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| **Group/Individual(s) Assigned:** | **School Priority Area(s):** | **Summary description of desired outcome(s) to be achieved:** |
| Whole School Focus | **Priority 1 –Raising Attainment in Literacy**  | * Aiming for 80% of each year group to be achieving expected standards. More children to be achieving beyond expected standards.
* All children to be making good progress.
 |
| **Key links to Education Plan****Priority Area(s):** |  [x]  Raising Attainment and Achievement [x]  Self-evaluation for Self-improvement [x]  Learning, Teaching and Assessment [x]  Supporting All Learners [x]  Curriculum [ ]  Leadership at all Levels |

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| **NIF Priorities:** | **NIF Drivers:** | **Children’s Services Plan:** | **HGIOS?4 QIs:** |
| [x]  Improvements in attainment, particularly in Literacy and Numeracy[ ]  Closing the attainment gap between the most and least disadvantaged children[ ]  Improvement in children and young people’s health and wellbeing[ ]  Improvement in employability skills and sustained, positive school leaver destinations for all young people | [ ]  School Leadership[x]  Teacher Professionalism[x]  Parental Engagement[x]  Assessment of Children’s Progress[x]  School Improvement[x]  Performance Information | [ ]  Priority 1 – Improve Wellbeing[ ]  Priority 2 – Safeguarding[ ]  Priority 3 – Poverty[ ]  Priority 4 – Corporate Parenting | [ ]  1.1[x]  1.2[ ]  1.3[ ]  1.4[ ]  1.5 | [ ]  2.1[x]  2.2[x]  2.3[ ]  2.4[ ]  2.5[ ]  2.6[ ]  2.7 | [ ]  3.1[x]  3.2[ ]  3.3 |

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|  | **Actions:** | **Responsible:** | **Timescale:** | ***%:*** | ***RAG:*** |
| 1.1 | **Driver**:-Building robust tracking systems to ensure continuous literacy progress for learners.**Change Ideas:-*** Building on reading assessment calendar, create an assessment overview to include listening and talking, writing, with details of assessments to use.
* HT to create assessment overview for each genre of writing-including tools for writing.
* RS to create Template/WAGOLL- Learner Pathway Folders
* Set specific time to develop Individual Learner Pathway Folders (tracking attainment over time) and learning conversations in line with assessment window and tracking points-share with parents. Focus this session:
* Literacy Overview –Spreadsheet to update
* Writing
* Reading Pathway
* Listening and Talking

Set dates 3 x tracking meetings with HT within session-prior to information being included in Moray Tracker**Measurement: -** Create a whole school overview of attainment in literacy.* Drill down to Year groups and individuals to plan for continuous improvement over time.
 | RS | By end of August | Choose an item... | Choose an item... |
| 1.3 | **Driver:** - Building whole school approaches to reading, building on prior learning and ensuring appropriate progression for all learners. **Change Ideas:-*** RS to complete Reading Pathway overview sheet outlining reading resources using while school shared language (E3, F1, F2, F3, S1, S2, S3)
* Staff to continue to develop HOTs resources to match reading progression -continuing to develop use of SOLO.
* All to be saved and collated in shared files –accessible to all.
* Promoting a reading Culture- Continue to promote authors via whole class book study- each class to include two whole class novel studies each session.
* Work with Parent Council to work on next steps as a wider community.

**Measurement:** - All learners will have a Reading Pathway document within Learner Pathway Folders with up to date information regarding their individual progression pathway.HT to moderate reading jotters 3 x per year prior to attainment meetings.  | All teachersRS to work with PC | Throughout session | Choose an item... | Choose an item... |
| 1.3 | Driver: - Improvement in standard of written work.Shared understanding of what progression look like. * RS and JM to research and create whole school protocol/guidance around development of handwriting skills. Pupil led whole school incentive approach developed to ensure children are clearer about progress and next steps.
* Continue to develop whole school resources –creating proof reading tasks to match reading resources.
* Use these within Daily 5 sessions to improve attainment gap within ‘Tools for Writing’.
* Daily 5 should be used to provide an opportunity for small group teaching of letter formations and handwriting at early level as well as specifically teach grammar ‘up levelling’ strategies.
* Support children not making expected progress via Handwriting Intervention sourced by CW-develop as a whole school intervention resource. Supported via PEF PSA
* Ensure resources are purchased in term 1- pencil grips, etc.
* Pop up display boards to be used during Daily 5 for reference- displaying word type colours. Examples of how to up level sentences.
* Spelling-ensure words types and ‘uplevelling’ of sentences become a key feature through daily spelling activities to develop tools for writing.
* All children to understand what is meant be the term ‘uplevelling’
* All children to increase their understanding of tools and techniques to up level written tasks.
* All children to have opportunities to ‘up level’ written tasks using feedforward from teachers.
* Provide Parental engagement/family learning opportunities to support. Whole school story writing challenge using story mountain approach-building on remote learning videos and protocols.
* Targeted Interventions- continue to develop use of literacy video on school website. Term1 parental interviews-ensuring pinpointing and sending home resource ensuring parents are clear about how they can support their child at home.
* This should include spelling high frequency words.
* ASN- timetable use of new dyslexia assessments /screeners to be used next session JM

**PEF**- arrangements timetable PSA using Talk boost 1 and 2 to support attainment in literacy –interventions to support class focus/teaching-included within Daily 4 slots.**Measurement:-** * All learners to be able to explain the term ‘up level’ and demonstrate strategies to do this. Evidence will be found in writing jotters-write in the right/improvements on the left.
* All staff to use Daily 5 planners on TEAMs and include in planning folders.
* Standard of written work will improve throughout the school. –Jotter monitoring/moderation across staff.
* More children will reach expected standard in writing.
 | All teaching staff  | Termly planning and review | Choose an item... | Choose an item... |
| 1.4 | **Driver:-**We have systems in place to promote equity in raising attainment, improving outcomes for learners. **Change Ideas- Early Intervention Focus*** Introduction of activity packs to support pre -writing, pre- reading and numeracy skill as part of transition.
* Use of Emergent Literacy Assessment
* Assessment on entry using Talk boost Resources
* Talk boost timetable-raising attainment-focusing on ensuring a solid foundation in literacy and communication skills.
* Home/School P1 Numicon Packs to be used for home learning.

**Measurement:-**Collate P1 assessments info to demonstrate improvements in early language and communication skills as a result of interventions, pedagogical approaches developed at P1 and improved transition information supporting early literacy skills and numeracy.  | Parent Council HT, Teachers  |  | Choose an item... | Choose an item... |
|  |
| 1.5 | **Driver:-Engaging with families, making best use of a variety of resources, including digital technology.****Maintaining /improving Digital Literacy Skills –building on remote learning/Home learning opportunities*** Sumdog Training-How to set home learning/class learning tasks and monitor engagement/attainment -Jane to lead a session.
* Home learning- All classes to set opportunities to practise spelling using Sumdog, set weekly Grammar activity using Sumdog
* Teachers to use assessment information –aiming for almost all children engaging in weekly tasks.

TEAMS-P6/7 –explore further how to use assignments on TEAMs as part of weekly spelling lessons. P4/5 to access spelling words and an activity via TEAMS  | JC to lead and collate  |  |  |  |

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| **Priority Area (from Action Plan):** | **Name of individual(s)/group/team responsible for Action Plan:** | **Academic Session:** |
| Whole School Focus | **Priority 1 –Raising Attainment in Literacy** | **2021/2022** |
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|  | **Progress Update 1 – October** | **Progress Update 2 – January** | **Progress Update 3 - April** |
| 1.1 |  |  |  |
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| **Group/Individual(s) Assigned:** | **School Priority Area(s):** | **Summary description of desired outcome(s) to be achieved:** |
| School Priority 2 | **Children’s engagement with and leadership of learning**  | * Almost all children to be engaged in learning almost all of the time.
 |
| **Key links to Education Plan****Priority Area(s):** |  [x]  Raising Attainment and Achievement [x]  Self-evaluation for Self-improvement [x]  Learning, Teaching and Assessment [x]  Supporting All Learners [x]  Curriculum [x]  Leadership at all Levels |

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| **NIF Priorities:** | **NIF Drivers:** | **Children’s Services Plan:** | **HGIOS?4 QIs:** |
| [ ]  Improvements in attainment, particularly in Literacy and Numeracy[x]  Closing the attainment gap between the most and least disadvantaged children[x]  Improvement in children and young people’s health and wellbeing[x]  Improvement in employability skills and sustained, positive school leaver destinations for all young people | [ ]  School Leadership[ ]  Teacher Professionalism[x]  Parental Engagement[x]  Assessment of Children’s Progress[x]  School Improvement[ ]  Performance Information | [x]  Priority 1 – Improve Wellbeing[ ]  Priority 2 – Safeguarding[ ]  Priority 3 – Poverty[ ]  Priority 4 – Corporate Parenting | [ ]  1.1[x]  1.2[ ]  1.3[ ]  1.4[ ]  1.5 | [ ]  2.1[ ]  2.2[x]  2.3[ ]  2.4[ ]  2.5[ ]  2.6[x]  2.7 | [ ]  3.1[ ]  3.2[x]  3.3 |

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|  | **Actions:** | **Responsible:** | **Timescale:** | ***%:*** | ***RAG:*** |
| 1.1 | **Driver:-**Learners will be active participants in their learning.**Change Idea**:-Create operational definitions for ‘engagement’ with children. Add to reflection sheets-share with parents.**Measurement Process**- HT sample pupil group ,Parent Council questions  | HT, CW, SC | August | Choose an item... | Choose an item... |
| 1.2 | **Driver:-**Learners will be interested, curious and sufficiently challenged in their learning.Change idea:-HT with Teachers to devise system for tracking engagement levels within lessons-feedback to provide quantitative data on engagement levels-recorded via learning pit sheets. **Measurement Process**- Data gathered on a specific week each term-measured in conjunction with learning visits. | Think about during transition week | Ongoing | Choose an item... | Choose an item... |
| 1.3 | **Driver** -Learners will be able to use an agreed, shared language for reflection.**Change Idea:-**All classes to include ‘Learning to Learn’ wall, including learning pit and SOLO verbs as a point of reference. Operational definitions of engagement to be included and refereed to. This should include a ‘you said’ ‘we did’ section which would possibly sound like ‘Co- Creating Station’ where feedforward on engagement levels can be used to devise next steps-pupil opportunity to lead learning within their own class. This can be included in TERM 1 class videos or a separate pupil led SWAY created and shared. **Measurement Process:-**Pupil Focus group responses | All teachers To start during transition week.  | Make sure it is being ‘lived’ be end of Term 1  | Choose an item... | Choose an item... |
| 1.4 | **Driver:-**Children will be confidently able to talk about their progress using Newmill/ Botriphnie Learning Pit**Change idea: -** All teachers to include focus on SOLO verbs throughout Term 1 via daily 5 or whole class pre vocab teaching sessions-could be word of the day for a term on top of Daily 5 IDL vocab.**Measurement Process:** - Pupil Focus Group and Via Learning Visits-evidence of children being able to undertake HOTs using SOLO verbs independently.  | Support staff and class teachers | Term 1 | Choose an item... | Choose an item... |
| 1.5 | **Driver:-**Staff organise classrooms to promote independence and challenge.**Change ideas-*** Continue to develop use of Daily 5 approach to provide independent tasks.
* Develop use of Self Directed Learning/ Playful Learning opportunities using SOLO to increase challenge.
* Use WAGOLLS and provide opportunities for learners to ‘up level’ using feedforward

**Measurement Process:-*** Peer learning Visits Term 1 and 3 –using agreed engagement tracker
* HT visit Term 2 -using 2.3 Theme 1 checklist- Learning and Engagement
* Teacher questionnaire
 | All staff-ongoing | From Term 4 20/21 in prep for new session-ongoing throughout new session | Choose an item... | Choose an item... |
| 1.6 | **Driver:-**children will confidently be able to use the language of learning to describe accurately progress made and next steps in learning. **Change idea:-**Friday SDL slots provide opportunities for 1:1 learning conversations using SOLO and school, progressions to identify individual progress and next steps. Children will need to be trained in how to use assessments results using (Learner Pathway Folders) and reflection jotters to lead their own learning via accurate, meaningful target setting. **Measurement Process:-Development of Learner Pathway Folders and Reflection jotters-sampling along with pupils to talk through their progress and next steps (P4-7 sample group).** | All staff | Ongoing throughout term | Choose an item... | Choose an item... |
| 1.7 | **Driver:-**Children will feel actively involved in leading their own learning. **Change Idea:-**children in P6-7 will be able to co-construct success criteria to guide their learning when tackling self-directed learning tasks. Learners will be able to share identified goals and progress within these via use of shared school format to set their own success criteria and lead learning. **Measurement Process:-Data gathered in September, January and June-highlighted % of pupils able to do this.**  | CW, RS, SC | Ongoing throughout term | Choose an item... | Choose an item... |
| 1.8 | **Driver:-**Our learners are eager and active participants who are fully engaged, resilient, highly –motivated and interact well during activities. **Change Idea:-**Whole school approach to play pedagogy at Newmill Primary School. * All teachers to use four capacities skill progression with curricular plans to design play based learning experiences. At P1-3 ‘Playful Learning’ and from P4-7 Self Directed Learning opportunities. Using ‘Playful Idea Generator’ explore different ways to make learning experiences more playful. Co-creating with learners, making the journey visible.
* Developing a shared understanding of processes to assess/track engagement and achievement via Playful Learning/SDL

**Measurement Process: -** Monitor progress via pupil focus groups.Teacher peer visits- Developing a shared understating of ‘engagement’ as well as play pedagogy across the school.  | All staffGL, SC, LW lead | Ongoing throughout term | Choose an item... | Choose an item... |
| 1.9 | **Driver:-**All staff routinely engage in career long professional learning and develop enquiring and coherent approaches which build and sustain our practice. This leads to continue improvement in learning and teaching and improved outcomes for all learners. **Change Ideas:-*** Reading and using ‘Play based Learning in the Primary School’ Mary Briggs and Alice Hansen
* Engaging with Moray Learning and Teaching support videos/support materials collectively and as individuals –relating to PRD focus.

**Measurement Process:- PRD, Teacher views, engagement levels via learning walks/reflection jotters**  | All staff | Ongoing throughout term |  |  |

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|  |  | **2021/2022** |
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|  | **Progress Update 1 – October** | **Progress Update 2 – January** | **Progress Update 3 - April** |
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| **Group/Individual(s) Assigned:** | **School Priority Area(s):** | **Summary description of desired outcome(s) to be achieved:** |
| School Priority 3 | **Raising Attainment in Numeracy-** | * **Building a curriculum promoting conceptual understanding and best practice, to raise attainment in numeracy and maths.**
 |
| **Key links to Education Plan****Priority Area(s):** |  [x]  Raising Attainment and Achievement [ ]  Self-evaluation for Self-improvement [x]  Learning, Teaching and Assessment [x]  Supporting All Learners [x]  Curriculum [ ]  Leadership at all Levels |

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| **NIF Priorities:** | **NIF Drivers:** | **Children’s Services Plan:** | **HGIOS?4 QIs:** |
| [x]  Improvements in attainment, particularly in Literacy and Numeracy[ ]  Closing the attainment gap between the most and least disadvantaged children[ ]  Improvement in children and young people’s health and wellbeing[ ]  Improvement in employability skills and sustained, positive school leaver destinations for all young people | [ ]  School Leadership[ ]  Teacher Professionalism[ ]  Parental Engagement[x]  Assessment of Children’s Progress[x]  School Improvement[x]  Performance Information | [ ]  Priority 1 – Improve Wellbeing[ ]  Priority 2 – Safeguarding[ ]  Priority 3 – Poverty[ ]  Priority 4 – Corporate Parenting | [ ]  1.1[x]  1.2[ ]  1.3[ ]  1.4[ ]  1.5 | [ ]  2.1[x]  2.2[x]  2.3[ ]  2.4[ ]  2.5[ ]  2.6[ ]  2.7 | [ ]  3.1[x]  3.2[ ]  3.3 |

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|  | **Actions:** | **Responsible:** | **Timescale:** | ***%:*** | ***RAG:*** |
| 1.1 | **Driver:-**We aim to increase the number of children making expected progress and working beyond expected levels by drilling down into those not making expected progress. Change Ideas:-Staff will make effective use of assessments and develop a shared understanding of standards, to track progress and plan responsively.* Year group spreadsheet to be designed.
* Hot/Cold assessments -scoring system added using SOLO 1-4 mark system
* ASG-share with ASG-aim of building an ASG assessment bank to support shared understanding of progression and support moderation and TPJ-See separate Plan
* Clear annual overview indicating assessment weeks to be created and shared
* Spreadsheets to be used to store assessment results
* Consistent use of operational definitions to describe learner achievement (personal milestones, not yet making expected progress, making expected progress, beyond)
* Tracking meetings to analyse assessment data.
* Include opportunities to moderate assessment questions /feedback and ‘tweak’ assessments
* Continue to create yearly overviews for each levels to support teacher professional judgement, learning conversations and reporting to parents.

**Measurement: -** Using year group spreadsheet to create whole school attainment overviews and track improvements/inform next steps. | All staff | Throughout session 20/21 | Choose an item... | Choose an item... |
| 1.2 | **Driver: -** Learners will benefit from high quality universal support to develop numeracy knowledge and skills. We will develop our curriculum to promote conceptual understanding via whole school approaches. (Supported via PEF)Change Ideas:-* Provide more opportunities to revisit four key areas of numeracy through creating a suite of whole school resources. Strategy booklets with links to explanation /instruction videos (created last session to support remote learning) will be developed.

1. Videos have been created for all areas apart from Number, order and place -JM to create.2. Number, Order and value booklets for E3, F1, F2, F3, S1, S2, S3 to be created3. Addition and Subtraction-audit of what has been done so far and complete.4. Multiplication and Division -E3, F1, F2, F3, S1, S2, S35. Fractions, Percentages and Decimals -E3, F1, F2, F3, S1, S2, S3 | JM, SC, CW | Ongoing | 25% | Choose an item... |
| 1.3 | * Set a cyclical timetable for numeracy support books at each level.
* Timetable extra adult support within some numeracy/maths slots within each class to support
* Promote and organise use of numeracy booklets for home use, alongside Sumdog.

**Measurement: -** Using year group spreadsheet to create whole school attainment overviews to track improvements/inform next steps. | RS | In August | Choose an item... | Choose an item... |
| 1.4 | * Staff team to review what a weekly overview looks like: exploring Daily 5 approach, mental maths, numeracy booklets, use of manipulates, problem solving, use of Sumdog
* Participate in Numicon Training-postponed due to covid (PEF support)
* Create a guide to planning learning and teaching.
 | RS Lead | Ongoing 21/22 | Choose an item... | Choose an item... |
| 1.5 | **Driver:** - Developing high quality personalised support within numeracy curriculum.**Change Ideas:*** Analysis of assessment data- responsive planning using evidence to target interventions.
* Creating/resourcing interventions- Continue to develop precision teaching of number facts-involving parents-using support videos created for remote learning.
* Further explore use of SEAL-in house CPD and build up resources.
* Timetabling of small group or 1:1 support using numeracy booklets or SEAL
 | RS/JC/JM lead |  | Choose an item... | Choose an item... |

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