



<b>SCHOOL:</b>	<b>Hopeman Primary School</b>	<b>QIO/QIM LINK:</b>	<b>Lynne Riddoch</b>
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### Priority 1

#### Relevance, Relationships and Regulation

<b>Key links to Moray Education Priority Area(s):</b>	<input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> Self-evaluation for Self-improvement <input checked="" type="checkbox"/> Supporting All Learners <input type="checkbox"/> Leadership at all Levels
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Engage further with 'Our Moray Standard for Learning and Teaching' and Tom Sherington training materials to support creation of a HPS Learning, Teaching & Assessment Guide.	Learners will experience consistent high quality learning, teaching and assessment practices applied across the curriculum. Learners will experience increased engagement in literacy and numeracy.	Nov – May	GY to lead. LM, SD, SK, SC, TM, EH, AB, KS, AI, JB to	<ul style="list-style-type: none"> <li>Moderation</li> <li>SLT / peer observations</li> <li>BGE Tracking</li> </ul>
Further revise our curriculum to ensure relevant, essential learning takes place with a focus on improving attainment in literacy and numeracy.	Learners will experience relevance, depth and progression in literacy and numeracy learning. Learners will be motivated to engage in learning activities relevant to their needs and interests	Aug – Dec	prepare for meetings, engage in training, implement change,	<ul style="list-style-type: none"> <li>Planning documents</li> <li>Learning Journals</li> <li>Learning evidence</li> <li>Lueven Scale</li> </ul>
Implement Emotion Works Literacy Programme from P1 to P7. Use Shared Learning to share Emotion Works Cog Model further with families.	Learners will develop their language and literacy skills alongside their resilience and emotional wellbeing. Learners will have the opportunity to share learning with their families.	Sep - Jun	engage in family learning, analyse data.	<ul style="list-style-type: none"> <li>Planning documents</li> <li>Glasgow M&amp;W Profile</li> <li>Learning Journals</li> <li>Parental feedback</li> </ul>
Finalise Relationships Policy and embed principles within each class. Develop processes for effective communication between all staff, children and families.	Learners will experience clear, consistent expectations. Learners will be supported by adults who have a shared understanding of their strengths and needs.	Jan - Mar		<ul style="list-style-type: none"> <li>Glasgow M&amp;W Profile</li> <li>Pastoral records</li> <li>Parental feedback</li> </ul>

**Evidence to support reduced bureaucracy/workload of teachers:**  
 Clear, streamlined processes for sharing and recording information. Collegiate time allocated to moderation and training.

## Priority 2

### Outdoor Learning utilising our Unique Local Context

**Key links to Moray Education Priority Area(s):**

- Raising Attainment and Achievement
- Learning, Teaching and Assessment
- Curriculum

- Self-evaluation for Self-improvement
- Supporting All Learners
- Leadership at all Levels

NIF Priorities:		NIF Drivers:		Children's Services Plan:		HGIOS?4 QIs:		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> School Leadership</li> <li><input type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assessment of Children's Progress</li> <li><input type="checkbox"/> School Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing</li> <li><input type="checkbox"/> <u>Priority 2</u> – Safeguarding</li> <li><input type="checkbox"/> <u>Priority 3</u> – Poverty</li> <li><input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1</li> <li><input checked="" type="checkbox"/> 1.2</li> <li><input checked="" type="checkbox"/> 1.3</li> <li><input type="checkbox"/> 1.4</li> <li><input checked="" type="checkbox"/> 1.5</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1</li> <li><input checked="" type="checkbox"/> 2.2</li> <li><input checked="" type="checkbox"/> 2.3</li> <li><input type="checkbox"/> 2.4</li> <li><input type="checkbox"/> 2.5</li> <li><input type="checkbox"/> 2.6</li> <li><input checked="" type="checkbox"/> 2.7</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 3.1</li> <li><input checked="" type="checkbox"/> 3.2</li> <li><input type="checkbox"/> 3.3</li> </ul>
Actions	Outcomes for learners		Timescales	Responsible	Measures of success			
Continue to develop high quality outdoor learning opportunities which enhance the literacy, numeracy and health & wellbeing curriculum.	Learners will develop their understanding of the natural world and learning for sustainability through outdoor learning and play.  Learners will have an increased knowledge of their local and global environment and their place within it.		Aug - Jun	SC to lead. LM, SD, SK, SC, TM, EH, AB, KS, AI, JB to prepare for meetings,	<ul style="list-style-type: none"> <li>• Evidence of OL in teacher planning</li> <li>• Lueven Scale</li> <li>• Self-evaluation</li> </ul>			
Increase opportunities for play and adventurous activities as children progress through school. Children from P1 to P7 to engage with the Moray Badge Platinum Jubilee.  Pupil Equity funding to provide support targeting wider achievements for all children.	Learners will experience more active play, better quality of play, more social interaction and more enjoyment.  Learners will develop skills for learning, life and work and improve their physical and mental health.		Apr - Jun	engage in training, implement change, analyse data.	<ul style="list-style-type: none"> <li>• Direct observations</li> <li>• Teacher planning</li> <li>• Wider achievements questionnaire.</li> </ul>			
Develop Food Garden and Wild Garden to provide quality outdoor learning opportunities which provide depth and relevance to the curriculum.	Learners will have the opportunity to learn in a rich learning environment, extending and deepening what has been taught indoors.  Learners will have the opportunity to learn alongside the local and wider community.		Aug - Jun	GY & SC to work with families and partners to develop outdoor areas.	<ul style="list-style-type: none"> <li>• Completion of areas.</li> <li>• Progress through OL action plan.</li> <li>• Use of areas by classes for learning.</li> </ul>			
Create whole school overview of outdoor learning to ensure children's knowledge and skills are built progressively from early to second level.	Learners will have varied and progressive opportunities to gain and apply knowledge and skills in different outdoor contexts.		Apr - Jun		<ul style="list-style-type: none"> <li>• Completion of overview.</li> </ul>			

#### **Evidence to support reduced bureaucracy/workload of teachers**

Creation of overview to support planning and signposting opportunities for learning using the local area.

# Priority 3

## Digital Technologies to Enhance Learning

Key links to Moray Education Priority Area(s):

- Raising Attainment and Achievement
- Learning, Teaching and Assessment
- Curriculum

- Self-evaluation for Self-improvement
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- Leadership at all Levels

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Create 3 year digital technology strategy, and a positive attitude towards digital technology. Update technologies progression to ensure inclusion of essential knowledge and skills.	Learners will have increased opportunities to realise their individual potential and be prepared for life in a world that is increasingly dependant upon ICT.	Aug - Dec	LM to lead. LM, SD, SK, SC, TM, EH, AB, KS, AI, JB to prepare for meetings, engage in training, implement change, showcase learning, support family learning.	<ul style="list-style-type: none"> <li>Planning documents</li> <li>Evaluation of 3 year plan</li> </ul>
Teacher planning will ensure integration of digital technology across the curriculum. Staff will demonstrate a clear understanding of how digital technology can be used to improve learning.	Learners will have opportunities to learn through ICT across the curriculum and school. Learners will be introduced to appropriate technologies and develop their digital skills as they progress through school.	Aug - Jun		<ul style="list-style-type: none"> <li>Teacher evaluations – measure understanding and confidence</li> <li>Forward planning</li> <li>Learning Journals</li> </ul>
As part of Digital Schools Scotland Award, showcase quality learning and teaching across the technologies curriculum. Ongoing professional development will be supported through signposting training as well as offering general support.	Learners will use Glow increasingly to access and enhance the curriculum. Learners will have opportunities to showcase their learning and achievements within a relevant context.	Aug - Jun		<ul style="list-style-type: none"> <li>Learning Journal evidence</li> <li>Sharing opportunities through Twitter and school website</li> <li></li> </ul>
Share effective use of Glow and Microsoft Office 365 applications with families to support home learning. Pupil Equity funding to provide targeted support for those individuals and families who require it. Launch Safe Schools app with families.	Online environments, including Glow will be used to support all learners with a wide range of learning activities within and beyond the school. Learners and their families will have access to information to support online safety.	Jan - Jun		<ul style="list-style-type: none"> <li>Moderation of learner evidence</li> <li>Feedback from parent questionnaire</li> </ul>

### Evidence to support reduced bureaucracy/workload of teachers

Technologies progression and Safer Schools app supports teacher planning.