverty. Families share recipes, budgeting tips at Family Learning | Pupils and families will establish knowledge of food and healthy eating to support lifelong eating when making choices around food | Term 3 | SLT  Class Teachers  PSAs | • A resource for families will have been created |
| Identify Lunchtimes Buddies who will promote positive ethos in eating together and reducing food waste | Lunchtimes are a calm environment and pupils aren’t wasting food | Terms 1- 4 | SLT  Class Teachers  PSAs/Lunchtime assistants  Kitchen staff | • Less incidents of disruptive behaviours in the canteen   * Food waste will reduce in the canteen |
| Pupil run pop up community café throughout the year | Pupils will be able to prepare food  Pupils will be involved in the running of an enterprise | Terms 1- 4 | SLT  SFL  PSA | • Cafés will be run 1 – 2 times per term  Cafés will raise for donations for school funds or selected charity |
| Pupils involve activities for family cookery for targeted families  Educate families on improving practical food skills, using everyday foods and budgeting | Pupils and families will establish knowledge of food and healthy eating to support lifelong eating when making choices around food | Terms 3 and 4 | SLT  Kitchen Staff  HSLW | • Feedback from families  Families will have recipe cards to take and use at home |
| Breakfast club expanded to include more children | More children will be targeted to have a healthy start to the day | Terms 1-4 | HSLW | • Number of children in Breakfast club has increased from 19 to 30 |
| Continue to provide snacks at breaktimes for all children | All children will have access to a healthier snack | Terms 1-4 | P7 Teacher  SLT | All children will have a snack |
| Encourage more children to have a school meal in P1-5 | Children who are entitled to a free school meal will have | Terms 1-4 | SLT  Class Teachers | Uptake of the number of children entitled to free school meals increased |
| School Community Dental issues will be highlighted in the plan to reduce these | Children and families will have more knowledge about the impact of different foods of dental health | Terms 1-4 | SLT  Class Teachers  PSAs | • Dental Health Statistics from School Dental Team |
| Make links between different areas of the curriculum using food as a context e.g looking at food miles, composting to reduce food waste, food for All (UNCRC), the role of the dining room as a classroom, working in partnership with food providers in the area, local food production, sustainable food production, school food production e.g growing, impact of food poverty - foodbanks | Children will have increased knowledge of different areas of the curriculum related to food | Terms 1-4 | SLT  Class Teachers | • All classes will have been involved in a food based IDL  Children will show learning through a KWL grid |
| Learning from others e.g. school cooks, restaurants, supermarkets, local shops, veg box schemes | Children will be aware of food businesses in the local area  Children will develop meta skills through making links with local businesses | Terms 1- 4 | Class Teachers | All children will be able to identify food business in their local area |
| Continue to ensure families have access to school community foodbank | Identified children and families will have food | Term 1- 4 | HSLW | • HSLW will have issued food to families who need |
| Raise awareness of food allergy and dietary needs | All children will be aware of food allergies or cultural/religious dietary preferences | Terms 1 – 4 | Class Teachers | All classes will have explored different dietry needs/preferences |
| ***Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:*** | |  |  |  |

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| **Priority 2** | | | | | | | | | | | | | | |
| Summary of Priority: **Mathematics – Principles and Practice** | | | | | | | | | | | | | | |
| **Key links to Moray Education Priority Area(s):** | | ☐ | Leadership of Change | | | ☐ | Curriculum | | | ☐ | Self-evaluation for self-improvement | | | |
| ☐ | Wellbeing, equity and inclusion | | | X | Learning, teaching and assessment | | |
| **NIF Priorities:** | | | | **Corporate Plan:** | | | | **Children’s Services Plan:** | | | | **HGIOS?4 QIs:** | | |
| ☐ | Placing human rights and needs of every child and young person at the centre | | | ☐ | Tackling poverty and inequality | | | ☐ | Tackling child poverty | | | ☐ 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 |
| ☐ | Improvement in children and young people’s health and wellbeing | | | ☐ | Build a stronger greener vibrant economy | | | ☐ | Improving the mental and emotional wellbeing of children and young people and their families | | |
| ☐ | Closing the attainment gap between the most and least disadvantaged children | | | ☐ | Build thriving, resilient,  empowered communities | | | ☐ | Keeping children and young people safe | | |
| ☐ | Improvement in skills and sustained, positive school leaver destinations for all young people | | |  |  | | | ☐ | Strengthening family support | | |
| X | Improvements in achievement, particularly in Literacy and Numeracy | | |  |  | | | ☐ | Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity | | |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| * To provide more opportunities for learners to observe, explore, investigate, experiment, play, discuss and reflect * To facilitate a range opportunities for teachers to engage in professional dialogue about the quality of learning and teaching in problem solving and mental Maths * Link Seafield Calculation document to mental maths strategies expected at each stage * At school level, to continue to use adaptive testing data alongside other assessment information, including professional judgement, to assess key strengths and inform next steps in the teaching and learning of Maths and Numeracy * For all teaching staff to effectively make sound assessment judgements when working within a level. All Children will be working within the correct level, with appropriate support and challenge, meeting their needs * To engage in collaborative moderation of expectations for each level * Further engagement with Northern Alliance resources and Highland Maths resources * Use latest and best documentation to ensure high quality and consistency in practice * To support career-long professional learning for staff, to ensure high quality and consistency in practice – e.g. SEAL, Keith ASG resources and Numicon * Early level strategies for CPA approaches agreed and added to calculation document | * Pupils can apply problem solving strategies more effectively * Pupils are more able to explain their mathematical thinking and apply skills in a variety of contexts * Pupils are more able to demonstrate mental agility in appropriate contexts * Pupils are making appropriate progress across Early / First/ Second / Third Levels * Staff to continue with focus on further developing conceptual numeracy and approaches such as magic number, spider maths, investigate a number, and flexible numbers. * CPA approach continues to be embedded across school so pupils have consistency in approaches * Pupils will have opportunities to develop Higher Order thinking Skills in Maths through Smart Starts, Hinge Questions (Numicon starters), incorrect answers, Think, Pair Share, | Terms 1- 4 | SLT  Class Teachers | * School quality assurance procedures * Benchmark data * Recorded information including tracking and monitoring * Frequent assessments in Mental Agility * Staff and pupil surveys * Monitoring pupil work * Best Practice visits Moderation group tasks and feedback * Collaborative sessions and feedback * Agreed standards measured against success criteria SAY, WRITE, MAKE AND DO * More opportunities in the day for short Maths activities are evident in classrooms * Children are more confident to share their thinking about how they solve problems or calculate mentally |
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| * The profile of Numeracy to be raised from Nursery – Primary 7. This will encourage almost all children to learn and understand how important Numeracy is and how it links to the world of work. * All children to be able to use Maths confidently in real life contexts and experiences such as outdoor learning outdoor learning * All children will have access to DYW, recognising the importance of Numeracy, and being able to highlight the skills needed in different ways. * Children will be able to track own progress and success using online profiling * To participate in Maths week Scotland, Finance week, National Numeracy Day | * Learners are aware of their progress in the Benchmarks * Pupils will be able to make links between what they are learning in Maths to the world of work, recognising the importance of numeracy and being able to highlight the skills needed in different ways * Pupils will have taken part in local and national events linked to maths including maths week Scotland, * Opportunities for learners going ‘above and beyond’ in their Numeracy and Maths learning, to be recognised via Class Dojo and Assembly | Term 2 and Term 4 have a maths focus on DYW/Finance |  | * Pre and post survey relating to interest in DYW and skills needed. * Teachers will have evidence of maths and Numeracy linked to DYW, Problem Solving, Mental Arithmetic and Outdoor Learning clear in medium and long term plans * Awards for pupils who are ‘above and beyond’ in maths learning shared at assemblies |
| * Further upskilling parent/carers and families, as partners, to further develop knowledge and understanding of Conceptual Numeracy approaches being used in school. This in turn will enable parents and carers to support learning at home when needed. | * Consult with parent/carers and families around what they feel would help to support with Numeracy e.g. family learning sessions * Reshare information on CPA approach |  |  | • Family learning on problem solving and Mental maths has taken place with areas identified by teachers |
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| ***Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:*** | |  |  |  |

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| **Priority 3** | | | | | | | | | | | | | | |
| Summary of Priority: **Writing – CYPIC Year 2** | | | | | | | | | | | | | | |
| **Key links to Moray Education Priority Area(s):** | | ☐ | Leadership of Change | | | ☐ | Curriculum | | | ☐ | Self-evaluation for self-improvement | | | |
| ☐ | Wellbeing, equity and inclusion | | | X | Learning, teaching and assessment | | |
| **NIF Priorities:** | | | | **Corporate Plan:** | | | | **Children’s Services Plan:** | | | | **HGIOS?4 QIs:** | | |
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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| **School Leadership**  Teachers from Cohort 1 are trained in 1st level. New Cohort are to be trained in 2nd level.  Teachers will be able to liaise and support each other for data sharing and analyse. | Standards across first level and second level will be consistent.  Children will be aware of expectations in what a Cypic lesson involves. | Terms 1 – 4 | SLT  CYPIC trained teachers | • Data graphs from CYPIC - Pareto Graph |
| **Performance information**  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 of writing  Approximately 2 collegiate sessions per term with additional CPD on aspects staff wish further research/learning/discussion on.  CYPIC trained staff will be able to use targets and strategies with their classes  Classes not involved with CYPIC will continue to use Talk 4 Writing with the Northern Alliance Literacy Progressions | Learners will be aware of progress and Learning across all writing and will evidence this in their electronic profiles.  Learners will be able to see progress clearly through data charts, self-evaluation and target setting  Pupils will experience a wider range of differentiated learning experiences which suit all learners needs  Children will learn a wide range of genres and text types. Children will be able to select a suitable text type for the genre being taught. | Aug 25– June 2026 |  | * Data and tracking information will show improvements in attainment in Writing by 5% - 10% at Primary 4 and Primary 5 * Feedback from classroom 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 writing experiences * Feedback from parents will be positive * All staff will have a deeper understanding of standards, expectations and rich learning experiences in improving standards of writing |
| **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 in Cypic shared with parents | Pupils will be aware of their targets for writing in Cypic classes  Almost all learners will be clear on the language of learning in Writing within their classes  They will be challenged and questioned appropriately to ensure progression in Writing 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 in Writing and meet their needs   * Opportunities for learners going ‘above and beyond’ in their writing, to be recognised via Class Dojo and Assembly | Oct 2025– June 2026 | 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 * Awards for pupils who are ‘above and beyond’ in writing shared at assemblies for taking home |
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| ***Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:*** | |  |  |  |

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| **Priority 4** | | | | | | | | | | | | | | |
| Summary of Priority: **[enter here]** | | | | | | | | | | | | | | |
| **Key links to Moray Education Priority Area(s):** | | ☐ | Leadership of Change | | | ☐ | Curriculum | | | ☐ | Self-evaluation for self-improvement | | | |
| ☐ | Wellbeing, equity and inclusion | | | ☐ | Learning, teaching and assessment | | |
| **NIF Priorities:** | | | | **Corporate Plan:** | | | | **Children’s Services Plan:** | | | | **HGIOS?4 QIs:** | | |
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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
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| **Maintenance Agenda (*to be populated at school discretion*)** | | | | |
| **Maintenance priorities/critical actions** | **Key outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
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