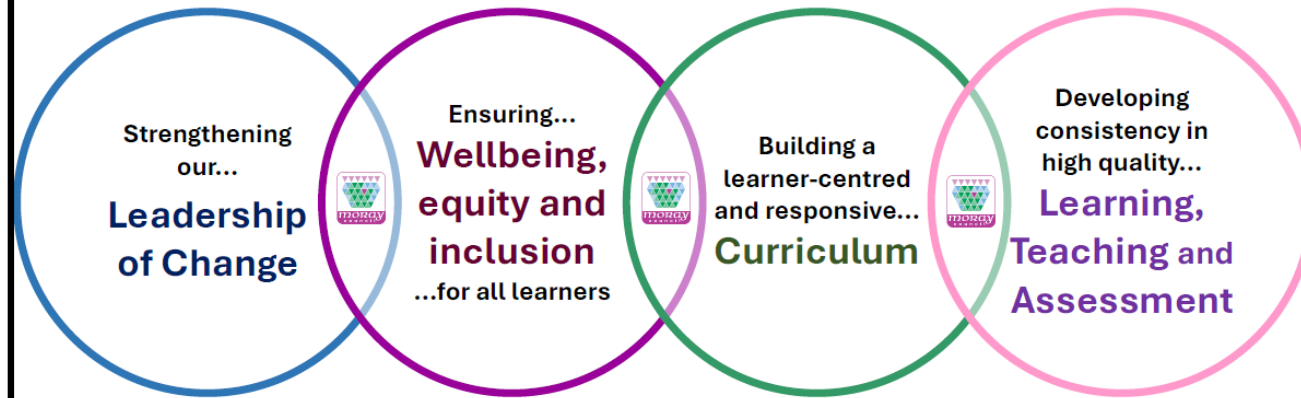


# Moray Education

## Strategic Priorities | 2025-2028



# School Improvement Plan

Session:	2025-2026
School:	Hopeman Primary School
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: **Raising Attainment across all aspects of Literacy**

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 checked="" type="checkbox"/>	Tackling poverty and inequality	<input checked="" type="checkbox"/>	Tackling child poverty	<div><input checked="" type="checkbox"/> 1.1 <input checked="" 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 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 teaching staff will take part in ASG moderation to ensure a shared understanding of effective planning, teaching and assessment of Explicitly Teaching Writing	By the end of June 2026, learners across all stages will demonstrate increased consistency and quality in their writing through regular application of shared success criteria, improved structure and more effective use of language. At least 74% (national average) of learners in P1, P4 and P7 will meet or exceed stage appropriate writing benchmarks.	Aug 25 - June 2026	HT, PT All class teacher	<ul style="list-style-type: none"> <li>Walkthroughs and class observations will evidence consistent lesson structures, with learners using success criteria and receiving formative feedback</li> <li>Moderation of writing through learning lotto and ASG moderation</li> <li>Minutes of stage planning/moderation meetings</li> <li>ACEL Data – compared against Moray and National figures</li> </ul>
All teaching staff will take part in school moderation with an added focus on improving outcomes for children who require support (PR2 & PR1)	By June 2026, the numbers of children who require support to achieve expected outcomes and those not expected to achieve expected outcomes will fall from current benchmark PR2: 37% and PR1: 14%	June 2026	HT, PT All class teacher	<ul style="list-style-type: none"> <li>ACEL Data</li> <li>Tracking meeting actions</li> <li>GEP plans</li> <li>Moderation minutes</li> </ul>

Review existing planning documentation to ensure exposure to a variety of appropriate genres	By the end of Term 4, most learners will demonstrate increased familiarity and ability to write in at least four different genres	Aug 25 - June 2026	HT, PT All class teacher	<ul style="list-style-type: none"> <li>• Planning documentation</li> <li>• Writing jotter evidence</li> <li>• Moderation of writing through learning lotto</li> <li>• Classroom observation</li> </ul>
Further develop oracy skills to ensure the discussion of writing is an integral part of the writing process.	By the end of term 4, most learners across all stages will demonstrate increased confidence in transferring spoken ideas into written texts with at least 74% of learners meeting expected writing standards	Aug 25 - June 2026	All class teachers	<ul style="list-style-type: none"> <li>• Lesson plans and planning documentation</li> <li>• Class observations</li> <li>• Pupil voice groups</li> <li>• Moderation minutes</li> </ul>
Ensure that vocabulary is planned for and integrated across the curriculum	All children will have exposure to tier 1,2 and 3 vocabulary and opportunities to use new vocabulary in relevant and meaningful contexts	Aug 25 - June 2026	All class teachers	<ul style="list-style-type: none"> <li>• Minutes from stage planning meetings</li> <li>• InCAS data</li> <li>• Learning conversations</li> </ul>
Teacher will improve planning procedures for learning, teaching and assessment of Listening and Talking using school progressions and 'What listening and talking looks like across Hopeman Primary School.'	By the end of June 2026, almost all classes will experience a consistent approach to listening and talking, as evidenced using shared progressions. At least 90% of learners will report in pupil voice that they understand what is expected and how to be successful.	June 2026	AB HT, PT Class teachers	<ul style="list-style-type: none"> <li>• In-service Agenda</li> <li>• ACEL Data</li> <li>• Planning</li> <li>• Classroom observations</li> <li>• BGE Benchmarking Tool</li> <li>• Pupil Voice</li> </ul>
Make links between listening and talking to existing aspects of literacy lessons.	By the end of June 2026 learners will demonstrate the ability to transfer listening and talking skills across reading and writing.	June 2026	All class teachers	<ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Teacher observations/recorded observations</li> <li>• ACEL data</li> </ul>
Update Literacy Policy in line with new writing, oracy, and spelling programme	Learners will benefit from a standardised, consistent approach across the school By June 2026 the percentage of children achieving literacy in P1, P4 and P7 will show improvement over time	June 2026	HT, PT	<ul style="list-style-type: none"> <li>• Literacy policy</li> <li>• ACEL Data</li> <li>• Observations</li> <li>• BASE data</li> <li>• InCAS data</li> </ul>

***Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:***

Meeting minutes, SIP evaluations, HIGIOS 4 2.3 and 3.2, ACEL data, Class observations and whole school feedback, planning documents, samples of writing, moderation minutes.

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 2

Summary of Priority: **Embed use of Meta Sills 4.0 Progression Framework to underpin learning**

Key links to Moray Education Priority Area(s):		<input type="checkbox"/>	Leadership of Change	<input checked="" type="checkbox"/>	Curriculum	<input checked="" 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 checked="" type="checkbox"/>	Tackling child poverty		<div><input checked="" type="checkbox"/> 1.1 <input checked="" 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 checked="" type="checkbox"/> 2.4 <input checked="" 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 checked="" 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 type="checkbox"/>	Closing the attainment gap between the most and least disadvantaged children		<input checked="" type="checkbox"/>	Build thriving, resilient, empowered communities	<input type="checkbox"/>	Keeping children and young people safe				
<input checked="" type="checkbox"/>	Improvement in skills and sustained, positive school leaver destinations for all young people				<input checked="" type="checkbox"/>	Strengthening family support				
<input 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
Embed use of Meta Sills 4.0 Progression Framework to underpin learning. Use the toolkit to assess pupils' areas of strength and areas of development. Develop a way to plan for development and progression of all meta skills across the curriculum	By the end of the session, most learners will be able to recognise, describe, and reflect on their development in at least three meta skills	Aug 25 – June 26	All CT's HT, PT	<ul style="list-style-type: none"> <li>Planning documents</li> <li>Evidence of Skills workbooks</li> <li>Observations</li> <li>Learner conversations <a href="https://education.gov.scot/resources/profiling-exemplification-learner-conversations/">https://education.gov.scot/resources/profiling-exemplification-learner-conversations/</a></li> <li>Focus group feedback</li> <li>Pupil questionnaires</li> <li></li> </ul>
All teachers will use classroom displays to ensure meta skills are visible and will provide opportunities for children to discuss the application of meta skills throughout lessons. Meta skills will be used in the language of learning intentions and success criteria	Almost all children will have a common skills vocabulary that they can share with practitioners, parents, carers and other partners to recognise and articulate their skills development	Aug 25 – June 26	All class teachers	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Walkthroughs – IDL Topic – DWY, Rights, Global Goals Posters</li> <li>Pupil questionnaires</li> </ul>

Almost all children will record, track and evaluate their personal development of meta skills using the skills workbook.	By June 2026, most learners will be able to demonstrate the development of a range of meta skills using their meta skills workbook	Aug 25 – June 26	All class teachers	<ul style="list-style-type: none"> <li>Evidence of Skills workbook in achievements folder</li> </ul>
All children in P5-7 will complete an online profile on My World of Work to record school and wider achievements	By the end of the school year, most learners, in P5-7 will be able to independently identify and record at least three skills they are developing through school and wider life experiences	Aug 25 – June 26	AB, FP, AI, CA, EC	<ul style="list-style-type: none"> <li>Planning – engagement with my world of work</li> <li>My World of Work Profile</li> <li>Pupil Self-assessments</li> </ul>
SDS Meta Skills toolkit to be reviewed with all staff to evaluate progress and inform improvements	All learners will benefit from a consistent approach to skills development	Aug 25 – June 26	HT, PT	<ul style="list-style-type: none"> <li>In-Service/Staff meeting minutes</li> <li>Self-evaluation documentation</li> </ul>
Develop a robust system to identify skills developed through achievements out of school	All children will have the opportunity to reflect on skills being developed and evidence this in a variety of ways	Aug 25 – June 26	SLT	<ul style="list-style-type: none"> <li>Seesaw posts</li> <li>My World of Work Profile</li> <li>Skills Booklets</li> <li>All About Me Homework Task (wk 2)</li> <li>Assembly Powerpoint/Achievements from home</li> </ul>
All pupils in P5-7 will have the opportunity to develop skills by taking part in a multi-stage interest led learning group	By June 2026 almost all learners will have developed skills in a context of their choice		AB, FP, AI, CA, EC	<ul style="list-style-type: none"> <li>Learner participation self- evaluation and feedback (NA LTA Toolkit)</li> <li>Pupil voice groups</li> <li>Learner conversations</li> <li>Classroom observations</li> </ul>
<b>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</b> Learner participation self- evaluation and feedback (NA LTA Toolkit), HIGIOS 4, Meta Skills Toolkit				

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 3

*Summary of Priority:* **Refresh our Curriculum Rationale and update planning procedures to ensure we provide high quality, relevant learning experiences at all stages**

Key links to Moray Education Priority Area(s):		<input checked="" type="checkbox"/>	Leadership of Change	<input checked="" type="checkbox"/>	Curriculum	<input checked="" type="checkbox"/>	Self-evaluation for self-improvement			
		<input type="checkbox"/>	Wellbeing, equity and inclusion	<input type="checkbox"/>	Learning, teaching, and assessment					
NIF Priorities:			Corporate Plan:		Children’s Services Plan:			HGIOS?4 QIs:		
<input checked="" 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 checked="" type="checkbox"/> 1.1 <input type="checkbox"/> 1.2 <input checked="" 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 checked="" 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 checked="" 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				
<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
Engage with NA Curriculum Rationale toolkit and involve all stakeholders in refreshing the Curriculum Rationale	All learners will experience a curriculum that is relevant and meaningful, and which reflects the uniqueness of our community and the needs of our setting. All learners will understand what the school is trying to achieve through its curriculum.	Oct 2025	HT, PT, All class teachers	<ul style="list-style-type: none"> <li>Updated Curriculum Rationale</li> <li>Questionnaires</li> <li>Focus Groups</li> </ul>
Embed Creativity and Learning for Sustainability in our curriculum design.	All children will develop creativity skills (link to meta skills), experience creative teaching & learning, and be involved in creative change. All children will explore local and global issues with a focus	Nov 2025	HT, PT, All class teachers	<ul style="list-style-type: none"> <li>Planning documents</li> <li>Stage planning minutes</li> <li>Learner conversations</li> </ul>

	on sustainable development, outdoor learning and global citizenship.			
Consider the totality of the Curriculum across the four contexts of learning when planning, to create coherent and balanced experiences for our learners	By the end of the session, almost all learners will experience a more coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners	Aug 25 – June 26	HT, PT, All class teachers	<ul style="list-style-type: none"> <li>• New planning formats</li> <li>• Lesson plans</li> <li>• Observations</li> <li>• Learner conversations</li> </ul>
Update our three-year curriculum cycle, to ensure that learning pathways are based on effectively bundled experiences and outcomes and build upon prior Learning.	All Learners' experiences will build upon prior learning. Almost all Learners will experience clearly structured progressive learning across the curriculum.	Aug 25 – June 26	HT, PT, All class teachers	<ul style="list-style-type: none"> <li>• Three-year curriculum map</li> <li>• Progression plans</li> </ul>
Through focused observations of play all class teachers in P1-4 will consider spaces, interactions and experiences and will plan for play using a mix of responsive and intentional planning building a learner centred and responsive curriculum	By June 2026 almost all learners will demonstrate increased participation and engagement in learning	Aug 25 – June 26	PT JW, LM, KI, SD, CA, EW	<ul style="list-style-type: none"> <li>• Planning documentation</li> <li>• Seesaw</li> <li>• Written observations</li> <li>• Photos</li> <li>• Classroom observations</li> <li>• Pupil voice</li> </ul>
All class teachers in P1-4 will provide opportunities to educate parents on how children learn and develop through play	Most learners will be able to recognise skills being developed through play and share these with parents, carers, and practitioners	Aug 25 – June 26	PT JW, LM, KI, SD, CA, EW	<ul style="list-style-type: none"> <li>• Family learning sessions</li> <li>• Play Observations</li> </ul>
<b>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</b> Updated rationale, focus groups, parental questionnaires results				



# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

Maintenance Agenda <i>(to be populated at school discretion)</i>				
Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
Wraparound/Sumdog Spelling – tracking data	Closing the gap in spelling ages	June 26	HT, PT	<ul style="list-style-type: none"> <li>Using Data – L,T&amp; A Toolkit evaluation</li> <li>ACEL</li> <li>SNSA</li> <li>INCAS</li> <li>SWST Results</li> </ul>
PUYP – continue to embed as part of HPS L, T & A cycle, including The Learning Pit	Consistent approach to learning and teaching	June 26	SLT	<ul style="list-style-type: none"> <li>Classroom observations</li> <li>Learner conversations</li> </ul>
Ensure planning for meeting the needs of all learners includes use of the Circle Resource	Inclusion will be considered for all learners in terms of; <ul style="list-style-type: none"> <li>The environment</li> <li>Structures and routines</li> <li>Motivation and</li> <li>Skills</li> </ul>	June 26	SLT	<ul style="list-style-type: none"> <li>Circle Paperwork (evaluation/planning documents)</li> <li>Classroom observations</li> </ul>
Provide flexible experiences to children who are struggling with mainstream education including varied targeted interventions	Increased participation and engagement for all learners	June 26	SLT	<ul style="list-style-type: none"> <li>Improved attendance</li> <li>Pupil voice</li> <li>Child planning notes</li> </ul>