



School Name: Newmill and Botriphnie Primary School

Action Plan and Reporting: Session 2023/2024

Group/Individual(s) Assigned:	School Priority Area(s):	Summary description of desired outcome(s) to be achieved:
Paired Schools Focus –some aspects ASG focus	Priority 1- Raising Attainment in Literacy	<ul style="list-style-type: none"> ⦿ Aiming for 80% of each year group to be achieving expected standards in writing. ⦿ All children to be making good progress from previous levels and learners will be able to articulate their progress and next steps. ⦿ Learners to experience increased support and challenge within their literacy curriculum-with a specific focus on writing. ⦿ The whole school community will build and sustain a whole school reading culture to support and raise attainment in literacy
Key links to Education Plan Priority Area(s):	<input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> Self-evaluation for Self-improvement <input checked="" type="checkbox"/> Supporting All Learners <input checked="" type="checkbox"/> Leadership at all Levels

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

Actions:	Responsible:	Timescale:	← Progress →	
			%:	RAG:
1.1 Driver:- Curriculum Development-Building whole school (ASG) approaches to writing based on an informed awareness of current education thinking –Explicitly Teaching Writing Learners will become balanced writers with an increased ability to make and articulate sentence level, word level decisions as a direct input of a refreshed writing curriculum. Change ideas:- <ul style="list-style-type: none"> Building a shared language with an increased focus on very specific grammatical knowledge-Use Daily 5 (writing skills)as a platform to teach aspects of Explicitly Teaching Writing criteria- developing shared language e.g. macro sentence, micro, modifiers, noun, pronoun pattern, determiners, modifiers, descriptive sentences describing bubble Purchase of materials to support explicitly teaching writing approach. Explore the creation of shared resources to match- using shared platform Create a writing skills annual overview –text types-what stage and when Review existing assessment tools (from all schools) as well as supporting documentation from CLPL to create ASG progressions for each text type, including tools for writing. Start with a focus on one genre and share with schools as a pilot for feedback. 	All teaching staff		Choose an item...	Choose an item...



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	<ul style="list-style-type: none"> Incorporate grammar feature focus within Daily 5 –work on writing –Preparation of whole school resources to support development of a new shared language around grammatical text type success criteria My Spelling Pathway- providing greater opportunities for self-assessment –teachers to make matching marking keys for all diacritical marking (Day 1)and syllable work (Day 2)-create shared bank of uplevelling lessons-different sentence types. Handwriting to be created and shared across both schools- Pedagogy Group to create tracking spreadsheet to collate more specific, robust data around learner’s progress. Teachers to pilot learning conversations with learners around progress and next steps using pilot progression/assessment. <p>Measurement :-</p> <ul style="list-style-type: none"> All Primary Teachers will have up to date knowledge of best pedagogy and will be sharing learning with pupils and trialling new approaches. This will be evident in learning walks, planning folders, pupil groups-updated pupil improvement plan, and jotters. All teachers and learners will have trialled all five text types –introduced at CLPL-across session 23/24- document and be able to talk about how it helped inform learning and teaching. All children will have a written profile within Learner Pathway Folders Jotter-improvement in ‘tools for writing’ as a result of spelling, grammar and handwriting focus. Aiming for 80% and over achieving expected milestones Secondary colleagues will have a clearer understanding of primary pedagogical approaches. Before and after surveys to be issued. 				
1.2	<p>Driver- Continue to build and sustain a whole school reading culture to support and raise attainment in literacy. (Supported by PEF via extra staffing for Daily 5)</p> <p>Change ideas:</p> <ul style="list-style-type: none"> Continue to Engage with Reading Schools accreditation Programme in conjunction with Scottish Book Trust Audit Reading books and update-relevant literature All pupils (P4-7) to have had an opportunity to support Reading Schools Agenda - Explore links with Newmill Playgroup/Botriphnie Toddler Group to provide increased transition activities with a literacy focus. Continue to embed Daily 5 approaches as an approach to raising attainment in reading-timetabling PEF support staff as a resource to raise attainment Continue to work in partnership with Stephen Leitch (KGS Librarian)to promote reading for enjoyment and improve learner pathways-transition to S1 Continue to work with Parent Council to explore supporting attainment in reading (Christmas Books, Class novels, Book Swap shop, supporting the development of pre-reading intervention packs) Continue to build on approaches to early intervention- Explore opportunities to develop strong foundations for reading attainment Pre-reading skills through-development of ASN packs, paired reading, SDL leadership tasks, lunchtime clubs) <p>Measurement :-</p> <ul style="list-style-type: none"> Built in Via accreditation system-Reading Schools Reading levels and progress data-individual tracking info-YARC Pupil views/Parental views 			Choose an item...	Choose an item...
1.3	<p>Driver:-We have systems in place to promote equity in raising attainment, improving outcomes for all learners. Supported by PEF</p> <p>Change ideas:-</p>			Choose an item...	Choose an item...



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- Early intervention focus –develop use of pre writing, pre-reading pack and early numeracy packs for use as an in school and home intervention.
- Break up into separate packs using areas of emergent literacy assessment –consider use of wellbeing ambassadors- leadership role into supporting young learners.
- Consider use of pre writing pack across the school as part of the drive to improve handwriting and presentation.
- Finalise handwriting and presentation policy.- continue to develop pupil led pen license initiative with Parent Council
- Undertake talk boost assessments, set and run groups as required.- [PEF support staff](#)

Measurement-

- Data from talk boost assessments –before and after
- Emergent literacy assessment data

	Progress Update 1 – October	Progress Update 2 – January	Progress Update 3 - April
1.1			
1.2			
1.3			



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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	<ul style="list-style-type: none"> Almost all children to be engaged in learning almost all of the time leading to attainment increase across the curriculum. Teachers will be able to improve and talk confidently about their day-to-day teaching based on fundamental principles and practices of well researched grounded pedagogy.
Key links to Education Plan Priority Area(s):	<input checked="" type="checkbox"/> Raising Attainment and Achievement <input checked="" type="checkbox"/> Learning, Teaching and Assessment <input checked="" type="checkbox"/> Curriculum	<input checked="" type="checkbox"/> Self-evaluation for Self-improvement <input checked="" type="checkbox"/> Supporting All Learners <input checked="" type="checkbox"/> Leadership at all Levels

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:																		
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Actions:		Responsible:	Timescale:	← Progress →	
		%:	RAG:		
1.1	<p>Driver:-</p> <ul style="list-style-type: none"> Learners will be active participants in their learning through improved HWB curriculum. Our learners are eager and active participants who are fully engaged, resilient, highly –motivated and interact well during activities. Learners will experience high quality teaching across the curriculum. <p>Change Ideas:</p> <ul style="list-style-type: none"> Aim for RRS Gold-through accreditation programme TLC- Power Up Your Pedagogy 12 x sessions <p>Measurement:-</p> <ul style="list-style-type: none"> Use of and pupil's ability to talk about interactive 'wall' involving to talk about and reflect on learning experiences Journey towards RRS gold TLC Floorbook of evidence More children in the green 'ready to learn' zone more of the time. Less wellbeing concerns as a result of self-regulation skills taught via zones. Wellbeing concern forms to be monitored and calculated termly. Data gathered from HWB survey. Pupil focus groups and reflection jotters. Engagement levels via paired learning walks. 	RS	August	Choose an item...	Choose an item...



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1.2	<p>Driver:- Learners will be interested, curious and sufficiently challenged in their learning. Learners will feel actively involved in leading their own learning</p> <p>Change idea:-</p> <ul style="list-style-type: none"> Continue to develop use of Self Directed Learning/ Playful Learning opportunities using SOLO to increase challenge, promote curiosity via options for personalisation and choice. 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. <p>Measurement:-</p> <ul style="list-style-type: none"> Children will be able to talk about their learning and progress using shared language via wall. Children will identify skills and attitudes they are developing to help find success-this will be evident in reflection jotters. 	Think about during transition week	Ongoing	Choose an item...	Choose an item...
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	Progress Update 1 – October	Progress Update 2 – January	Progress Update 3 - April
1.1			
1.2			



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Summary description of desired outcome(s) to be achieved:

ASG approach to raising attainment in numeracy

- ⦿ Building an ASG shared understanding of numeracy curriculum progression to raise attainment in numeracy.
- ⦿ Building an ASG approach to developing effective assessment, supporting moderation process and to improve approaches to reporting.
- ⦿ Improved transition-KGS maths department to hold more robust data around individual progress in numeracy to support transition and raise attainment.
- ⦿ Learners to experience increased support and challenge within their numeracy curriculum.

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

NIF Priorities:

- 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

NIF Drivers:

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of Children's Progress
- School Improvement
- Performance Information

Children's Services Plan:

- Priority 1 – Improve Wellbeing
- Priority 2 – Safeguarding
- Priority 3 – Poverty
- Priority 4 – Corporate Parenting

HGIOS?4 QIs:

- | | | |
|------------------------------|---|---|
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| <input type="checkbox"/> 1.2 | <input checked="" type="checkbox"/> 2.2 | |
| <input type="checkbox"/> 1.3 | <input checked="" type="checkbox"/> 2.3 | <input type="checkbox"/> 3.1 |
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| | <input type="checkbox"/> 2.7 | |

← Progress →

Actions:

Responsible: Timescale:

%, RAG:

1.1	<p>Driver:-</p> <ul style="list-style-type: none"> • Our learners and staff make effective use of assessments and their shared understanding of standards to make confident professional judgments about how well learners are progressing. • Learners across the ASG will be able to use a shared language to discuss their numeracy progress and next steps. <p>Change ideas</p> <ul style="list-style-type: none"> • Moderation Event- Numeracy Pedagogy Group to evaluate and reflect on feedback from the event. • All learners across the ASG will have a numeracy profile –tracking attainment over time. • Learning Visits to be arranged- focus on developing a shared understanding of standards -how the assessments inform learning and teaching via differentiation. Secondary visits to Primary as a starting point. 	ASG HTs, PT Maths, Numeracy Pedagogy team		0%	Choose an item...
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	<p>Measurement:-</p> <ul style="list-style-type: none"> Learners will be able to track the strategies they know and can use via pupil tracking sheet. Learners will be able use strategy booklets to help undertake assessments. As a result, they will find more success with 3 and 4 mark questions. Teachers across the ASG will use marking keys/guides to support consistent use of assessments-leading to more robust data. They will be able to talk about assessments results and the implication for learning and teaching within their class. All learners will have a numeracy profile. 				
1.2	<p>Driver:-</p> <ul style="list-style-type: none"> ➤ Improved transition- Provide continuity in numeracy learning to ensure all young people across the ASG continue to build their knowledge, understanding and skills, maintaining an appropriate pace of progress. <p>Change ideas:-</p> <ul style="list-style-type: none"> All schools to track data gathered via numeracy assessments across session 23/24. Data to be shared with KGS in Term 4 as part of transition timeline. Data to be used to inform class groupings in S1. Assessments to form learner profiles for numeracy and maths and to be shared with KGS as part of transition but also to support transition from one class to another within Primary. <p>Measurement:-</p> <ul style="list-style-type: none"> Each school to enter data into tracking spreadsheet Each school to analyse data- to inform next steps within developing numeracy and maths curriculum at school and ASG level. 			Choose an item...	Choose an item...
1.3	<p>Driver:-</p> <ul style="list-style-type: none"> ➤ Building an ASG approach to assessment supporting moderation process and improved approaches to reporting. ➤ Provide continuity in numeracy learning to ensure all young people across the ASG continue to build their knowledge, understanding and skills, maintaining an appropriate pace of progress. <p>Change ideas:-</p> <ul style="list-style-type: none"> Newmill/ Bot -Reports that go out twice a year will include levels and percentage in hot and cold assessments. Learners will report on each block, using scores and assessment info to set targets in learning. Newmill/ Bot -Hot and cold assessment scores to be shared with parents in reflection jotters for each maths organiser. 				



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	<ul style="list-style-type: none"> Newmill/Bot- time to analyse cohorts within WTA termly- use this data to plan interventions and measurement-PSAS PEF support and more opportunities for individual parent information to support progress <p>Measurement:-</p> <ul style="list-style-type: none"> Through quality of information shared termly in reflection jotters Parental feedback PEF- identified additional group support for those requiring targeted support – measurement of progress via assessments 				
1.4	<p>Driver: - To develop conceptual understanding alongside procedural fluency.</p> <p>Change ideas:-</p> <ul style="list-style-type: none"> Develop high quality assessments that provides learners with the opportunity to demonstrate breadth and application of learning. Numeracy group to develop ASG ‘application’ bank through problem solving- aiming for resources to support application of numeracy in first instance Newmill/ Bot to continue to develop <p>Measurement:-</p> <ul style="list-style-type: none"> Learners will successfully be able to apply their learning in new or unfamiliar contexts. Assessment data will be acquired over an extended period of time. 				

Priority Area (from Action Plan):	Name of individual(s)/group/team responsible for Action Plan:	Academic Session:
		2023/2024

	Progress Update 1 – October	Progress Update 2 – January	Progress Update 3 - April
1.1			
1.2			



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1.3			
1.4			