



# School Improvement Plan

<b>Session:</b>	<b>2024-2025</b>
<b>School:</b>	<b>Newmill/Botriphnie</b>
<b>Plan term:</b>	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years* <input type="checkbox"/> 3 years*
<b>Link Officer:</b>	<i>Willem Smit</i>

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

### Priority 1 –Second year of creating a refreshed writing curriculum and first year of refreshing listening and talking curriculum to support progress in writing, third year of building and sustaining a whole school reading culture to raise attainment in literacy

#### Summary of Priority: Priority 1- Raising Attainment in Literacy

- ⊙ Learners to experience increased support and challenge within their literacy curriculum-with a specific focus on writing.
- ⊙ Learners to experience a high quality listening and talking and writing curriculum that support progress in literacy.
- ⊙ The whole school community will build and sustain a whole school reading culture to support and raise 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:

- 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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#### Actions

##### Change ideas:-

- Finish progressions for four remaining text types
- Teachers to re visit professional learning videos again before teaching each text type
- Create shared active inspire teaching as a teaching resource and reference tool moving forward
- Complete Yearly Overview- breaking into Early/First/ Second- text types
- Create tracking Spreadsheet-similar to maths and numeracy
- Assessment calendar for writing created

#### Outcomes for learners

##### Driver:-

- Learners will become balanced writers with an increased ability to make and articulate sentence level, word level decisions as a direct input of a refreshed writing curriculum.
- Learners will be able to make links between listening and talking and writing curriculum to maintain and raise attainment in literacy.
- Learners will benefit from a curriculum where opportunities to generate excitement around reading

#### Timescales

- Throughout session as we teach different text types
- Throughout session 24/25

#### Responsible

All staff

#### Measures of success

##### Measurement :-

- All Primary Teachers will have up to date knowledge of best pedagogy and will be sharing learning with pupils and trialling new approaches. This will be evident in learning walks, planning folders, pupil groups-updated pupil improvement plan, and jotters.(PM writing and PM oracy)
- All teachers and learners will have trialled all nine text types –introduced at CLPL- document and be able to talk about how it helped inform learning and teaching.
- All children will have a profile with ‘cold’ and ‘hot assessments’ for writing
- Almost all children will understand and be able to talk about the progress and next steps within each text type e.g. S1, S2.

<ul style="list-style-type: none"> <li>• Populate spreadsheet throughout the session</li> <li>• Learners to have writing profile with cold and hot pieces – consider format, make decisions</li> <li>• Spelling- tweaks to be made to whole school spelling approach based on data. – Precision teaching piloted in P3/4/5 for common words</li> <li>• Listening and Talking - Whole school CLPL- All staff to participate in four training sessions.</li> </ul> <p>26/08/24 28/10/24 25/11/24</p> <ul style="list-style-type: none"> <li>• Listening and talking progression to be reviewed and refreshed- clearer progression to support assessment</li> <li>• Listening and talking resources to be piloted – matching PM writing – PM oracy- consolidating talk for writing.</li> <li>• Learners to hold a Listening and Talking profile with assessment evidence</li> <li>• Assessment calendar for Listening and talking to be created.</li> <li>• <b>Reading School Gold- See separate Action plan and evidence – both schools –working together on a joint action plan. Main action points include:</b> <ul style="list-style-type: none"> <li>➤ Community Event-display in a community space-Reading Café</li> <li>➤ Family learning events –to introduce new reading scheme and how to support progress- which will include videos on Blog</li> <li>➤ Joint schools Author Event</li> <li>➤ Book recommendations to support HWB on blog – mindset, friendship, etc</li> </ul> </li> </ul>	<p>is maximised to sustain and raise attainment in literacy.</p>		<ul style="list-style-type: none"> <li>• Moderation of standards- Jotter-improvement monitoring as part of peer observation walks- developing a shared understanding of F1, F2, etc ‘tools for writing’ as a result of spelling, grammar and handwriting focus. Aiming to maintain and raise attainment</li> <li>• Assessment Calendar created throughout 24/25 and in place 25/26- writing, listening and talking</li> <li>• Peer learning walks – different focus (spelling, writing, L&amp;T) - moderating approaches to teaching writing – developing shared understanding. Identifying whole school messages and next steps.</li> <li>• All teachers to have trialled the Pm Oracy resources and be able to talk about their impact.</li> <li>• Parents will be able to access resources and information to support their child’s progress in reading</li> <li>• Submitting evidence plan to achieve Reading Schools Gold in 24/25</li> </ul>
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**Evidence to support reduced bureaucracy/workload of teachers: Joint working**



### Priority 2 - second year of enquiry based approaches to improving learning, teaching and assessment

*Summary of Priority: Children's engagement with and leadership of learning*

- ⊙ Teachers will be able to improve and talk confidently about their pedagogical approaches based on fundamental principles and practices of well researched grounded pedagogy.
- ⊙ Learners with experience high quality teaching and be active participants.

**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:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:																					
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p><b>Change Ideas:</b></p> <ul style="list-style-type: none"> <li>• All staff to participate in remaining five teacher learning community professional learning events</li> <li>• Develop interactive version of the Newmill/Botriphnie Learning Pit to set a shared language for progress across the whole school community- share with families via school blog and launch at Term 1 parents night.</li> <li>• All staff to use newly created peer observation template to undertake three learning visits of each other throughout session 24/25.</li> <li>• Continue to develop shared resources to support sustainability of approaches within each element</li> <li>• Develop and explore opportunities for parents to evaluate progress and next steps using the learning pit</li> <li>• Refresh 'Respectful Relationships Policy' with parents –use Rights Rabbit to make accessible</li> </ul>	<p><b>Driver:-</b></p> <ul style="list-style-type: none"> <li>• Empowering learners to be re eager and active participants who are fully engaged, resilient, highly –motivated and interact well during learning activities.</li> <li>• Learners will experience high quality teaching across the curriculum.</li> <li>• Learners will be interested, curious and sufficiently challenged in their learning.</li> <li>• Learners will feel actively involved in leading their own learning</li> </ul>	<p>Throughout Session 24/25</p>	<p>All staff</p>	<p><b>Measurement:-</b></p> <ul style="list-style-type: none"> <li>• Use of and pupil's ability to talk about interactive 'wall' and interactive learning pit to understand the relevance of and reflect on learning experiences</li> <li>• TLC Teacher Folders/Evidence/Classroom Visits-progress within each element identified in terms of levels within the pit</li> <li>• HWB- Glasgow wellbeing profile used to asses HWB- attitude to learning –twice yearly in addition to three times individual HWB wheels</li> <li>• Jotters- children's identification and ability to talk about their progress in terms of the pit (O-4)</li> <li>• Peer observation notes, discussion and feedback</li> <li>• Respectful Relationships Policy will be shared with staff and Parent Council by the May 25.</li> <li>• All children at Botriphnie will hold a digital profile. P6/7 at Newm8ill will pilot digital profiles.</li> </ul>

<p>children –RRSA Gold- Rights Based Approach to Learning Primary – Foundation</p> <ul style="list-style-type: none"> <li>• All staff to participate in professional learning to deepen their understanding of meta skills.</li> <li>• Introduce meta skills to children and support them to make links to current skills language-four capacities.</li> <li>• Children to consider how we could incorporate these within ‘the wall’ as an connection – as opposed to something new.</li> <li>• Provide opportunities for children to reflect on Meta skills within learning activities- specifically outdoor learning, play, SDL. Leadership.</li> <li>• All staff to receive training on how to develop digital profile.</li> <li>• Digital Staff Champion to be appointed.</li> <li>• Digital leaders to be trained in upper stages classes to support all children to create digital profiles.</li> <li>• All children at Botriphnie to hold a digital profile, all P6/7 children at Newmill.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a learning environment where; visibility of skills, meaningful discussion and reflection on skills, and the opportunity to profile skills experiences, will support children and young people with their ability to understand, recognise and articulate their skills development, empowering children to develop across the four capacities.</li> </ul>			
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# MORAY COUNCIL: Education Department

## SCHOOL IMPROVEMENT PLAN



### Priority 3- Raising and attainment in numeracy and maths through a moderation lense-year four

Summary of Priority: **ASG approach to raising attainment in numeracy**

- ⊙ Continue to build an ASG shared understanding of numeracy curriculum progression to raise attainment in numeracy.
- ⊙ Learners to experience increased support and challenge within their numeracy curriculum.

<b>Key links to Moray Education Priority Area(s):</b>	<input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Empowering leadership at all Levels	<input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Closing the poverty related attainment gap
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p><b>Change ideas</b></p> <ul style="list-style-type: none"> <li>• Newmill and Botriphnie to make changes to yearly overview for Numeracy and maths- at early, first and second levels based on key messages from data gathered over past three years.</li> <li>• Greater focus on ‘application’ this this session- through pilot of second level problem solving resource and moderating ‘application’ tasks designed by ASG Numeracy Team.</li> <li>• Re-establish dates for Numeracy Pedagogy Team to: finish third level assessments and answers, consider an ASG approach to using strategy overviews for addition and subtraction, multiplication and division, spreadsheet how to guide.</li> <li>• More robust data around strategy development to be retained- Teacher plans to include details of what strategy taught and when.</li> <li>• Individual pupil profiles to include evaluations of ability to use specific strategies.</li> <li>• Explore how to use strategy overviews in a meaningful way with parents and pupils to support a shared language outlining up to date approaches leading to conceptual understanding</li> <li>• Learners will be able use strategy booklets to help undertake assessments.</li> <li>• Overview of each organiser with percentages- strengths and next steps to be within front cover of numeracy profiles.</li> </ul>	<p><b>Driver:-</b></p> <ul style="list-style-type: none"> <li>• Learners will successfully be able to apply their learning in new or unfamiliar contexts.</li> <li>• Learners’ ability to discuss, select and apply strategies will develop.</li> </ul>	<p>Throughout session 24/25</p>	<p>All staff</p>	<p><b>Measurement:-</b></p> <ul style="list-style-type: none"> <li>• Teachers plans will include opportunities for application</li> <li>• Teachers will be able to talk about each child’s progress in applying numeracy and maths skills.</li> <li>• Learners will be able to track the strategies they know and can use via pupil tracking sheet.</li> <li>• Teachers across the ASG will use marking keys/guides to support consistent use of assessments-leading to more robust data. They will be able to talk about assessments results and the implication for learning and teaching within their class.</li> <li>• Newmill/Botriphnie will begin to create an application bank- level specific based on the resources trialled.</li> <li>• All learners will have a numeracy profile.</li> <li>• Newmill and Botriphnie will have third level assessments created for all organisers.</li> </ul>

# MORAY COUNCIL: Education Department

## SCHOOL IMPROVEMENT PLAN



### Maintenance Agenda (to be populated at school discretion in discussion with link officer/QIM)



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