

SCHOOL:	HYTHEHILL PRIMARY SCHOOL	QIO/QIM LINK:	STEWART MCLAUCHLAN
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Priority 1

Summary of Priority: To improve our learning, teaching and assessment practices to raise attainment for all learners.

Key links to Moray Education Priority Area(s):	<input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum	<input type="checkbox"/> Self-evaluation for Self-improvement <input type="checkbox"/> Supporting All Learners <input checked="" type="checkbox"/> Leadership at all Levels
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NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<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	<input type="checkbox"/> 2.1 <input 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	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Conduct a review our school values and curriculum rationale, post COVID-19, to ensure there are relevant for our pupil stakeholders.	Our school values will be relevant and applicable for all in our learning community. Our curriculum rationale will display a clear set of experiences which pupils receive as part of their learning.	October 2021	HT SLT	<ul style="list-style-type: none"> Staff meetings Feedback from parents, pupils, practitioners and wider community members.
Review our curriculum progression pathways and materials, ensuring these support staff delivering high quality learning experiences for all pupils.	Learners will receive a progressive set of experiences within all eight areas of CfE. Progression pathways will be coherent, clearly building upon pupil knowledge, understanding and skills.	August 2021	HT All staff	<ul style="list-style-type: none"> Staff meetings Staff feedback Revised progression pathways Staff observation feedback

Establish 'Teacher Network learning Groups' within the school to further extend practitioner understanding of aspects within the Moray Standard.	Learners will experience high quality learning experiences through practitioners developing their understanding of key aspects within the Moray Standard.	August 2021	HT All staff	<ul style="list-style-type: none"> • NLG meetings • Staff observations • Feedback from staff • Jotter moderation/ sample
Provide opportunities for staff to conduct peer observations and engage in professional dialogue.	Learners will benefit from high quality learning experiences which are challenging and enjoyable, well matched to their needs and interests.	November 2021 February 2022	HT All staff	<ul style="list-style-type: none"> • Moray Standard Staff Observations • CCL professional Dialogue conversations • Staff feedback
Undertake moderation activities across the ASG primaries for literacy & numeracy.	Learners will benefit from the moderation of their work ensure consistent and high quality standards are promoted throughout the school.	November 2021	All staff	<ul style="list-style-type: none"> • Staff feedback following moderation activities • Sample of moderated pupil work
Carry out HGIOS Health Checks with staff to ensure there is a shared understanding of what high quality learning and teaching experiences are.	Learners will benefit from learning experiences which are clear and effective in the development of their knowledge, understanding or skills.	September 2021	HT SLT All staff	<ul style="list-style-type: none"> • Completed health check sheets • Professional dialogue • Staff observations • Revised creation of 'Hythehill Curriculum Rationale' Strategy and Aims.

Evidence to support reduced bureaucracy/workload of teachers

Development of clear progression pathways and materials which provide a consistent approach to delivering Curriculum for Excellence subject areas at Hythehill Primary School.

Planning for pupil assessment and staff attainment meetings within the WTA to ensure data is reviewed, analysed and understood by staff for ensuring learners receive appropriately differentiated learning experiences build upon their current learning.

Priority 2

Summary of Priority: To work towards raising attainment and closing the attainment gap and provide equity for all learners.

Key links to Moray Education Priority Area(s):

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

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

NIF Priorities:		NIF Drivers:		Children's Services Plan:		HGIOS?4 QIs:	
<ul style="list-style-type: none"> X Improvements in attainment, particularly in Literacy and Numeracy X Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people 		<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism X Parental Engagement <input type="checkbox"/> Assessment of Children's Progress X School Improvement <input type="checkbox"/> Performance Information 		<ul style="list-style-type: none"> <input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting 		<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 X 2.2 X 1.2 X 2.3 <input type="checkbox"/> 1.3 X 2.4 <input type="checkbox"/> 1.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 1.5 X 2.6 <input type="checkbox"/> 2.7 	
Actions	Outcomes for learners	Timescales	Responsible	Measures of success			
Review and analyse the data gathered from standardised assessments to ensure progress for all learners.	Learners will benefit from timely and appropriate interventions to ensure they receive appropriate challenge and support within their learning.	September 2021	HT SLT All staff	<ul style="list-style-type: none"> • Professional dialogue during attainment meetings • Increase in ACEL data for our school 			
Review our intervention strategies within literacy and numeracy to ensure appropriate support for all learners.	Identified learners who require targeted intervention will receive an alternative programme of experiences to support their progression in literacy and/ or numeracy.	August 2021	SLT CT ASN	<ul style="list-style-type: none"> • Record of engagement – ASN staff • Pupil baseline/ periodic assessments • Achievement of pupil IEP targets/ milestones • Staff feedback • BGE tracker data 			
Analyse Education Scotland inspection report (SIF) to identify good practice in raising pupil attainment.	Learners will receive learning experiences which clearly extend and develop their knowledge, skills and abilities within CfE.	November 2021	All STAFF	<ul style="list-style-type: none"> • Annotated HGIOS? 3.2 Level 5 example in relation to our own school • Staff feedback • Examples of pupil work/ learning activities 			
Implement PEF support groups within CfE levels to target identified pupils	Learners will receive appropriate support and intervention to ensure they thrive within their education,	August 2021	SLT ASN PSA staff	<ul style="list-style-type: none"> • Record of pupil engagement in PEF groups • Pupil baseline/ periodic assessments • Completed pupil activities 			

	providing equity for all learners.			<ul style="list-style-type: none"> • Increase in pupil ACEL/ BGE attainment
Identify learners with limited experiences/ opportunities and plan a broad variety of activities as part of our curriculum rationale	Identified learners will experience and benefit from opportunities to be successful and develop key life skills within wider curriculum experiences.	August 2021	DHT CT	<ul style="list-style-type: none"> • GIRFEC tracker/ pastoral notes • Intervention record • Photographic evidence • Parental engagement – comments through Class dojo
Continue to implement initiatives such as ‘Hythehill Breakfast Club’ to support pupil attainment through meeting basic needs.	Learners basic needs will be met, enabling them to have an equal platform with others in the classroom to achieve in their learning.	January 2022	PSA SLT	<ul style="list-style-type: none"> • Record of attendance • Feedback from pupils, parents and staff
Embed the use of play pedagogy as part of curriculum rationale to support raising attainment within Early Level.	Learners will experience a wide set of play activities within our school environments which supports their skills development in literacy and numeracy.	October 2021	HT DHT CT	<ul style="list-style-type: none"> • Observation of staff • Feedback from staff • Play Pedagogy policy • Increased ACEL and BGE data
Evidence to support reduced bureaucracy/workload of teachers				

Priority 3

Summary of Priority: To ensure our assessment, reporting and profiling procedures provide clear data and information and pupil progress and achievement within Curriculum for Excellence.

Key links to Moray Education Priority Area(s):

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

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

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> X Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children X Improvement in children and young people's health and wellbeing X Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism X Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> <input type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting 	X 1.1	X 2.1	
			<input type="checkbox"/> 1.2	X 2.2	<input type="checkbox"/> 3.1
			<input type="checkbox"/> 1.3	X 2.3	X 3.2
			<input type="checkbox"/> 1.4	X 2.4	<input type="checkbox"/> 3.3
			<input type="checkbox"/> 1.5	X 2.5	
				<input type="checkbox"/> 2.6	
				X 2.7	

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Review current reporting arrangements with parent focus group.	Learners will receive class reports which clearly evidence and comment on their progress and attainment in learning.	August 2021	HT Parent focus group	<ul style="list-style-type: none"> • Review of 'Reporting Procedures Policy' • Parent engagement – focus group • Revised reporting procedures • Introduction of revised termly reports
Review our use of pupil profiling as part of the reporting and assessment cycle.	Learners will be active participants in the profiling and recording of their learning progress.	August 2021	SLT CT Pupils	<ul style="list-style-type: none"> • Implementation of e-profiles through Class Dojo • Re-establishment of 'orange folders' as pupil assessment folders • Creation of school 'Assessment, profiling and reporting' policy. • Feedback from pupils, parents and staff. • Sampling pupil profiles
Implement our revised assessment calendar, ensuring practitioners plan for assessment to gather pupil evidence to support Teacher	Learners will demonstrate the progress made within their learning through ongoing assessments throughout the academic year.	August 2021	HT SLT All staff	<ul style="list-style-type: none"> • Feedback from staff • Staff planning folders • Data sets following year group assessments

Professional Judgements at CfE milestones.				<ul style="list-style-type: none">• Moderation of pupil assessment folders• Feedback from learners – HGIOURS Theme 2
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Evidence to support reduced bureaucracy/workload of teachers

Implementation of robust assessment, profiling and reporting policy which is consistently used across the school setting.

Clear expectations across the school setting regarding pupil profiles and how these are to be used to support the tracking of pupil progress within learning.

Allocated time within the WTA for staff to work in collegiality to create comment banks for termly reports.

Priority 4

Summary of Priority: To embed practices within our curriculum rationale which support the development of pupil wellbeing and inclusion.

Key links to Moray Education Priority Area(s):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input type="checkbox"/> Self-evaluation for Self-improvement |
| <input type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
To develop practitioner understanding of nurture and its use within the classroom setting.	Learners will receive tailed nurture experiences which are age and stage appropriate to support their emotional wellbeing.	August 2021	PT ASfL CT	<ul style="list-style-type: none"> Feedback from staff, parents and pupils Teaching planning Creation of nurture policy
To implement nurture sessions as part of our revised curriculum rationale to support identified learners within the school.	Identified learners will experience opportunities to develop their social and emotional wellbeing through a variety of HWB activities.	August 2021	PT ASfL ASN CT	<ul style="list-style-type: none"> Feedback from staff ASN staff evaluations Feedback from learners
Launch our revised 'Positive Behaviour and Relationships Strategy' to support learner emotional wellbeing.	Learners across the school will have a developed understanding of their emotions through the use of Zones of Regulation and be able to manage these appropriately with identified strategies.	August 2021	HT SLT CT PSA	<ul style="list-style-type: none"> Staff observations Feedback from pupils, parents and staff Learner focus groups – HGIOURS – Theme 1
Transform the school quad to create a sensory garden for learners to work within.	Learners will experience a space within the school grounds which supports the development of their sensory needs.	October 2021	HT PT ASfL	<ul style="list-style-type: none"> Creation of sensory garden Feedback from staff Learner achievement in IEP targets

<p>To support the increase in pupil wellbeing, by providing learners with a platform to share their views and concerns through the launch of 'Listening Ear'.</p>	<p>Learners will receive a consistent approach towards having their views and concerns listened to by an adult. Learners will feel more comfortable sharing their concerns about in school through this service.</p>	<p>August 2021</p>	<p>SLT CT</p>	<ul style="list-style-type: none"> • Positive Behaviour and Relationships Strategy • Tracking of pupil attendance at Listening Ear • Feedback from parents, practitioners and pupils
<p>Establish the use of 'Seasons for Growth' within our HWB pathway to support learners who have experienced bereavement.</p>	<p>Learners will receive appropriate intervention strategies which support their emotional wellbeing.</p>	<p>October 2021</p>	<p>SLT PT ASfL</p>	<ul style="list-style-type: none"> • Feedback from parents, pupils and practitioners • Seasons for Growth training • Hythehill GIRFEC tracker
<p>Develop a culture within the school where all learners are treated fairly and equally through delivery of the 'Respect Me' programme.</p>	<p>All learners within the school setting will feel valued and part of our school community. Learners will feel more able to share their concerns and worries with adults to support their wellbeing and development.</p>	<p>August 2021</p>	<p>DHT CT</p>	<ul style="list-style-type: none"> • Feedback from pupils, parents and practitioners • Decrease in pupil GIRFEC referrals • Observation of Respect Me programme • Re-launch of 'Anti-Bullying Policy'

Evidence to support reduced bureaucracy/workload of teachers