

**School Improvement Plan**

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| **Session:** | **2024-2025** |
| **School:** | **Dallas Primary School**  |
| **Plan term:** | [x]  1 year [ ]  2 years\* [ ]  3 years\* |
| **Link Officer:** | *Roisin Newell* |

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

**MORAY COUNCIL: Education Department**

**SCHOOL IMPROVEMENT PLAN**

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| **Priority 1** |
| **Summary of Priority: Refine Learning and teaching pedagogy** |
| **Key links to****Moray Education****Priority Area(s):** |  [x]  Learning, Teaching and Assessment [ ]  Curriculum [ ]  Empowering leadership at all Levels [x]  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[x]  Closing the attainment gap between the most and least disadvantaged children[x]  Improvement in skills and sustained, positive school leaver destinations for all young people[x]  Improvements in attainment, particularly in Literacy and Numeracy | [x]  School and ELC Leadership[x]  Teacher and practitioner professionalism[ ]  Parent/carer involvement and engagement[x]  Curriculum and assessment[x]  School and ELC Improvement[x]  Performance Information | [x]  P1: Overcoming challenges – disability, neurodiversity[ ]  P2: Tackling child poverty[ ]  P3: Improving CYP mental wellbeing[ ]  P4: Strengthening family support[x]  P5: Improving CECYP outcomes | [x]  1.1[x]  1.2[x]  1.3[x]  1.4[x]  1.5 | [ ]  2.1[ ]  2.2[x]  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** |
| **Visible learning – staff development and moderation on LI SC** Whole school consistent approach to use of Learning intentions, Success criteria and assessment (In Service) PUP Part 3 / Hattie and Clarke  | Improved learning experiences leading to improvements in pupil progress Ownership and understanding of strengths and areas for development. Continual growth attainment.  | August – October  | All teaching staff  | * Improved ACEL, ACER/ INCAS growth (data)
* Improved learner engagement (observed during class obs)
* Staff And pupils using SC to guide learning and assessment (Learning notebooks)
* Children can speak about their learning (observations)
 |
| **Staff discussion and moderation of learning and teaching** Presenting contentPractising learning Differentiation Questioning Chunking learning and incorporating play Peer development groups focusing on above. (Power up Your Pedagogy professional development activities Part 3/ other materials TBC)  | Improved attainment and engagement in learning. Pupils leading learning Pupils further develop HOTS  | January – March | All teaching staff | * Improved attainment (measured by INCAS / SOFAS, ACEL)
* Pupil engagement and active leading of learning (observed during class obs/ peer obs )
* Use of Higher order thinking skills within learning and teaching (Observed and seen within Success Criteria )
 |
| **Moderation as ASG** Developing learning, teaching and assessment ASG Peer moderation activities  | Pupils will be able to identify their next steps   | September and January  | All teaching staff | * Consistent whole school approach to learning and teaching with skills progression (observed in class obs)

Improved self-challenge and problem solving capabilities (observed through staff moderation and feedback) |
|  **Skills Development / Metacognition** Explicit teaching of meta skills and metacognition  | Pupils continue to develop ‘soft skills’ and HOTS to support continued progress in learning across curriculum | Ongoing  | All staff  |
| **Literacy Policy and Practice development** Create a Dallas Listening and Talking policy and progression – How we teach and assess L&T at Dallas. Update Reading Policy to include how we use Reflective reading at first and 2nd level and simplify planning progression. Purchase new novels  | Children will experience a consistent approach to learning literacy across school. Improved attainment within school experience.  | June  | All teaching staff  |

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| **Evidence to support reduced bureaucracy/workload of teachers: All development activities within WTA.**  |

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| **Priority 2** |
| **Summary of Priority: Building our Rights Respecting School – Parental involvement**  |
| **Key links to** **Moray Education****Priority Area(s):** |  [ ]  Learning, Teaching and Assessment [x]  Curriculum [ ]  Empowering leadership at all Levels [x]  Closing the poverty related attainment gap |

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| **Parental engagement** Promote whole school community involvement in RRS journey. Work towards Gold RRS. * Parental/ community involvement in Steering group
* Promote parental engagement in Right of the Week and GGs through Weekly update information on Rights / GG
* RRS Gold visit September
 | All children understand and can talk about their rights and wellbeing  | December  | MG AW | * Ready to achieve Gold RRS Award
 |
| Dec | All staff  | * Parents talking about Rights/ GG
* Pupils talking about parents positive attitude to RRS (Observed)
 |
| **Community involvement** Re-establish community involvement to support and enrich learner experience. Community Book Group for upper school/ reading budies lower school. Games afternoons  | Improved learning Variety of learning opportunities provided.  | Ongoing  | MG | * Improved attainment
 |
| **Profiling learning** Ensure profiling is fully embedded across the school using digital profiles Support staff training to enable this.Pupils updating fortnightly Changes to reporting – moving to one written report / all other reporting through online profile.  | Learners more aware of learning progress and supported to share learning with home. Parents able to support learning effectively at home – pupil progress accelerated  | Dec | Lois McShane M Grant  | * Parents accessing Profiles
* Survey – profiles and reporting
 |
| **Home learning** Home learning P1/2 event (Sept) Promote use of Teams for home learning and sharing learning Parent information evening to support Teams use Ensure that Rights learning is an accessible choice for homelearning activityChange home learning grid format to encompass 4 capacities for learning, reminding parents and learners about school aims. (Sept) | Pupils encouraged to consider purpose of learning activities and improved motivation to continue learning at home.  | October  | All  | * Pupil and parent follow up survey on home learning (March)
 |
| **Training and development** Decider skills online training – all staff Plan Kids Teach Parent Decider Skills and resilience event | Learners supported to develop resilience through use of decider skills Parents reinforce resilience messages at home, supporting child’s wellbeing | Ongoing  | All teaching staff  | * Improved pupils understanding of Resilience (observed)
* Full engagement with PE, fewer incidences of opting out (identified pupils)
 |
| March  | MG Training NHS online  | * Pupils improved ability to self-regulate (observed)
* Fewer violence and aggression incidences recorded
* Pupils using decider skills to self-regulate (obs)
* Families talking about resilience (observed)
* Improved attendance
* Families improved understanding of resilience (Questionnaire following kids teach event)
 |
| Develop Garden to provide wellbeing space Create a Gardening committee  | Learners have access to calm wellbeing space to regulate emotions  | Ongoing  | MG (Gardening Group)  | * Pupils using garden for wellbeing (observed)
 |
| **Evidence to support reduced bureaucracy/workload of teachers: All development activities within WTA**  |

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| **Priority 3** |
| **Summary of Priority: Develop Digital Wellbeing** |
| **Key links to** **Moray Education****Priority Area(s):** |  [x]  Learning, Teaching and Assessment [ ]  Curriculum [ ]  Empowering leadership at all Levels [ ]  Closing the poverty related attainment gap |

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| **Actions** | **Outcomes for learners** | **Timescales** | **Responsible** | **Measures of success** |
| Ensure elements of (CRiS) Cyber resilience / Internet safety are planned as part of the learning activities each term LB 2-4* LB planning discussions
 | Pupils can use internet safely  | Ongoing  | All teaching staff  | * Pupils can talk about how to stay safe online (observed)
 |
| Train Digital Safety Champs (responsibility of Pupil councillors)  | Pupils able to support each other to stay safe online.  | Dec/ Ongoing  | MG  |
| Digital safety progression fully integrated into Technologies curriculum * Staff twilight
 | Pupils learn about digital safety in a progressively throughout school.  | February  | MG / All teaching staff  | * Digital safety prioritised within planning of learning and teaching (Planning meetings obs)
* Pupils able to practise what has been taught within digital safety progression (observed/ Pupil questionnaire)
 |
| Kids teach the parents Digital Safety – June  | Parents award of digital safety, the law and of dangers on line – resulting in improved wellbeing for pupils.  | June  | All teaching staff  | * Parents and pupils knowledge about digital safety improved. (observation/ questionnaire following Kids Teach event)
 |
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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** |
|  |  |  |  |  |
| Reading policy Simplify policy and progression Purchase additional texts  | Improved attainment in reading  | Ongoing  | MG/ AL  | * Improved attainment in Reading
 |
| Garden Group Developed  | Wellbeing space for daily use  | October  | MG  | * Improved wellbeing
* Knowledge about garden
 |
| * Establish digital solutions to Pupil profiling – ongoing
* Promote use of Glow systems for 2 way learning with all families.
 | Positive home school communication about learning  | December  | MG  | * Improved parental involvement in learning / Raised attainment
 |
| * Health and wellbeing policy development to formalise Forest Skills and gardening within our existing policy progression.
 | Ensured progression in H&Wb learning  | Feb | MG  | * Improved wellbeing
 |
| * All staff to be trained in Decider skills (NHS online training)
 | Self regulation skills  | May  | MG  | * Improved wellbeing for all
 |
| * Ensure all new staff understand how we teach writing at Dallas and the toolkits created in 2023

Use of Technical Targets for Writing across the curriculum. * Firmly embed Tech Targets
 | Improved attainment in writing  |  |  | * Improved attainment in writing
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