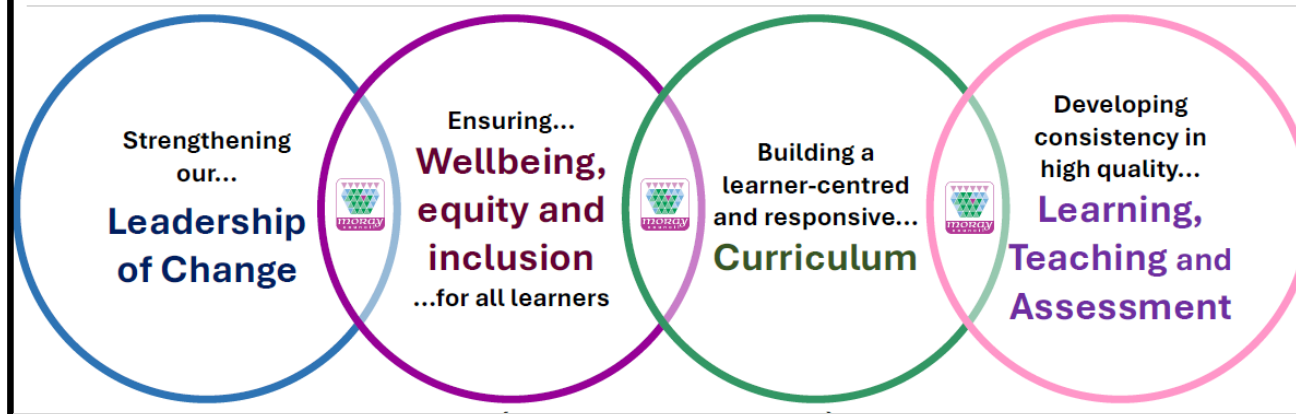


# Moray Education

## Strategic Priorities | 2025-2028



# School Improvement Plan

|                   |                                                                                                              |
|-------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Session:</b>   | <b>2026-2027</b>                                                                                             |
| <b>School:</b>    | <b>Linkwood Primary</b>                                                                                      |
| <b>Plan term:</b> | <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 in Numeracy and Maths

| Key links to Moray Education Priority Area(s): | <input checked="" 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   | <input checked="" type="checkbox"/>                                                          | UNCRC-                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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 type="checkbox"/>            | Tackling child poverty                                                                       | <input type="checkbox"/> 1.1<br><input type="checkbox"/> 1.2<br><input checked="" type="checkbox"/> 1.3<br><input type="checkbox"/> 1.4<br><input type="checkbox"/> 1.5<br><input type="checkbox"/> 2.1<br><input checked="" type="checkbox"/> 2.2<br><input checked="" type="checkbox"/> 2.3<br><input type="checkbox"/> 2.4<br><input type="checkbox"/> 2.5<br><input type="checkbox"/> 2.6<br><input type="checkbox"/> 2.7<br><input type="checkbox"/> 3.1<br><input checked="" type="checkbox"/> 3.2<br><input type="checkbox"/> 3.3 |
| <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 checked="" 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 checked="" 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                                                                                                                                                     |
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| Develop curiosity through mathematical play <ul style="list-style-type: none"> <li>- Introduce tuff trays to promote active learning in P1-3</li> <li>- Introduce and develop planning documents to support tuff tray implementation</li> <li>- Introduce tuff tray observation sheets</li> <li>- Develop curiosity through provocation across the whole school</li> <li>- Introduce curiosity cubes</li> <li>- Provide opportunities to moderate planned provocations</li> <li>- Consider how to record pupil voice.</li> </ul> | <ul style="list-style-type: none"> <li>• By May 2027, the majority of learners will be able to describe when they have been curious and how this has supported them to enjoy mathematics and numeracy lessons (Baseline:42%)</li> <li>• By May 2027, the majority of learners will be able to describe opportunities (curiosity cube provocations) where they have been encouraged to work with others and talk about their ideas and thinking (Baseline:38%)</li> </ul> | May 2027   | April<br>Ruth<br>Andrea | <ul style="list-style-type: none"> <li>• Learner numeracy and maths reflections</li> <li>• Floorbooks</li> <li>• Learning walls</li> <li>• Teachers planning</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |           |                     |                                                                                                                                                                                   |
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| <p>Professional development</p> <p>Developing an understanding and confidence in using play pedagogy</p> <ul style="list-style-type: none"> <li>- Participate in Ed Scot Play Pedagogy prof learning</li> <li>- Revisit planning for play in numeracy and maths</li> <li>- Review classroom spaces to ensure mathematical tools are accessible.</li> <li>- Develop observation records to inform next steps</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• By May 2027, most learners in P1-3 will be able to describe how maths is used and make links to real life and relevant contexts in their play<br/>(Baseline:35-38%)</li> <li>• By May 2027, most learners across the school will be able to describe how they select and use appropriate concrete and visual mathematical tools during play experiences<br/>(Baseline: 43%)</li> </ul>                                               | May 2027  | Fiona               | <ul style="list-style-type: none"> <li>• Learner videos – Seesaw</li> <li>•</li> </ul>                                                                                            |
| <p>Review opportunities to apply numeracy and maths across experiences and contexts</p> <ul style="list-style-type: none"> <li>- Identify 3 numeracy organisers to link with DYW sector</li> <li>- Review current approaches to Challenge and Choice sessions</li> <li>- Create Challenge and Choice planners to plan with children for each 2 week cycle</li> <li>- Create a bank of high quality Challenge and Choice learning experiences linked to progressions</li> <li>- Create a Challenge and Choice jotter</li> <li>- Explore effective wall displays to support learners</li> </ul> | <ul style="list-style-type: none"> <li>• By June 2027, majority of learners will be able to describe the mathematical experiences they enjoy.<br/>Baseline 42%</li> <li>• By June 2027, most learners will be able to describe how the apply numeracy and maths skills within ‘Challenge and Choice’ sessions</li> <li>• By June 2027, most learners will be able to name at least three examples of how maths is used in different careers, roles and industries.</li> </ul> | June 2027 | Maths Working Group | <ul style="list-style-type: none"> <li>• Numeracy Jotters</li> <li>• Challenge and Choice jotters</li> <li>• Learner questionnaire</li> <li>• Numeracy and DYW display</li> </ul> |
| <p>Analyse and use data to effectively raise attainment in numeracy</p> <ul style="list-style-type: none"> <li>- Analyse and engage with a range of data including SNSA, ACEL, Sumdog diagnostic</li> <li>- Moderate intervention planning including SMART targets and create stretch aims for this session</li> <li>- Embed cohort spreadsheets</li> </ul>                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• By June 2027, most learners working at second level in numeracy are achieving national expectations<br/>(Baseline: 73%- current P4/5/6 combined)</li> <li>• By June 2027, maintain first level numeracy attainment<br/>(Baseline 83%) Set a stretch aim of 85%</li> </ul>                                                                                                                                                            | June 2027 | Fiona<br>Andrea     | <ul style="list-style-type: none"> <li>• ACEL</li> <li>• Stretch aims – outcomes</li> </ul>                                                                                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                    |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>- Consider how to involve learners in assessing progress within targeted interventions</li> <li>- Develop high quality assessments including use of observations, interactions and dialogue.</li> </ul>                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>● By Nov 2026, set an early level numeracy target based on data gathered throughout term 1</li> <li>●</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                    |                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>National Numeracy Schools and Families Programme</b></p> <p>Improve learners' confidence, enjoyment and engagement in numeracy by developing positive mathematical mindsets, embedding high-quality mathematical talk and making explicit connections between classroom learning and real-life contexts.</p> <p>This will support learners to become resilient, confident mathematicians who recognise the value of numeracy in everyday life and future learning.</p> | <ul style="list-style-type: none"> <li>● By June 2027, increase the proportion of pupils who report that they <i>always</i> enjoy learning maths and numeracy from 42% to at least 60%</li> <li>● reduce the proportion of pupils who report worrying about maths <i>most of the time</i> or <i>always</i> from 19% to below 10%</li> <li>● Increase the proportion of pupils who report that teachers <i>always</i> make links between maths and real-life situations from 38% to at least 60%, as measured through the annual learner survey.</li> <li>● Most pupils can confidently explain where they use maths beyond the classroom baseline TBC</li> <li>● Learning observations show increased mathematical talk, resilience and willingness to attempt challenging problems baseline TBC</li> </ul> | <p>June 2027</p> <p>June 2027</p> <p>June 2027</p> | <p>April<br/>Ruth<br/>Andrea<br/>Maths Working group</p> | <p><b>Outcome Measures</b></p> <ul style="list-style-type: none"> <li>● Learner survey (March/June)</li> <li>● Wellbeing conversations</li> <li>● Pupil focus groups</li> </ul> <p><b>Process Measures</b></p> <ul style="list-style-type: none"> <li>● Number Talks observed weekly</li> <li>● Real-life contexts evident in planning</li> <li>● Mathematical reasoning opportunities in every lesson</li> <li>● CPA resources routinely available</li> <li>● Learning walks</li> </ul> <p><b>Balancing Measures</b></p> <ul style="list-style-type: none"> <li>● Teacher confidence questionnaire</li> <li>● Staff moderation</li> <li>● Classroom observations</li> <li>● Attainment data (SNSA/teacher judgement)</li> </ul> |
| <p><b>Teaching approaches</b></p> <p><b>Phases of Learning (VL Signature Practice 3</b></p> <ul style="list-style-type: none"> <li>● Teachers will explicitly teach strategies to support the different phases of learning and</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>● By June 27 most p4-7 (75-90%) learners will be able to recognise the phase of learning they are in and what strategies they can use</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>June 2027</p>                                   | <p>Fiona</p>                                             | <ul style="list-style-type: none"> <li>● All classes to have visual learning strategies display by Nov 25</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|                                                                                 |                                                                                                                                                                                                                                              |  |  |                                                                                                                                                                                                                      |
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| enable learners to identify strategies that would support them at these phases. | to support themselves using their class toolkit from baseline of 0%. <ul style="list-style-type: none"> <li>All teachers will explicitly teach the tools that can be used at the different phases of learning from baseline of 0%</li> </ul> |  |  | <ul style="list-style-type: none"> <li>By Nov 25 Linkwood Introductory slides to include phase of learning in all classes- Progress and Planning meetings</li> <li>Peer observations in Sept, Nov and Feb</li> </ul> |
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***Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:***

Jotters

Seesaw posts detailing photos, LI/ SC and next steps

Observation notes

Class observation feedback

Pupil and staff surveys

ACEL

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 2

### Summary of Priority: Supporting All Learners

| Key links to Moray Education<br>Priority Area(s): |                                                                                               | <input type="checkbox"/>            | Leadership of Change                | <input type="checkbox"/>                         | Curriculum                          | <input checked="" type="checkbox"/>                                                          | Self-evaluation for self-improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                                   |                                                                                               | <input checked="" 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 checked="" 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 type="checkbox"/> 1.1<br/><input type="checkbox"/> 1.2<br/><input checked="" type="checkbox"/> 1.3<br/><input type="checkbox"/> 1.4<br/><input type="checkbox"/> 1.5</div> <div><input type="checkbox"/> 2.1<br/><input type="checkbox"/> 2.2<br/><input type="checkbox"/> 2.3<br/><input type="checkbox"/> 2.4<br/><input type="checkbox"/> 2.5<br/><input checked="" type="checkbox"/> 2.6<br/><input checked="" type="checkbox"/> 2.7</div> <div><input checked="" type="checkbox"/> 3.1<br/><input type="checkbox"/> 3.2<br/><input type="checkbox"/> 3.3</div> |  |  |
| <input checked="" 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 checked="" 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 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 checked="" type="checkbox"/> | Overcoming challenges faced by C&YP and families experiencing disability/neurodiversity      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|                                                   |                                                                                               |                                     |                                     |                                                  |                                     |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |

| Actions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Outcomes for learners                                                                                                                                                                                                                                                                                       | Timescales                          | Responsible                                 | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>CIRCLE Framework</b> <ul style="list-style-type: none"> <li>Teachers will use the CIRCLE Structures and Routines checklist alongside SFL staff to ensure a nurturing and inclusive classroom</li> <li>All teachers will understand the key features of inclusion by embedding our staged Intervention process using data to plan interventions and support all learners.</li> <li>Use the Participation Scale to identify barriers to learning and areas that require development.</li> </ul> | <ul style="list-style-type: none"> <li>All classrooms graded as at least 3 (Good) in all 15 areas of CIRCLE checklist by Feb 27</li> <li>9 Learners will have clearly identified intervention supports in place for them to access class time at least 50% of their week from a baseline of 25%.</li> </ul> | <div>Feb 27</div> <div>Nov 26</div> | Andrea Main/<br>April Sim/<br>Mara Blokpoel | <ul style="list-style-type: none"> <li>Increase of 5% in engagement across all classes from baseline score ?% TBC from Sept GWMP scores</li> <li>All class teachers completing all 3 CIRCLE surveys in Sept, Nov, Feb, May to at least grade 3</li> <li>Identified pupils have individual CIRCLE profiles completed to support access of class.</li> <li>Reduction in DO calls due to learner activities not matching learning needs.</li> <li>Reduction in V&amp;As for identified pupils</li> <li>Increase in class wellbeing scores for target group.</li> </ul> |
| <b>IEP Programme of review and implementation</b> <ul style="list-style-type: none"> <li>Explore new guidance from Ed Scot</li> <li>Set up IEP tracking system</li> </ul>                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>All learners with IEPs have 3 plans with family comments noted from baseline of 1 IEP with parent comment.</li> </ul>                                                                                                                                                | <div>June 27</div>                  | SFL team- MB/<br>AS                         | <ul style="list-style-type: none"> <li>IEPs shared with families through Child Planning or Education Review to collect family comments</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                  |                                              |                                                                                    |                                                                                                                                                                                                                                   |
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| <ul style="list-style-type: none"> <li>• Coherent yearly calendar to ensure staggered plan for IEP plan, review and share programme</li> <li>• Identify clear criteria for learners to have an IEP.</li> <li>• Plan for ongoing evaluation of IEP targets to be noted to avoid additional workload for teachers by creating an agreed tools and format.</li> <li>• Carry out reporting to parents meetings in line with mainstream parent meetings to share IEPS and gather feedback.</li> <li>• Alternative Reporting format to be used with identified pupils across the mainstream school to ensure their progress is captured.</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• All teachers to feel well supported to track IEP progress by March 27</li> <li>• 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 27</li> </ul>                                        | <p>March 27</p> <p>May 27</p>                | <p>SFI Team MB/ AS</p> <p>SFL MB/ AM</p>                                           | <ul style="list-style-type: none"> <li>• Staff questionnaire to measure current and reviewed practice in Aug and March</li> <li>• Family questionnaire measuring impact of reporting information shared Sept and March</li> </ul> |
| <p><b>Equalities and Diversity</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Staff Training on Racism and Discrimination with Action for Children</li> <li>• Explore range of children's literacy promoting tolerance and acceptance of differences</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• 25% reduction in number of instances of Bullying and equalities reported, from 32 to 25 by June 27</li> <li>• Increase in attendance from 93% to 95% by June 27</li> </ul>                                                                                                              | <p>June 27</p>                               | <p>Fiona Stevenson/<br/>Clare Fraser</p>                                           | <ul style="list-style-type: none"> <li>• Bullying and equalities stats from Aug 26- June 27</li> <li>• Attendance data</li> <li>• Decrease in inappropriate language slips</li> <li>• GWMP wellbeing scores from</li> </ul>       |
| <p><b>Rights Respecting Schools Award – Gold accreditation</b></p> <ul style="list-style-type: none"> <li>• Create Linkwood Class charter Guidance, based on UN guidelines and children's voice.</li> <li>• Share our rights journey with parents during an assembly/ parents evening (March or SWAY)</li> <li>• Staff CPD on fairness, equality and dignity.</li> <li>• Review Building Better Relationships, Learning and Behaviour guidance includes rights.</li> </ul>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Most children will be familiar with a wide range of Articles from the CRC by June 27</li> <li>• Most children can identify who their duty bearers are and that rights are unconditional.</li> <li>• Most children can understand how local and global issues and sustainable</li> </ul> | <p>June 27</p> <p>Oct 26</p> <p>April 27</p> | <p>Iona Hancock</p> <p>Iona Hancock</p> <p>Fiona Stevenson<br/>Fiona Stevenson</p> | <ul style="list-style-type: none"> <li>• Reduction in Incidents being reported from ____ to ____</li> <li>• Family Questionnaire</li> <li>•</li> </ul>                                                                            |

|                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                 |                              |                                            |                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"> <li>Review Anti-Bullying Guidance in line with updated pupil guidance</li> <li>Involve pupils in further learning walks</li> <li>Staff meeting- Youth advocacy/ Pupil Voice</li> </ul>                                                                                                                     | <p>development are linked to rights</p> <ul style="list-style-type: none"> <li>All staff show a commitment to the CRC</li> <li>School systems to address disagreements, conflict and prejudicial attitudes and actions are perceived by most children and adults as being fair, transparent and effective by June 27</li> </ul> | <p>Oct 26</p> <p>June 27</p> | <p>Robyn Wilson</p> <p>Fiona Stevenson</p> |                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>Complete Transition Policy to ensure consistent practise across the school and during significant period of change.</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>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</li> </ul>                                                                                                                                    | <p>May 26</p>                | <p>April Sim/<br/>Mara Blokpoel</p>        | <ul style="list-style-type: none"> <li>Levels of escalated behaviours at the start and end of year will be less</li> <li>GWMP results will show increase in feeling safe and included.</li> <li>Parents will feedback their child feels well supported.</li> <li>Staff questionnaire will demonstrate increase in feeling of support.</li> </ul> |
| <p><b>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</b></p> <p>Teacher planning, Class Profiles and Intervention planning, decrease in V&amp;As and inappropriate language slips, GWMP results, attendance records, seesaw, questionnaires</p>                                                     |                                                                                                                                                                                                                                                                                                                                 |                              |                                            | <ul style="list-style-type: none"> <li></li> </ul>                                                                                                                                                                                                                                                                                               |
| <p><b>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</b></p> <p>CIRCLE Participation Scales</p> <p>IEP Programme to gather voices</p> <p>H&amp;WB programme reviewed</p> <p>Staff training and pupil workshop to further embed understanding of Equality and Diversity</p> <p>Transition policy</p> |                                                                                                                                                                                                                                                                                                                                 |                              |                                            |                                                                                                                                                                                                                                                                                                                                                  |

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Priority 3

Summary of Priority: Leading Learning through Play and Creativity

| Key links to Moray Education<br>Priority Area(s): |                                                                                               | <input checked="" type="checkbox"/> | Leadership of Change                | <input checked="" type="checkbox"/>              | Curriculum                          | <input type="checkbox"/>                                                                     |  | Self-evaluation for self-improvement                                                                                                                                               |                                                                                                                                                                                                                                                               |                                                                                              |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|                                                   |                                                                                               | <input checked="" type="checkbox"/> | Wellbeing, equity and inclusion     | <input checked="" type="checkbox"/>              | Learning, teaching and assessment   | <input type="checkbox"/>                                                                     |  | UNCRC Rights- 6,12,13,29,31                                                                                                                                                        |                                                                                                                                                                                                                                                               |                                                                                              |
| 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 type="checkbox"/>            | Tackling child poverty                                                                       |  | <input type="checkbox"/> 1.1<br><input checked="" type="checkbox"/> 1.2<br><input checked="" type="checkbox"/> 1.3<br><input type="checkbox"/> 1.4<br><input type="checkbox"/> 1.5 | <input type="checkbox"/> 2.1<br><input checked="" type="checkbox"/> 2.2<br><input checked="" type="checkbox"/> 2.3<br><input type="checkbox"/> 2.4<br><input type="checkbox"/> 2.5<br><input checked="" type="checkbox"/> 2.6<br><input type="checkbox"/> 2.7 | <input type="checkbox"/> 3.1<br><input type="checkbox"/> 3.2<br><input type="checkbox"/> 3.3 |
| <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 checked="" 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 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Timescales | Responsible                                             | Measures of success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>Module 1- August 26</p> <p>Develop an understanding of the principles and guidance within 'Realising the Ambition' in an early primary context. Explore definitions of play and play pedagogy and examine the use of the child-centred pedagogy cycle in practice.</p> <ul style="list-style-type: none"> <li>Develop a shared understanding of high-quality play pedagogy.</li> <li>Undertake joint observations focused on child-led play.</li> <li>Moderate evidence of learning through play.</li> <li>Develop consistent expectations across P1.</li> </ul> | <ul style="list-style-type: none"> <li>By May 2027, the professional learning will have <b>increased the average level of understanding</b> of staff on the following; <ul style="list-style-type: none"> <li>play pedagogy and its benefits to learners in primary one (increase from average 5.8 to at least 7)</li> <li>features of a high-quality, play pedagogy learning environment in primary one (increase from average 5.4 to at least 7)</li> <li>observation as an effective assessment tool (increase from average 6 to at least 8)</li> </ul> </li> </ul> | May 2027   | <div>FS</div> <div>FS</div> <div>FS</div> <div>FS</div> | <ul style="list-style-type: none"> <li>Staff survey (pre and post)</li> <li>Learner focus groups (pre and post)</li> <li>P1 NSA pre and post comparisons</li> <li>Classroom observations notes/feedback (peers, SLT, LA officers)</li> <li>Staff professional development and review process (self-evaluation wheel)</li> <li>Staff planning and evaluation documents</li> <li>Analytics from shared teams space (comments, resources, access to the toolkit and materials...)</li> <li>Tracking data on learner progress</li> <li>Assessment data – summative and formative incl. teacher professional judgement</li> </ul> |

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|                                                                                                                                                                                                                                                                                | <p>- high-quality, child-centred planning for play pedagogy in primary one (increase from average 5.5 to at least 7)</p> <ul style="list-style-type: none"> <li>● <b>90% of P1 learners</b> can explain what they are learning through play and identify a next step.</li> <li>● Children routinely contribute ideas that shape continuous provision and Learning Adventures.</li> <li>● Floorbooks and planning show clear evidence that learner voice informs the learning environment.</li> <li>● Observations demonstrate increased independence, sustained engagement and problem solving during play.</li> <li>● Staff consistently use high-quality play pedagogy informed by <b>Education Scotland's Play Pedagogy</b> guidance. <ul style="list-style-type: none"> <li>○  Assessment evidence demonstrates progression in literacy, numeracy, health and wellbeing and meta-skills through play.</li> </ul> </li> </ul> |          |  | <ul style="list-style-type: none"> <li>● floorbooks</li> <li>● Seesaw</li> <li>● KWLs</li> <li>● learning walls</li> <li>●  termly reflections</li> </ul> |
| <p>Environment</p> <ul style="list-style-type: none"> <li>● Explore the key features of a high-quality learning environment within the primary one context. It considers how practitioner knowledge of how young children learn, informs the design of the learning</li> </ul> | <p>By May 2027, the professional learning will have <b>increased the average level of confidence</b> of early primary teaching staff to implement the following:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | May 2027 |  |                                                                                                                                                                                                                                              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           |  |                                                                                                                                                                                       |
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| <p>environment, and examines the concept of continuous provision and its role in supporting a play pedagogy approach.</p> <ul style="list-style-type: none"> <li>● Increase opportunities for play beyond Early Level.</li> <li>● Use play to consolidate numeracy and literacy.</li> <li>● Build enquiry-based learning into Learning Adventures.</li> <li>● Plan interdisciplinary play experiences.</li> <li>● Provide graduated challenge within provocations.</li> <li>● Encourage children to revisit and improve previous learning.</li> <li>● Introduce challenge cards linked to skills rather than activities.</li> <li>● Increase opportunities for sustained shared thinking.</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>- play pedagogy and its benefits to learners in primary one (increase from average 5.4 to at least 7)</li> <li>- features of a high-quality, play pedagogy learning environment in primary one (increase from average 5.9 to at least 8)</li> <li>- observation as an effective assessment tool (increase from average 6 to at least 8)</li> <li>- high-quality, child-centred planning for play pedagogy in primary one (increase from average 5.5 to at least 7)</li> </ul>                                                                         |           |  |                                                                                                                                                                                       |
| <p>Observation</p> <ul style="list-style-type: none"> <li>● Deepen understanding of the role of observation in supporting and enhancing learning. Explore a range of approaches to undertaking and recording observations within the primary one context.</li> </ul> <p>Introduce the 'Notice-Analyse-Act' cycle to strengthen narrative observations and inform professional judgement</p> <ul style="list-style-type: none"> <li>● Capture children's thinking before, during and after play.</li> <li>● Record how children's ideas influence planning.</li> <li>● Link learner voice to Experiences and Outcomes and progression pathways.</li> <li>● Use observations to identify next teaching steps.</li> <li>● Develop consistent assessment approaches within play.</li> <li>● Agree key observational indicators.</li> </ul> | <ul style="list-style-type: none"> <li>● By June 2027, observations of teaching practice, audits and planning will evidence an increase in high-quality play pedagogy approaches being used in primary one settings compared with previous evidence. (For example; Baseline evidence featured one classroom with emerging practice in environment)</li> <li>● By June 2027 learning observations, floorbooks, learner voice and planning evidence will demonstrate increased pupil ownership, with at least 90% of children able to explain what they are learning, why they have</li> </ul> | June 2027 |  | <ul style="list-style-type: none"> <li>● Observation records</li> <li>● Play audit</li> <li>● Teaching observation records</li> <li>● Floorbooks</li> <li>● Learning Walls</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Use formative assessment during play to identify next steps.</li> <li>● 📅 Ensure observations inform planning.</li> </ul>                                                                                                                                                                                                                                                                                                                                      | <p>chosen particular play experiences and what their next steps are.</p>                                                                                                                                                                                                                                                                                                    |           |  |                                                                                                                                                        |
| <p><b>Planning &amp; the Role of the Adult</b></p> <ul style="list-style-type: none"> <li>● Explore long, medium and short-term planning within a play pedagogy approach. Explore the concept of ‘the balance of the day through adult-led, adult-initiated and child-led experiences and examines the dynamic relationship between responsive planning and intentional interactions, experiences and spaces. The adaptive role of the adult in supporting learning will also be considered.</li> </ul> | <p>By June 2027, professional judgements from primary one teachers will identify an increase in the number of primary one learners on track to achieve early level literacy and numeracy (from 89% 2025 2026 to at least 92% June 2026)</p> <p>By June 2027, all P1 learners will regularly contribute to planning, leading and evaluating their learning through play.</p> | June 2027 |  | <ul style="list-style-type: none"> <li>● Teacher planning</li> <li>● ACEL results</li> <li>● Floorbooks</li> <li>● Visual learning displays</li> </ul> |
| <p><b><i>Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:</i></b></p> <p>Increased engagement in learning- Leuven scale</p> <p>Teachers planning showing planning for play</p> <p>Increased planning for opportunities for play and outdoor learning</p> <p>Attendance at staff meetings</p> <p>Meta Skills progression included in learning and teaching policy</p> <p>Pupil Voice evidence</p>                                                                |                                                                                                                                                                                                                                                                                                                                                                             |           |  |                                                                                                                                                        |

# MORAY COUNCIL: Education | SCHOOL IMPROVEMENT PLAN

## Maintenance Agenda *(to be populated at school discretion)*

| Maintenance priorities/critical actions                                                                                                                                                                                                                                                           | Key outcomes for learners                                                                                                                                                                                                                                                                                                                                                                                                                                   | Timescales | Responsible     | Measures of success                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Continue to embed CYPIC Writing across P3-7</li> </ul>                                                                                                                                                                                                     | Increase in ACEL data <ul style="list-style-type: none"> <li>1<sup>st</sup> level P3 raise from 62% 2025/2026 to 75% 2026/2027</li> <li>1<sup>st</sup> level P4 raise from 80% 2025/2026 to 85% 2026/2027</li> <li>2<sup>nd</sup> level P5 maintain 77% 2025/2026 to 77% 2025/26 2026/2027</li> <li>2<sup>nd</sup> level P6 raise from 69% 2025/2027 to 73% 2026/2027</li> <li>2<sup>nd</sup> level P7 raise from 77% 2025/2026 to 83% 2026/2027</li> </ul> | June 27    | Fiona Stevenson | ACEL<br>Baseline assessments- spelling/ cold tasks<br>Staff questionnaire                                                                          |
| <ul style="list-style-type: none"> <li>Year 3 of Linkwood's Learning Adventures will be embedded</li> <li>Learners will lead their learning through project based approach.</li> <li>Learners will develop their understanding of their role In sustainability and global citizenship.</li> </ul> | <ul style="list-style-type: none"> <li>90% of learners will be able to talk about their learning through sharing their PBL 'product' on 3/5 adventures.</li> <li>By May 2026, teacher confidence in delivering Learner Participation increases as identified in NA LTA self-evaluation</li> <li>75% Learners across P1-7 are confident to talk about Sustainable Development Goals through their Adventures</li> </ul>                                      | June 27    | Fiona Stevenson | <ul style="list-style-type: none"> <li>Staff questionnaire March 2027</li> <li>Assembly presentations</li> <li>Seesaw</li> </ul>                   |
| Reading Schools Silver Award achieved Oct 2027                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Learners will have increased access to opportunities to read for enjoyment.</li> <li></li> </ul>                                                                                                                                                                                                                                                                                                                     | Oct 27     | Nikki MacGregor | <ul style="list-style-type: none"> <li>Reading attainment</li> <li>Reviews on Reading Cloud</li> <li>Number of books accessed per pupil</li> </ul> |