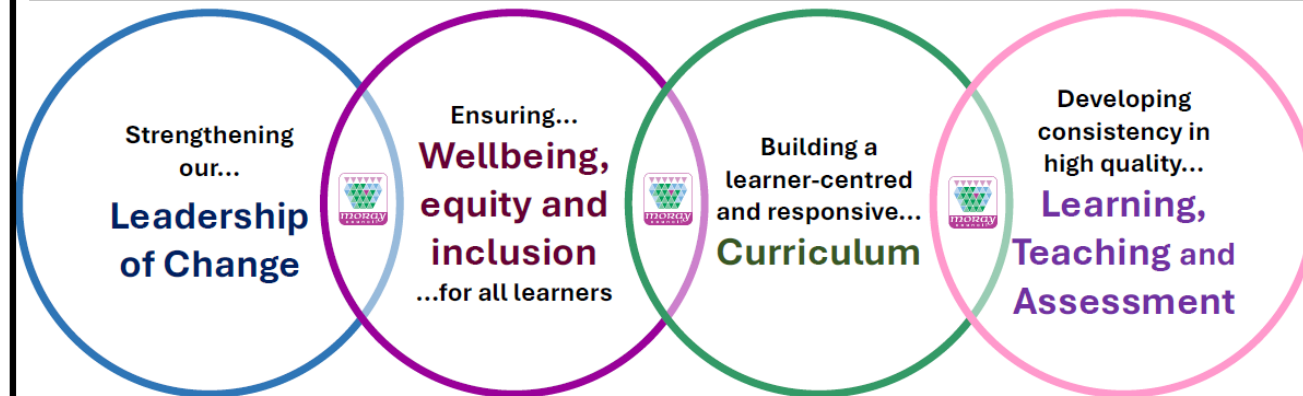


Moray Education

Strategic Priorities | 2025-2028



School Improvement Plan

Session:	2025-2026
School:	Newmill & Botriphnie Primary Schools
Plan term:	<input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years <input type="checkbox"/> 3 years

MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Priority 1

Summary of Priority: Implementing a refreshed writing curriculum

Key links to Moray Education Priority Area(s):		<input type="checkbox"/>	Leadership of Change	<input checked="" type="checkbox"/>	Curriculum	<input type="checkbox"/>	Self-evaluation for self-improvement		
		<input type="checkbox"/>	Wellbeing, equity and inclusion	<input checked="" type="checkbox"/>	Learning, teaching and assessment				
NIF Priorities:			Corporate Plan:		Children’s Services Plan:		HGIOS?4 QIs:		
<input type="checkbox"/>	Placing human rights and needs of every child and young person at the centre		<input type="checkbox"/>	Tackling poverty and inequality	<input type="checkbox"/>	Tackling child poverty	<div><input type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5</div>	<div><input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7</div>	<div><input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3</div>
<input type="checkbox"/>	Improvement in children and young people’s health and wellbeing		<input type="checkbox"/>	Build a stronger greener vibrant economy	<input type="checkbox"/>	Improving the mental and emotional wellbeing of children and young people and their families			
<input checked="" type="checkbox"/>	Closing the attainment gap between the most and least disadvantaged children		<input type="checkbox"/>	Build thriving, resilient, empowered communities	<input type="checkbox"/>	Keeping children and young people safe			
<input type="checkbox"/>	Improvement in skills and sustained, positive school leaver destinations for all young people				<input checked="" type="checkbox"/>	Strengthening family support			
<input checked="" type="checkbox"/>	Improvements in achievement, particularly in Literacy and Numeracy				<input type="checkbox"/>	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
All staff to take part in four remaining text type professional learning sessions: <ul style="list-style-type: none"> Recount - Thursday 4th September from 3.30pm -5pm Procedure - Thursday 9th October from 3.30pm -5pm Response - Thursday 6th November from 3.30pm - 5pm Discussion - Thursday 4th December from 3.30pm - 5pm 	<ul style="list-style-type: none"> Learners will benefit from refreshed writing curriculum. Learners will demonstrate a clear understanding of the key elements within each text type. 	Sep-Dec	All staff	<ul style="list-style-type: none"> Staff feel confident to initiate well informed change- Explicitly Teaching Writing approach, supported by PM writing resource. All staff will be able to access high quality active inspire resources to support consistent delivery of writing lessons-in workgroup Writing lesson learning walks
Finalise yearly overviews – include all nine text types to provide clear overview of teaching focus	<ul style="list-style-type: none"> Children will experience a broad and balanced writing curriculum with opportunities to progress writing skills within each nine text types. Most children working at first level be able to discuss 	Ongoing throughout year and teaching block finishes.	All staff	<ul style="list-style-type: none"> Evidence captured via reflection jotters/ digital profiles/writing jotters Pupil focus groups

	<p>different text types and their progress and next steps within each.</p> <ul style="list-style-type: none"> All children working within second level will be able to discuss different text types and their progress and next steps within each. 			
Create moderated assessment bank for remainder of text types throughout session as teaching blocks end.	<ul style="list-style-type: none"> Almost all children will be able to evaluate their progress against assessed pieces and improve their ability to self-assess and identify next steps- ultimately describe the level achieved- E3, F1, F2, etc. 		All staff	<ul style="list-style-type: none"> Teachers to moderate using assessment bank. Writing jotters to demonstrate evidence of shared language for feedforward with self/ peer/ teacher assessment. Links to moderated assessment bank to be added to yearly overview /planning – provide a clear progression Pupil group- where are you in writing? How do you know?
Continue to use ‘hot’ and ‘cold’ assessments this session –assessments providing reliable evidence which we use to report on children’s progress and plan next steps in learning.	<ul style="list-style-type: none"> Learners’ attainment over time in writing will be tracked. 		All staff	<ul style="list-style-type: none"> Newmill- continue to add date to spreadsheet- allow to track progress over time as well as support robust professional judgment. Botriphnie – start spreadsheet.
P5-7 All children to experience opportunities to apply writing skills via SDL using pictorial targets and genre visuals to support transfer (four in the pit opportunities).	<ul style="list-style-type: none"> All children in P5-7 will be able to discuss progress against each genre of writing using the learning pit. All children will be able to identify accurately their next steps within writing. How many children can reach four in the pit with transfer of writing? 		JM, SC	<ul style="list-style-type: none"> Teacher to collate evidence through SDL individual plans.
Daily 5 to be planned using PM writing oral literacy resources- providing more exposure (reading, listening and talking) to text types before writing within that text type.	<ul style="list-style-type: none"> All children to experience more opportunities to develop oral literacy skills to support attainment in writing. All children at early level to be able to orally describe using describing bubble as a tool to support-both schools 		CW and shared with staff	<ul style="list-style-type: none"> Tracking and Monitoring meetings Moderation of standards against assessed pieces /bank Daily 5 plans Daily 5 reflections/ evaluations of learning against the pit Analyse M –three tracking points

	<ul style="list-style-type: none"> • At early level, in both schools, almost all children will be able to meet pictorial success criteria. • Across both schools-learners are achieving higher levels of attainment and almost all PO2 pupils achieving the level after appropriate support and interventions. Specifically:- • Newmill P4- Target is to achieve 100% in writing at first level • Botriphnie P4-Target is for 4/5 children to achieve first level - 80% • Newmill P7-90% to achieve writing • Botriphnie P7- 100% achieve writing 			
<p>Spelling Data demonstrates a need to improve spelling at early and first level to achieve writing target. Both schools to do this through parental engagement- Talkboost scores to be shared, clear home learning tasks provided with an information session to share expected outcomes.</p> <p>All parents will understand how to support their child achieve early level writing and reading.</p>	<ul style="list-style-type: none"> • Almost all parents will support children to learn to spell all Spelling List 1 common words and use them in one sentence with a capital and full stop. • Almost all parents will understand the purpose of talkboost and be able to support their child to build early communication skills through home learning tasks. • All children involved in talk boost will move to green across at least three of the five key areas. 	CW to meet with P1 parents within First Term. For an information evening.	CW, SC	<ul style="list-style-type: none"> • CW/SC to track home learning tasks and monitor how they are supporting progress through dialogue with parents.
<p>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</p>				

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Priority 2

Raising Attainment through a continued focus on Learning, Teaching and Assessment

Aiming to achieve a clear shared understanding of what high quality learning and teaching looks like, with all teachers demonstrating deep understanding of how they achieve this through continuous development of a strong professional learning culture.

- *Aim- Almost all children to be engaged in learning almost all the time.*

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NIF Priorities:			Corporate Plan:		Children’s Services Plan:		HGIOS?4 QIs:		
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<input checked="" type="checkbox"/>	Improvement in children and young people’s health and wellbeing		<input type="checkbox"/>	Build a stronger greener vibrant economy	<input checked="" type="checkbox"/>	Improving the mental and emotional wellbeing of children and young people and their families			
<input checked="" type="checkbox"/>	Closing the attainment gap between the most and least disadvantaged children		<input type="checkbox"/>	Build thriving, resilient, empowered communities	<input type="checkbox"/>	Keeping children and young people safe			
<input type="checkbox"/>	Improvement in skills and sustained, positive school leaver destinations for all young people				<input type="checkbox"/>	Strengthening family support			
<input checked="" type="checkbox"/>	Improvements in achievement, particularly in Literacy and Numeracy				<input checked="" type="checkbox"/>	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Time built into WTA to undertake professional learning and implement trusted techniques to improve LTA.	<ul style="list-style-type: none"> • Almost all learners will respond top consistent nonverbal gestures across the school to maximise learning time- see separate plan. • See separate plan 	Three points- Sep, Jan, May	All staff	<ul style="list-style-type: none"> • There will be evidence of at least a two point change across PUP wheels, particularly related to while school focus on Element 12, 8, 4, 11 • Learning walks- pedagogy pair visits- pit progress checks –see separate document

Development of pedagogical coaching across the school via lesson observation and feedback- develop pedagogy pairs and coaching cycles.	<ul style="list-style-type: none"> See separate plan 	Three points- Sep, Jan, May	All staff	<ul style="list-style-type: none"> All staff will help build a bank of active inspire with examples of how trusted techniques have been used within a variety of curricular contexts.
Wall display—making teacher learning visible to all- role model journey through learning pit within the focus on improving outcomes via four element focus.	<ul style="list-style-type: none"> See separate plan 	Three point check	All staff –SC to lead	<ul style="list-style-type: none"> Teachers will share their progress in the pit within one of the elements they are focusing on and share via wall display. Teachers will use pupils to gather evidence of impact.
Develop processes for children to track their progress and achievements across four contexts for learning through digital profiling.	<ul style="list-style-type: none"> All children in P1-7 will hold a digital profile outlining progress and achievement across four contexts for learning. All children in P6/7 will trial use of a digital profile outlining achievements across four contexts for learning. 	Ongoing	JM, GL, SC	<ul style="list-style-type: none">
Further develop staff skills in relation to neurodiversity and meeting additional support needs through use of ‘Circle’ resource.	<ul style="list-style-type: none"> Learners experience improved learning within inclusive and supportive learning environments. Learners are listened to and involved in the management of their own learning. 	August In Service	SC with all staff	<ul style="list-style-type: none"> LPS documents Learning environment review.
Botriphnie- Finalise Play Policy and start to track individual achievements and skill progression through play via digital profiles	<ul style="list-style-type: none"> All learners will be able to talk about the skills they are developing through play in the Adventure Room. 	By Nov		<ul style="list-style-type: none"> Digital Profiling to record skills and wiggly worms.
Newmill- continue to develop use of space and resources to support play pedagogy.	<ul style="list-style-type: none"> P1/2/3 learners will be able to talk about how they learn through play. 	Ongoing	CW	<ul style="list-style-type: none"> Classroom environment Play observations.

PT to develop knowledge and understanding of play pedagogy through joint working with Botriphnie. Start to consult with all stakeholders to create a Newmill Play Policy outlining our approach.	<ul style="list-style-type: none"> P1/2/3 learners will be able to talk about how they influence play. 			
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:				

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Priority 3

Summary of Priority: **Raising in mathematics and numeracy through a focus on curriculum, learning and teaching at ASG level.**

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	<input type="checkbox"/>	Wellbeing, equity and inclusion	<input checked="" type="checkbox"/>	Learning, teaching and assessment		

NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:		
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<input type="checkbox"/>	Improvement in children and young people's health and wellbeing	<input type="checkbox"/>	Build a stronger greener vibrant economy	<input type="checkbox"/>	Improving the mental and emotional wellbeing of children and young people and their families			
<input type="checkbox"/>	Closing the attainment gap between the most and least disadvantaged children	<input type="checkbox"/>	Build thriving, resilient, empowered communities	<input type="checkbox"/>	Keeping children and young people safe			
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<input checked="" type="checkbox"/>	Improvements in achievement, particularly in Literacy and Numeracy			<input type="checkbox"/>	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> Finalise ASG assessments with teacher feedback- still mistakes and feedback suggests F3 assessments for addition and subtraction, multiplication and division need further consideration to match benchmarks 	<ul style="list-style-type: none"> All learners will be able to articulate where they are in their learning and how much progress they have made across all numeracy and maths organisers. 	Ongoing Meet in August	ASG numeracy Pedagogy Team	<ul style="list-style-type: none"> Assessments finalised/Answer keys checked Learner attitude survey Teachers to provide weekly Numeracy/maths play activity challenge during play and Fun 31 –monitor children's interest in Aug/ Sept

<ul style="list-style-type: none"> Review our curriculum provision- Teachers to provide weekly opportunities/provocations for learners to foster a genuine curiosity in relation to mathematics and numeracy (Play/ Fun 31/SDL) <p>Co-construct- SC with learners around what a 'Curious Carly Mind-set would look like in Numeracy and Maths play.</p> <p>ASG to create holistic assessment template.</p> <p>ASG to create a bank of provocations/ problem solving scenarios to build holistic assessment examples.</p>	<ul style="list-style-type: none"> Most learners will feel motivated to improve and take responsibility or their own learning. Almost all learners at early level to demonstrate a 'Curious Carly' Mindset relation to maths and numeracy. Learners will have a shared understanding of the vocabulary of maths strategies. 			<ul style="list-style-type: none"> Work with children to consider how to make maths play engaging and plan/ evaluate activities together. Play observations.- (Idea Bubble Wall/ Gather pupil voice as part of Fun 31/SDL/ Play plenary.
<ul style="list-style-type: none"> Provide more opportunities to highlight and explore the importance of maths and numeracy used in different careers, roles and industries. Link with DYW for Maths Week Scotland – 22nd-28th September- organise real world speakers to talk about maths within their job. Family learning opportunity – maths/numeracy in real life challenges. Mirror Reading Schools. 	<ul style="list-style-type: none"> More learners to have a better understanding of link to maths and careers. Learners will have increased opportunities to apply mathematical learning in real life and relevant contexts. 		<p>SC and all staff- numeracy event/week</p>	<ul style="list-style-type: none"> Pupil groups Planning Folders Wall displays Learning Walks
<p><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></p>				

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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
Sustaining Reading Schools <ul style="list-style-type: none"> Reading Leaders to produce a plan with events across the session to sustain our commitment to reading for pleasure. This may include:- Authors Live Joint school themed reading event- like 'Empathy' Day with a different focus. Development of Outdoor Reading Area. Partnership Working – selection of Christmas Reading novels- developed for Term 3 Book bag Event – CW to organise for Newmill and SC for Botriphnie 	<ul style="list-style-type: none"> Sustain and raise ACEL Reading levels via sustained focus on promoting reading for enjoyment. All children to be able to talk about Authors they enjoy and books they read for enjoyment to sustain reading attainment.-renew through Daily 5 	25/26	PT-CW	<ul style="list-style-type: none"> Outdoor Reading Area is used Daily in both schools. All children have the opportunity o
<ul style="list-style-type: none"> Big Cat- continue to create bank of matching tasks for each books. Big Cat- continue to create proof reading tasks- support tools for writing agenda. 	<ul style="list-style-type: none"> All children will have consistent opportunities to develop skills in understanding, analysing and evaluation texts within their reading curriculum. 	In workgroup for August and then to add throughout year.	MM to share resources all teachers to continue to add to bank	<ul style="list-style-type: none"> Matching tasks for each title is accessible to all staff within workgroup All children have a reading folder with evidence of progress with matching tasks.
<ul style="list-style-type: none"> Parental Partnership and feedforward via Parent Council Fun 31/SDL- development of resources to support 	<ul style="list-style-type: none"> All children to access their right to play through the development of high quality play experiences. 	Term 1	All staff	<ul style="list-style-type: none"> Resources purchased Play plan with experiences created.

this in class and resources to support break and lunchtime play.				<ul style="list-style-type: none"> Children profiling skills they are developing through Play either through Reflection jotters or Digital profiles
<ul style="list-style-type: none"> PEF- Talkboost – groups identified based on transition week- populate pre and post assessment information on ICan tracker –next steps identified –value added to each pupil –both schools 	<ul style="list-style-type: none"> Learners will benefit from targeted support to close early communication skills gap. 	Two Groups starting in August	Carole Whyte, SC	<ul style="list-style-type: none"> All children will have been assessed. Target children identified. Ten week intervention delivered. Re assessed at end of block and scores recorded on I Can Next steps identified.
<ul style="list-style-type: none"> PEF- Early Intervention –preparation delivery of transition packs- pre-reading, pre-writing and HWB book. Story sacks could be updated as part of In-service for Support Staff-missing pieces. 	<ul style="list-style-type: none"> All children to have the opportunity o develop pre writing, pre reading and numeracy skills. All parents to understand the kind of activities they can complete with their child to support attainment. 	Feb in-service	GL to make	<ul style="list-style-type: none"> Issued throughout transition starting in Term 4 Parents invited in to explain packs. Buddies to support children to play with packs in school.
<ul style="list-style-type: none"> PEF- use wider achievement tracker to identify children at risk of missing out- After school expressive arts club to start within Term1 and invite identified pupils. Book Group to come and Active School liaison around after school activities. 	<ul style="list-style-type: none"> All children to access opportunities to take part in extracurricular activities 	Start term 1	SC with staff support to run clubs	<ul style="list-style-type: none"> Tracker to indicate all children have the opportunity to build extracurricular achievement profile
<ul style="list-style-type: none"> Recognise and celebrate children achievements and commitment to school values via Over and Above Certificates. 	<ul style="list-style-type: none"> Children to recognise the importance of their achievements and skills they are developing as a result of participation. 	Nov, Feb, June	SC with teachers	<ul style="list-style-type: none"> Over and Above certificates to be issued three times a year- track and monitor children receiving. Botriphnie- Monitor Botriphnie Blether to ensure all children’s achievements are recognised and celebrated.
<ul style="list-style-type: none"> Positive Relationship interactive policy to be completed 	<ul style="list-style-type: none"> All children to understand the schools approach to supporting positive wellbeing- RRSA, Restorative practices, Solution Orientated approached. 		SC with rights Respecting school group	<ul style="list-style-type: none"> Voice notes to be added to thinglink to explain all areas Shared via website and with parent Council- pupils to present