Moray Education
Strategic Priorities | 2025-2028

Strengthening our... **Leadership of Change**

Ensuring... **Wellbeing, equity and inclusion** ...for all learners

Building a learner-centred and responsive... **Curriculum**

Developing consistency in high quality... **Learning, Teaching and Assessment**
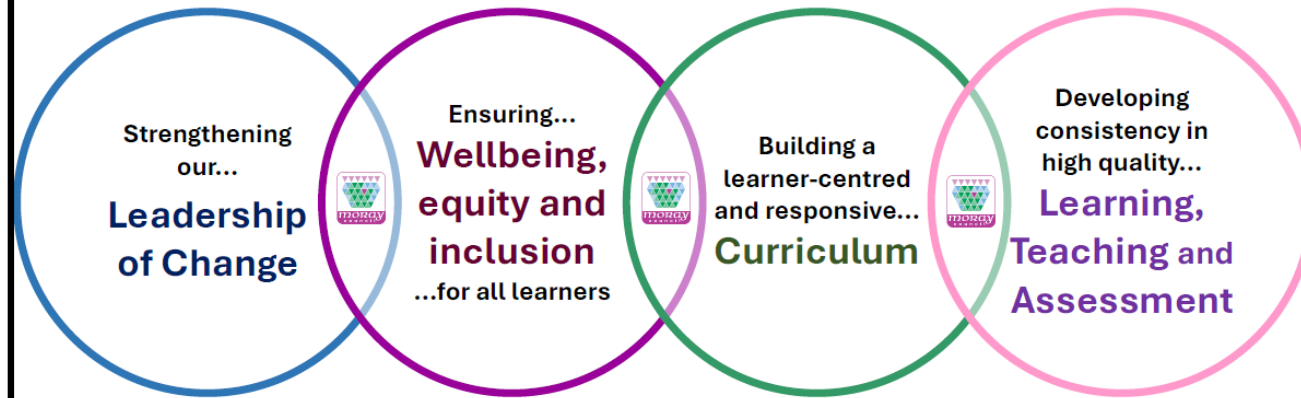
School Improvement Plan

Session:	**2025-2026**
School:	**Linkwood Primary**
Plan term:	☒ 1 year ☐ 2 years ☐ 3 years

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Priority 1

Summary of Priority: Learning, Teaching and Assessment of Literacy and Numeracy

Key links to Moray Education Priority Area(s):	☒ Leadership of Change	☒ Curriculum	☐ Self-evaluation for self-improvement
	☐ Wellbeing, equity and inclusion	☒ Learning, teaching and assessment	

NIF Priorities:		Corporate Plan:		Children's Services Plan:		HGIOS?4 QIs:		
☒	Placing human rights and needs of every child and young person at the centre	☒	Tackling poverty and inequality	☐	Tackling child poverty	☐ 1.1	☐ 2.1 ☐ 2.2	
☐	Improvement in children and young people's health and wellbeing	☐	Build a stronger greener vibrant economy	☐	Improving the mental and emotional wellbeing of children and young people and their families	☒ 1.2	☒ 2.3	☐ 3.1
☒	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe	☐ 1.3 ☐ 1.4	☐ 2.4 ☐ 2.5	☒ 3.2 ☐ 3.3
☐	Improvement in skills and sustained, positive school leaver destinations for all young people			☒	Strengthening family support	☐ 1.5	☐ 2.6 ☐ 2.7	
☒	Improvements in achievement, particularly in Literacy and Numeracy			☐	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity			

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Learning, Teaching and Assessment of: **Writing** • Raise attainment in Writing by further embedding pedagogical approaches using CYPIC writing approach in P3-7 • Remaining teachers to undertake training with CYPIC National Improving Writing Programme • (see separate Improvement Plan- Appendix 1) • Update whole school writing approach and review writing yearly overview.	By June 2026 81% of pupils of Primary 3 will be on track to achieve CfE First Level Writing by end of P4 from baseline of 78% 29/37 predicted By June 2026 87% of pupils of Primary 4 will have achieved CfE First level Writing from baseline 75% (18/24) predicted By June 2026 at least 70% of pupils of Primary 5 will be on track to achieve 2nd level by end of P7 from baseline of 70% (36/51) predicted By June 2026 83% of pupils of Primary 6 will be on track to achieve 2nd Level by end of P7 from baseline	By June 26 By June 26 By June 26 By June 26	All class teachers through Twilight sessions Writing Working Group	• Increase in ACEL data • 1st level P3 raise from 78% 2024/25 to 81% 2025/26 • 1st level P4 raise from 75% 2024/25 to 87% 2025/26 • 2nd level P5 maintain 70% 2024/25 to 70% 2025/26 • 2nd level P6 raise from 72% 2024/25 to 83% 2025/26 • 2nd level P7 raise from 73% 2024/25 to 81% 2025/26 • Linkwood moderation levels in line with ASG schools • All pupils with literacy difficulties will have access to supportive technology

	of 72% (34/47) predicted with use of technology to overcome literacy difficulties. By June 2026 81% of pupils of Primary 7 will have achieved CfE Second level writing from baseline of 73% 19 /26) with use of technology to overcome literacy difficulties.	By June 26		
Numeracy and Maths • Raise attainment in numeracy by further embedding pedagogical approaches using manipulative approaches • Raise attainment on numeracy by increasing pupil confidence with numbers using The National Numeracy Schools and Families programme.	By June 2026 75% (38/51) of pupils in Primary 5 will be on track to achieve 2nd level numeracy by end of P7 from baseline of 62% (32/51) predicted By June 2026 80% of pupils of Primary 6 will be on track to achieve 2nd Level numeracy by end of P7 from baseline of 76% (36/47) predicted By June 2026 80% (21/26) of pupils of Primary 7 will have achieved CfE Second level Numeracy from baseline of 69% (18/26) predicted	June 26 June 26 June 26	P5 Teachers P6 Teachers P7 Teacher	• Increase in ACEL data • 2nd level P5 raise from 62% 2024/25 to 75% 2025/26 • 2nd level P6 raise from 76% 2024/25 to 80% 2025/26 • 2nd level P7 raise from 69% 2024/25 to 80% 2025/26 • Linkwood moderation levels in line with ASG schools • Online questionnaire distributed Sept 25/ March 26 measuring increase in pupil confidence. • All class teachers engaging with White Rose programme to deliver numeracy.
• Increase Parent, carers and school staff confidence in supporting children • To establish lasting approaches and strategies. • Ensure consistent approach to teaching and assessment of numeracy across ASG using moderation and sharing of approaches. • Develop Linkwood maths policy in line with consistencies identified. • Embed use of technology to collect baseline and impact data to inform planning for next steps to raise attainment.	By March 26 ?% of pupils in Primary 5-7 will identify they are more confident in numeracy from baseline of ?% in Sept 25	March 26	Maths Working Group All Teachers Working Group CPD- Working Group	

Teaching approaches **Phases of Learning (VL Signature Practice 3** • Teachers will explicitly teach strategies to support the different phases of learning and enable learners to identify strategies that would support them at these phases.	• By June 26 most p4-7 (75-90%) learners will be able to recognise the phase of learning they are in and what strategies they can use to support themselves using their class toolkit from baseline of 0%. • All teachers will explicitly teach the tools that can be used at the different phases of learning from baseline of 0%	June 2026	TLC- SLT leading	• All classes to have visual learning strategies display by Nov 25 • By Nov 25 Linkwood Introductory slides to include phase of learning in all classes- Progress and Planning meetings • Peer observations in Sept, Nov and Feb
Teacher Clarity • Teachers will ensure Learning intentions and success criteria to be shared in every lesson using Linkwood's Introduction slide. • Teachers will ensure Learners will have daily opportunities for self and peer assessment across the curriculum and measured in writing. • Teachers will ensure Learners will have daily opportunities to feedback on SC or receive feedback from a peer/CT.	• By Nov 2025 most (75-90%) P3/4/5/6/7 learners can self and peer assess against SC identifying areas for improvement in their own and others' work. (Baseline 70%) • By March 2026 most (75-90%) P4/5 learners can talk about their progress and next steps in writing. Baseline 80%	Nov 2025 March 2026	CTs, SLT CYPIC CYPIC	**Class observations:** Sept/Nov/March to track improvements • 80% of children completing writing activities. • 100% of writing lessons with visible LI and explicit SC. • 80% of writing lessons with opportunities for self & peer assessment & feedback against sc. • 80% of pupils who report they are given daily opportunities for feedback and time to action it.
Teachers Planning and Data Analysis • Teachers will analyse data to ensure planning for learning is informed by secure data analysis. • Use ACEL data, BGE tracking language, baseline assessments and pareto to create stretch aims for overall pupils progress and teaching aims in writing and numeracy. • Further develop our planning and assessment procedures to ensure clear, organised process for all teachers to follow. • To reduce workload and bureaucracy by ensuring all areas of the curriculum are well planned for using 'block' planning.	• By November 2025 all (100%) classes will have a stretch aim and teaching aims to raise attainment in writing and numeracy. Baseline 40% • By Nov 25 100% of teachers confident of Linkwood's planning process from baseline of 75% in Aug 25 • By Nov 25 All teachers to use block planning for literacy, numeracy, health and wellbeing and IDL.	In-Service Aug for Nov 25	AM CYPIC FS/ AS/ AG FS/ AM/AG	• 8/8 participating classes with stretch aim and clear teaching aims informed by pareto and data. • Increased moderation opportunities for P4/5/6/7 teachers Sept, Nov, Mar, May • By Nov 25 100% of teachers will be confident with planning system through Staff questionnaire in August and Nov from baseline of 75% • All teachers to have completed block planning to share at Progress and Planning meetings Nov, Mar

Assessment				
• QAMSOs- lead whole school moderation of literacy • Create calendar of assessment activity across the year so summative assessments are well planned. • Embed self and peer assessment opportunities for learners	• By March 2026 QAMSOs to lead whole school and ASG moderation activity • By Sept 25 agree whole school assessment calendar • By June 26 Most pupils (75-90%) can identify opportunities within class to self and peer assess.	Mar 26 Sept 25 June 26	QAMSOs FS FS- Staff meet TLC All teachers	• Moderation activity • Assessment data will be available planning and self-evaluation activity • Pupil Voice activity in Sept and Mar, measuring confidence in using self and peer assessment.

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:
- Policy in place
- Lesson observations
- Moderation of planning
- Assessment outcomes informing next steps
- SNSA and ACEL data will show improvements

Parent Booklet

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Priority 2

Summary of Priority: **Supporting All Learners**

Key links to Moray Education Priority Area(s):	☐ Leadership of Change	☐ Curriculum	☒ Self-evaluation for self-improvement
	☒ Wellbeing, equity and inclusion	☒ Learning, teaching and assessment	

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☒	Closing the attainment gap between the most and least disadvantaged children	☒	Build thriving, resilient, empowered communities	☒	Keeping children and young people safe	☐ 1.2 ☒ 1.3	☐ 2.3 ☐ 2.4	☒ 3.1 ☐ 3.2
☐	Improvement in skills and sustained, positive school leaver destinations for all young people			☒	Strengthening family support	☐ 1.4 ☐ 1.5	☐ 2.5 ☒ 2.6	☐ 3.3
☐	Improvements in achievement, particularly in Literacy and Numeracy			☒	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity		☒ 2.7	

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
CIRCLE • Teachers will use the CIRCLE environment checklist alongside SFL staff to ensure a nurturing and inclusive classroom • All teachers will understand the key features of inclusion by embedding our staged Intervention process using data to plan interventions and support all learners. • Use the Participation Scale to identify barriers to learning and areas that require development.	• All classrooms graded as at least 3 (Good) in all 15 areas of CIRCLE checklist by Oct 25 • Learners will have supports in place for them to access class time at least 50% of their week from a baseline of __	Feb 25 Aug 25 June 26	Andrea Main/ April Sim/ Mara Blokpoel	• Increase of 5% in engagement across all classes from baseline score ?% • All class teachers completing all 3 CIRCLE surveys in Aug and Oct 25 to at least grade 3 • Identified pupils have individual CIRCLE profiles completed to support access of class. • Reduction in DO calls due to learner activities not matching learning needs. • Reduction in V&As for identified pupils • Increase in class wellbeing scores for target group.
Planning for Needs • Coherent yearly calendar to ensure staggered plan for IEP plan, review and share programme • Identify clear criteria for learners to have an IEP.	• All learners with IEPs have 3 plans with family comments noted from baseline of 1 IEP with parent comment.	June 26	SFL team- MB/ AS	• IEPs shared with families through Child Planning or Education Review to collect family comments

• Plan for ongoing evaluation of IEP targets to be noted to avoid additional workload for teachers by creating an agreed tools and format. • Alternative Reporting format to be used with identified pupils across the mainstream school to ensure their progress is captured.	• All teachers to feel well supported to track IEP progress by March 26 • 80% of Families of additional support needs will have a clear understanding of where their child is in their learning from baseline of 70% by May 26	March 26 March 26	SFl Team MB/ AS SFL MB/ AM	• Staff questionnaire to measure current and reviewed practice in Aug and March • Family questionnaire measuring impact of reporting information shared Sept and March
• Review our Health and Wellbeing programme to ensure Equality and Diversity is well taught across the school to support understanding of anti-bullying and inclusion. • Staff Training on Racism and Discrimination with Action for Children • Pupil Workshop with Anti-Discrimination production company.	• 50% reduction in number of instances of Bullying and equalities reported, by June 26 • Increase in attendance from 93% to 95% by June 26	June 26	Fiona Stevenson/ Clare Fraser	• Bullying and equalities stats from Aug 25- June 26 • Attendance data • Decrease in inappropriate language slips • GWMP wellbeing scores from
• Develop a Transition Policy to ensure consistent practise across the school and during significant period of change.	• 90% of families of ASN pupils will report their child was well supported with transitions by May 26 from baseline to be determined Sept 25	May 26	April Sim/ Mara Blokpoel	• Levels of escalated behaviours at the start and end of year will be less • GWMP results will show increase in feeling safe and included. • Parents will feedback their child feels well supported. • Staff questionnaire will demonstrate increase in feeling of support.
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: Teacher planning, Class Profiles and Intervention planning, decrease in V&As and inappropriate language slips, GWMP results, attendance records, seesaw, questionnaires				•

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:
CIRCLE Participation Scales
IEP Programme to gather voices
H&WB programme reviewed
Staff training and pupil workshop to further embed understanding of Equality and Diversity
Transition policy

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Priority 3

Summary of Priority: **Creativity and Leading Learning**

Key links to Moray Education Priority Area(s):	⊠	Leadership of Change	⊠	Curriculum	☐	Self-evaluation for self-improvement
	☐	Wellbeing, equity and inclusion	⊠	Learning, teaching and assessment		

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☐	Closing the attainment gap between the most and least disadvantaged children	☐	Build thriving, resilient, empowered communities	☐	Keeping children and young people safe	☐ 1.2	☐ 2.3	☐ 3.1
☐	Improvement in skills and sustained, positive school leaver destinations for all young people			☐	Strengthening family support	☐ 1.3 ☐ 1.4	☐ 2.4 ☐ 2.5	☐ 3.2 ☐ 3.3
☐	Improvements in achievement, particularly in Literacy and Numeracy			☐	Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity	☐ 1.5	☐ 2.6 ☐ 2.7	

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Creativity ● Explore Creativity toolkit and assess where staff are in their understanding of teaching creative skills and opportunities	● 80% of pupils report increased opportunities to take part in creative learning experiences from baseline to be determined through pupil questionnaire Sept 25	Feb In-Service	FS	● Staff will have the knowledge and tools to plan for more creative opportunities
Expressive Arts ● Using 'Glasgow Create' Expressive Arts tool. Opportunities for Creativity will be well planned across the Expressive Arts	● 80% of Learners will experience well planned and progressive Expressive Arts experiences.	Aug 25	Fiona Stevenson	● Learners will have increased engagement in expressive arts using the Leuven scale. ● Pupil Questionnaire to measure motivation and engagement.
Play and outdoors ● Increased opportunities for play and exploration across the whole school through introducing Middle and upper stages Play and Exploration Spaces- Prof reading 'Play by any other name' by Michelle Simpson ● CPD play in middle and upper stages	● Learners will have 3-4 opportunities to play indoors and out each week from baseline of 2. ● All teachers will trial the observation tool with their class and feedback to working group. ● Resources will be well organised and accessible for pupils by Nov 25 to support independent access and tidy up.	June 26	Play and Outdoor learning Working group	● At least 3 quality play/ exploratory opportunities planned each week by every class teacher. ● All teachers will use the observation tool at least 5 times by Nov 25 to feedback to staff meeting. ● Development of skills tracked through Seesaw- Moderation of Seesaw Nov 25 ● Pupil Voice activity to evaluate play resources Oct 25 and reviewed in May 26 ● In-Service Nov 25 focus on inventory and purchase of equipment.

• All teachers will be introduced to and support to use Observation tool. • Meta Skills skills progression will be created • Teachers will plan for high quality play opportunities. • Use self evaluation tool from 'Love Outdoors' to evaluate current practice with Working Group.	• Learners will access high quality play resources to support their learning and enable them to apply their knowledge and skills			• Love Outdoors Self evaluation tool completed by Sept 25

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

Increased engagement in Expressive Arts lessons- Leuven scale

Teachers planning showing block planning for Expressive Arts

Increased planning for opportunities for play and outdoor learning

Attendance at CPD sessions

Meta Skills progression included in learning and teaching policy

Love Outdoors Self Evaluation tool

Pupil Voice evidence

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Maintenance Agenda *(to be populated at school discretion)*				
Maintenance priorities/critical actions	**Key outcomes for learners**	**Timescales**	**Responsible**	**Measures of success**
• Year 2 of Linkwood's Learning Adventures will be embedded • Learners will lead their learning through project based approach. • Learners will develop their understanding of their role In sustainability and global citizenship.	• 90% of learners will be able to talk about their learning through sharing their PBL 'product' on 3/5 adventures. • By May 2026, teacher confidence in delivering Learner Participation increases as identified in NA LTA self-evaluation • 75% Learners across P1-7 are confident to talk about Sustainable Development Goals through their Adventures	June 26	Fiona Stevenson	• Learning Adventure review Nov 25 • Staff questionnaire March 2026 • Assembly presentations • Seesaw
Reading Schools Core Award achieved October 2025	• Learners will have increased access to opportunities to read for enjoyment. •			• Reading attainment • Reviews on Reading Cloud • Number of books accessed per pupil