



SCHOOL:	Linkwood Primary	QIO/QIM LINK:	Susanne Campbell/ Rachel Wilson
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Priority 1

Developing Linkwood's Curriculum Year 2 and 3

Key links to Moray Education Priority Area(s):	<ul style="list-style-type: none"> ✓ Raising Attainment and Achievement ✓ Learning, Teaching and Assessment ✓ Curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Self-evaluation for Self-improvement ✓ Supporting All Learners ✓ Leadership at all Levels
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NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<ul style="list-style-type: none"> ✓ Improvements in attainment, particularly in Literacy and Numeracy ✓ Closing the attainment gap between the most and least disadvantaged children ✓ Improvement in children and young people's health and wellbeing ✓ Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<ul style="list-style-type: none"> ✓ School Leadership <input type="checkbox"/> Teacher Professionalism ✓ Parental Engagement ✓ Assessment of Children's Progress ✓ School Improvement <input type="checkbox"/> Performance Information 	<ul style="list-style-type: none"> ✓ <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 <input type="checkbox"/> 1.2 ✓ 1.3 <input type="checkbox"/> 1.4 ✓ 1.5 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.1 ✓ 2.2 ✓ 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 ✓ 2.6 <input type="checkbox"/> 2.7 	<ul style="list-style-type: none"> <input type="checkbox"/> 3.1 ✓ 3.2 ✓ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Literacy</p> <ul style="list-style-type: none"> • Develop progressions and pathways to support Learning and Teaching of Literacy- Reading (continue to develop incorporating HOTs and T4R) • Continue to develop reading curriculum with development of library and extension of reading books for exploring in group lessons, class and at home. • Develop Listening and Talking progression and assessments • Continue to embed Writing progression and update with T4W overview of coverage. 	<ul style="list-style-type: none"> • Learners will benefit from a coherent, developmental approach to the learning and teaching of literacy, numeracy and technologies. • Learners' learning and development will be supported and enhanced through well planned lessons based on clear progressions • Learners will have frequent access to high quality reading material to foster a love of reading and ultimately raise attainment. • Clear reading book progressions will support teachers to ensure pace and challenge for all learners • Learners will experience a consistent approach to writing, reading and Numeracy across the school and their work will be moderated to ensure consistency. • Learners will be well supported to make progress through well planned interventions. 	<ul style="list-style-type: none"> June 2023 June 2023 June 2024 Dec 2022 	<ul style="list-style-type: none"> • AG, CL, TF, NM, CS • FS, DC, KS • FS, RW • NP, RW 	<ul style="list-style-type: none"> • ACEL and SNSA data • Phonological Awareness screens • Cold Task assessments • Class observations • Jotter analysis • SeeSaw profiles • Reading assessments • Online engagement with 'Reading Cloud' library resource • SNSA results • Moderation of writing and numeracy

<p>Numeracy and Maths</p> <ul style="list-style-type: none"> • Explore approaches to teaching of maths concepts to ensure consistent approach to support learners moving through the school. • Purchase Big Maths with a focus on precision teaching and mental maths strategies. • Providing in-house CPD to maximise use of Sumdog, Big Maths and Newzealand Tens frames <p>Technologies</p> <ul style="list-style-type: none"> • Implement Greater Glasgow Digital Technologies progression. • Further extend volume and variety of IT equipment to support learning across the curriculum. • Continue journey to becoming 'digital leaders' P4-7 <p>Year 3</p> <ul style="list-style-type: none"> • Develop all other Technologies areas <p>Science</p> <ul style="list-style-type: none"> • Science- use through Tig Tag, adapt progression in Yr 3 	<ul style="list-style-type: none"> • Learners are well supported to understand and build on maths concepts with consistent language and support materials across stages. <ul style="list-style-type: none"> • Learners will have increased opportunities to develop their IT skills. • Learners will follow a structured programme to develop their IT skills and confidence in using technology to support their learning. • 	<p>June 2023</p> <p>Aug 2022</p> <p>Aug 2022 onwards</p> <p>By Dec 2022</p> <p>Ongoing</p> <p>June 2024</p> <p>From Aug 2022 June 2024</p>	<ul style="list-style-type: none"> • AnMa, CS, NW • CS, NP 	<ul style="list-style-type: none"> • Baseline and end of unit assessments • Highland Numeracy assessments •
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Evidence to support reduced bureaucracy/workload of teachers

Well mapped out curriculum will support planning, assessment and tracking of progress

Priority 2

High Quality Learning and Teaching Year 2 and 3

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

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<p>The Learning Rainforest-Explore Further through Teacher Learning Communities and Focus Area Support booklets Focus- Talk for Writing, Visible Learning Feedback</p> <p>Establishing the Conditions (C) C2, C4, C5 Ensure we share and teach higher expectations with clear Learning Intentions and Success Criteria. C11 Develop conditions where children can experience silence C15, C16 Questioning skills, Map curriculum, develop knowledge C18, 19, 20- Precision teaching and practising of key skills</p> <p><u>Further embed key conditions:</u></p> <ul style="list-style-type: none"> • C14 Plan the Steps • C9 Positive Framing • C10 Building relationships 	<ul style="list-style-type: none"> • Learners experience a well considered, cohesive experience which challenges and supports their progress across the curriculum • Learning environments support variety of learning styles and needs. • Learning is well planned and offers pace and challenge to support all learners. • Learners are clear of what they are learning about and what they need to be successful. • Teachers will use skilled questioning techniques to challenge and support learners. • Learners drive personalisation and choice through their environment, floorbook planning and learning walls. 	<p>By Oct 2022</p> <p>By Oct 2022</p> <p>By June 2024</p> <p>By June 2024</p>	<p>AG, FS</p> <p>All</p> <p>AG, FS</p> <p>AM,</p> <p>All</p>	<ul style="list-style-type: none"> • Class displays/ learning walls • Seesaw profiles • Class work • Floorbooks • Teacher planning • Observations/ feedback • Pupil reflections • Increased attainment and engagement 																					

<p>Principles of Instruction Curriculum mapping</p> <ul style="list-style-type: none"> Review 3 yearly overviews to ensure curriculum is well mapped out to provide even coverage of subject areas and ensure <u>knowledge</u> and skills are well planned. <p>IDL</p> <ul style="list-style-type: none"> Revisit concept of IDL to ensure understanding and all learners are experiencing high quality learning opportunities. <p>Learning experiences</p> <ul style="list-style-type: none"> Continue to build rich and engaging learning experiences promoting creativity and independence through play and exploration. Explore Moray Play Strategy and Realising the Ambition to support embedding of play throughout the school. 	<ul style="list-style-type: none"> Learners will have good knowledge and skills at their stage of development especially in Literacy, numeracy and Health and Wellbeing. Learners are offered rich contexts for transferring knowledge and skills gained previously. All learners will experience daily opportunities to lead and self-manage their learning which are well planned and have clear learning intentions linked to skills development and coverage of the curriculum. Learners will embed their skills and knowledge through regular play based opportunities which are supported well by their teachers. Learners progress is observed and teachers use careful questioning to develop learning. 	<p>June 2023</p> <p>By June 2024</p>	<p>AG, FS</p> <p>FS</p> <p>FS, RH, KD, VS, MA</p> <p>AG</p>	<ul style="list-style-type: none"> SeeSaw profiles Benchmarks across curricular areas Class work/ jotters Learning walls Pupil reflections
<p>Principles of Instruction Assessment and Feedback</p> <ul style="list-style-type: none"> Review understanding and sharing of good practice to ensure AIFL strategies are understood and embedded in classroom practice. Visible learning feedback will be used effectively to drive success. Ensure there are consistent approaches to baseline assessments and information is passed on to receiving teacher. 	<ul style="list-style-type: none"> Learners will be clear of what they are learning and steps to success. They will co-create success criteria with their teachers. Learning will be celebrated and next steps made visible on learning walls and on class work. Mistakes will be seen as learning steps. Learners will be well supported to make progress through regular assessment and feedback. 	<p>By Dec 2022</p> <p>June 2024</p> <p>By Dec 2023</p>	<p>FS</p> <p>AG, RH</p> <p>AG, FS,</p>	<ul style="list-style-type: none"> Baseline assessments Assessment folders for individual pupils as well as digital copies on Seesaw Benchmark tracking Moray Tracking tool ACEL results ASN tracking Class learning profiles
<p>Principles of Instruction Robust tracking, monitoring and moderation</p> <ul style="list-style-type: none"> Analyse data, SNSA from P1, P4 and Phonological Awareness screens to inform planning 	<ul style="list-style-type: none"> Learners will benefit from improved assessment and tracking of their progress within CfE Learners will benefit from moderation of their work to ensure consistent and robust 	<p>Oct 2022</p>	<p>AM, FS</p>	<ul style="list-style-type: none"> Tracking data SNSA data Prof dialogue Jotter analysis Moderation evidence

<ul style="list-style-type: none"> With QAMSO support, build on already moderation of numeracy and literacy within school and wider ASG 	<p>standards are applied across the school and ASG/Authority.</p>	<p>June 2023</p>	<p>CS, RW, AG</p>	
<p>Principles of Instruction Parental Engagement and Wider Achievement</p> <ul style="list-style-type: none"> Continue to develop use of Seesaw to ensure frequent and relevant feedback Build on evidence of children's wider achievements and profile these electronically through Seesaw. Begin to track skills developed through wider achievements. 	<ul style="list-style-type: none"> Learners will be clear of their strengths and skills they are developing. Learners will be more able to discuss these skills with their family. 	<p>Ongoing</p> <p>Dec 2022</p>	<p>FS, RH, NP</p> <p>FS</p> <p>PF</p>	<ul style="list-style-type: none"> SeeSaw Profiles Wow Certificates World of Work Profiles for P5-7
<p>Evidence to support reduced bureaucracy/workload of teachers</p> <p>Ongoing feedback and assessment during lessons will reduce marking and workload. Collaborative moderation and stage working within WTA will support individual planning and assessment workload.</p>				

Priority 3

Health and Wellbeing of All at Linkwood Year 2 and 3

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

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Learning Rainforest cont. Establishing the conditions for ALL learners</p> <ul style="list-style-type: none"> • Continue to embed Building Relationships Policy • Solution Orientated approach- Peer Mediators cont. to embed • Embed tools for learning and teaching- Supporting emotional literacy- PATHS, TreeHouse • Use Circle Resource to ensure inclusion and evaluate inclusive practice. • Review Playground Charter and playground activities- Playmakers and support staff. • Use 5 Point scales and visuals more consistently to ensure readiness to learn and give ALL children a voice. 	<ul style="list-style-type: none"> • Learners will have strong relationships with school staff and peers • Learners will be well supported to understand and manage their emotions. • Learners will feel supported to achieve using their growth mindset and growing resilience. • Learners will be listened to and they will be supported to find solutions to problems. 	<ul style="list-style-type: none"> Ongoing Ongoing Term1 ongoing June 2023 Oct 2022 Dec 2022 	<ul style="list-style-type: none"> AM, LG AM All AG, LG FS, PF AM, LG 	<ul style="list-style-type: none"> • Very good standards of behaviour • Linkwood Way being used by all • Zones of regulation being used in every classroom. • PATHS programme in place and PATHS of the week pupils being celebrated weekly-SeeSaw, assemblies • Attendance records • Parent feedback- SeeSaw, questionnaires • Wellbeing Kit questionnaires
<p>Wellbeing</p> <ul style="list-style-type: none"> • Further develop understanding of Nurture and ACES. Use Class Wellbeing Kit to further develop 	<ul style="list-style-type: none"> • Learners experience support when they need it through regular review of need and strategies to support. 	<ul style="list-style-type: none"> June 2023 	<ul style="list-style-type: none"> LG, AM 	<ul style="list-style-type: none"> • ASN overviews • Class profiles • IEPs and LPS

<p>nurturing classrooms.</p> <ul style="list-style-type: none"> • Support staff will access a variety of training to enable them to support effectively. • Introduce mindfulness practice and develop a 'Noise Policy' to support open plan working. • Explore equalities and diversity awareness and ensure policy is understood by whole school community. • Inclusive communication strategies to support ALL learners with increased awareness of Makaton and use of PECS for some. 	<ul style="list-style-type: none"> • Learners families are kept well informed of next steps and ideas to support progress at home. • Learners will be more comfortable in the open plan setting with less distractions and noise overload. • Learners will be supported to be who they are without prejudice • All learners will be understood and be able to express their own ideas and have a voice. 	<p>Ongoing</p> <p>By June 2023</p> <p>June 2023</p> <p>Ongoing</p>	<p>LG, MP</p> <p>MP</p> <p>AM</p> <p>AM, MP, LG</p>	<ul style="list-style-type: none"> • Support staff timetables • Clubs and groups available • SeeSaw and parent feedback • Engaged and calm learners.
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Evidence to support reduced bureaucracy/workload of teachers

Using high quality resources purchased by the school and following the progressions created will reduce planning and prep time.

Priority 4

Leadership and Empowerment

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

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Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<p>Developing opportunities for Pupil Led Learning.</p> <p>Pupil Voice- Continue to develop Committees and awards schemes set up to encourage involvement in life of the school.</p> <p>Rights Respecting Schools</p> <ul style="list-style-type: none"> • Continue journey to Silver Award of Rights Respecting School • Rights Respecting strategies will be used throughout the school to promote positive and appropriate behaviour and engagement . • Pupils will understand the link between healthy body and mind. Playground Charter to be revamped to reflect updates from UNCRC <p>Developing the Young Workforce (DYW)</p> <ul style="list-style-type: none"> • P5-7 pupils populate My World of Work profiles. • Continue to embed skills language throughout learning experiences. • Continue to track the opportunities to explore DYW for each stage to ensure even coverage of all sectors. • Share skills leaves from curriculum 	<ul style="list-style-type: none"> • Learners will know their rights and responsibilities. • Learners will contribute to life of the school and beyond through participation in committees and groups. • Learners will become involved in the wider community and consider how they can protect and help our environment. • Learners will develop, reflect on and articulate their skills for life & work both in their school work and wider achievements. • Learners will be more supported to develop their skills at home and at school. • Learners will have opportunities to explore all of the sector areas at least twice through their time in primary school. • Learners will have increased understanding 	<p>Dec 2022</p> <p>June 2023</p> <p>Dec 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2023</p>	<ul style="list-style-type: none"> • TF, JM • TF, NM, RW • FS • All 	<ul style="list-style-type: none"> • Feedback from families/ learners • Seesaw • DYW Tracking tool • My World of Work Profiles P5-7 • DYW Sway for parents • Lesson observations • Overall behaviour and engagement across the school. • School displays • Classroom displays • Accreditation evidence • Reflection logs- SeeSaw • School grounds • Sways for parents and wider community

<p>tree with parents.</p> <ul style="list-style-type: none"> Talking boxes created for each sector to enhance discussion and engagement. <p>Sustainable Development/ Outdoor Learning</p> <ul style="list-style-type: none"> Identify opportunities for Sustainable development/ Enterprise across three yearly coverage. Further develop opportunities for high quality learning and teaching in the outdoors. Begin to work towards Eco Schools accreditation and John Muir Award with the aim of embedding Eco values in our curriculum for all learners 	<p>and connection with the world around them.</p> <ul style="list-style-type: none"> Learners will have increased opportunities for learning outdoors, both within and out with the school grounds. Learners will benefit from participation in national programme to raise awareness of how to care for our environment. 	<p>June 2024</p> <p>June 2024</p> <p>Ongoing</p> <p>June 2023</p>	<ul style="list-style-type: none"> CL, CS 	
<p>Evidence to support reduced bureaucracy/workload of teachers</p> <p>Ongoing feedback and assessment during lessons will reduce marking and workload. Collaborative moderation and stage working within WTA will support individual planning and assessment workload.</p>				