School Improvement Plan

Session:	**2023-2024**		
School:	**St Thomas RC PS**		
Plan term:	☒ 1 year	☐ 2 years*	☐ 3 years*
Link Officer:	*Willem Smit*		

*on discussion with Link Officer/QIM, context based

SCHOOL IMPROVEMENT PLAN

Priority 1

Summary of Priority:

Key links to Moray Education Priority Area(s):	☒ Learning, Teaching and Assessment ☒ Curriculum ☒ Empowering leadership at all Levels ☒ Closing the poverty related attainment gap

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
☒ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy	☒ School and ELC Leadership ☒ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☒ Curriculum and assessment ☒ School and ELC Improvement ☒ Performance Information	☒ P1: Overcoming challenges – disability, neurodiversity ☒ P2: Tackling child poverty ☒ P3: Improving CYP mental wellbeing ☒ P4: Strengthening family support ☐ P5: Improving CECYP outcomes	☒ 1.1 ☒ 1.2 ☒ 1.3 ☒ 1.4 ☒ 1.5 ☐ 2.1 ☒ 2.2 ☒ 2.3 ☒ 2.4 ☒ 2.5 ☐ 2.6 ☒ 2.7 ☒ 3.1 ☒ 3.2 ☒ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Develop a shared understanding of the elements of pedagogy and what this looks like based around Power up Your Pedagogy All teaching staff to participate in professional reading and attend Power up your Pedagogy staff training sessions Provide peer to peer learning opportunities for staff within the school focused on professional learning development CLPL opportunities linked to improvement priorities and staff interest areas identified at PR&D meetings	Learners will be better able to use the language of learning with clarity around the focused elements e.g. learning intentions and success criteria Learners will experience increased challenge and support through teachers ensuring clear differentiation.	Sessions every 8-10 weeks per element Ongoing	HT/Teachers	• Agreed framework for Power up Your Pedagogy will be in place • All teachers will have read and reflected on Part 2 A crash course in Learning from PUYP in preparation for more focussed reflections and identifying areas for improvement. • All teachers will have up to date knowledge of best pedagogy and will be sharing learning with pupils, consolidating existing and trialling new approaches • Increased staff confidence in learning and teaching across the curriculum. • Lesson observations, learning walks, peer to peer opportunities document the

				impact of staff training sessions linked to QA programme • Collegiate calendar developed
Supported by their reflections on 'Power up your Pedagogy', staff will develop a shared understanding of how to create clear, concise and focussed learning intentions to support the learners understanding of their learning.	Learners will be able to separate their understanding of what they are 'doing' from what they are 'learning'. Learners will be better able to use the language of learning as a direct result of the clarity around learning intentions. Learners will reflect on the success of their learning by returning to the Learning Intention and considering how successful they have been.			• Teachers will read, reflect and discuss Element 2 Learning Intentions of PUYP. • Teachers will reflect on the clear learning intentions at the planning stage of lessons. • Teachers will explore framing questions to support learners understanding and interest in learning intentions. • Teachers will use clear verbal language when sharing the planned learning which will bring clarity to the children's understanding of their learning. • Teachers will agree on a clear structure and means of sharing Learning Intentions to capture the learners' immediate interest visually. • Teachers will remove unnecessary wording to ensure clarity of learning intentions. • Lesson observations, learning walks, peer to peer opportunities document the impact of professional learning focussed on learning intentions.
Supported by their reflections on 'Power up your Pedagogy', staff will develop a shared understanding of how to create success criteria which evidences the learners' success in achieving the learning intentions and to support and confirm the learners' understanding of their learning.	Learners will be able to separate their understanding of what they were 'doing' from what they were 'learning' when they reflect on their success in achieving a learning intention.			• Teachers will read, reflect and discuss Element 3 Success Criteria of PUYP. • Teachers will reflect on the clear success criteria at the planning stage of lessons. • Teachers will explore framing questions to support learners contribute to the success criteria during a lesson. (co-construction)

	With practice learners will co-construct success criteria in discussion with their teacher. Learners will be better able to use the language of learning as a direct result of the clarity around success criteria. Learners will reflect on the success of their learning by returning to the Learning Intention and considering how successful they have been matched to the identified success criteria. In best outcome, a few learners will identify further ways they can evidence their learning not previously identified-e.g. identifying their success in a different context.			• Teachers will use clear verbal language when establishing the success criteria to clearly establish how learners can demonstrate their successful learning. (Knowledge? Skills?) • Teachers will agree on a clear structure and means of sharing Success Criteria to capture the learners' success • Teachers will remove unnecessary wording to ensure clarity of success criteria. • Lesson observations, learning walks, peer to peer opportunities document the impact of professional learning focussed on success criteria

Evidence to support reduced bureaucracy/workload of teachers:

Collaborative learning time agree in WTA

Working groups time agree in WTA

MORAY COUNCIL: *Education Department*

SCHOOL IMPROVEMENT PLAN

Summary of Priority: Raising attainment in Literacy and Numeracy		
Key links to Moray Education Priority Area(s):	☒ Learning, Teaching and Assessment ☐ Empowering leadership at all Levels	☒ Curriculum ☒ Closing the poverty related attainment gap

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
☒ Placing human rights and needs of every child and young person at centre ☐ Improvement in children and young people's health and wellbeing ☐ Closing the attainment gap between the most and least disadvantaged children ☒ Improvement in skills and sustained, positive school leaver destinations for all young people ☒ Improvements in attainment, particularly in Literacy and Numeracy		☐ School and ELC Leadership ☒ Teacher and practitioner professionalism ☐ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement ☒ Performance Information	☐ P1: Overcoming challenges – disability, neurodiversity ☒ P2: Tackling child poverty ☐ P3: Improving CYP mental wellbeing ☐ P4: Strengthening family support ☒ P5: Improving CECYP outcomes	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☐ 2.1 ☐ 2.2 ☒ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7
				☐ 3.1 ☒ 3.2 ☐ 3.3	

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
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In consultation with all stakeholders continue to develop and implement whole school approach to the teaching and learning of writing including: - Implement Explicitly Teaching Writing Programme P1 –P7 - Implement curriculum map for writing - Production of a progressive programme and policy for assessing and tracking progress in writing	Learners will improve their writing building on a clear progressive writing programme Learners will experience high quality writing and L&T experiences which are challenging and enjoyable, well matched to their needs and interests Learners experience opportunities for practising new skills, new approaches and appropriate resources to improve the quality of their writing Learners will experience increased challenge and support across their writing	Ongoing	HT and staff	• Agreed, consistent and progressive whole school approach to the teaching and learning of writing within St Thomas PS to share with all stakeholders • Improved outcomes for learners in writing and L&T across the curriculum as observed in classes • ACEL data – evidence of an increase in the number of children achieving the appropriate level across the school • All teachers will have implemented new approaches. • All of the above will be evident in Classroom observations, Learning Walks, Planning Folders and Pupil Groups
Further develop a shared understanding of what an *'excellent writing lesson looks like'* based on effective pedagogy.	Learners will improve their writing from a clear, consistent approach to teaching writing	By March 2024	HT Class teachers	• Agreed framework for an *'excellent writing lesson'* will be in place and used effectively by staff and pupils to measure success.

Continue to develop the use of digital technologies to enhance learning opportunities and provide home/school links by: - Increase staff confidence in use of digital platforms - Place an importance on Digital Literacy through the use of apps such as Microsoft 365 and Immersive Reader - Continue to replace out dated equipment	supporting the production of their quality writing. Learners will improve their writing according to the quality of feedback given by their peers and class teachers. Learners are supported to create a better quality of writing by their parents who now have better knowledge of the writing process. Learners will experience regular opportunities to use literacy apps to challenge, support and remove barriers to learning in writing			• Classroom observations and Learning walks will evidence effective strategies used to ensure high quality writing lessons • Jotter monitoring will evidence an improvement in standards of attainment • Parents understand the approach used in school and are able to support their children at home
Continue to ensure effective planning across stages for children to experience a wider variety of genres, and opportunities to write about personal experiences to enrich children's learning and to continue to improve technical skills in writing	Learners have increased opportunities to write across the curriculum in different genre Learners will develop their skills as writers and be aware of their audience. Learners will use appropriate punctuation, choice of vocabulary and spelling on a regular basis.	Ongoing	Class teachers	• Classroom observations, learning walks, teacher's planning, writing jotters and wall displays • Jotter monitoring will evidence an improvement in standards of attainment • Agreed planning format will be in place
Further develop and implement assessment writing rubrics across early, first and second levels to ensure accurate recording of learner's progress in different genres. Create and implement tracking spreadsheet to collate more specific, robust data around learner's progress over time. (ASG)	Learners will self and peer assess writing pieces and be supported to identify agreed success criteria and have greater ownership of their learning. Learners will improve their writing according to the quality of feedback given by their peers and class teacher.	By May 2024	HT Class teachers HT Class teachers	• Writing rubrics are appropriate to genre and levels, and enable more accurate data around learners' progress • All teachers will be able to share more accurate data around learner's progression and attainment • Data literate professionals – Staff are able to discuss their analysis of the data and identify next steps for individuals. Reviewed at termly tracking and attainment meetings • Assessment evidence is used to inform next steps and improve outcomes for all learners.

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Teachers to embed for formal learning conversations in writing around progress and next steps using writing rubrics assessment information	Increased learner involvement in gathering assessment information to demonstrate progression and achievements Learners will improve their writing according to the quality feedback given by their peers and class teacher. Learners will be more skilled in identifying their next steps	Termly	Class teachers	• Learners able to discuss their strengths in writing and identify their next steps as noted in classroom observations • Records of learning conversations • Learners participating in the co-construction of success criteria (observations)
Continue to implement an ASG shared understanding of Numeracy curriculum progression to raise attainment in numeracy including: - Implementing ASG learner strategy books	Learners will experience increased support and challenge within their numeracy curriculum Learner visits across sectors and greater staff understanding will support a clear transition for pupils Learners will be able to track the strategies they know and can use via pupil tracking sheet to know where they are in their learning. Learners will be able to access strategy overviews to help undertake assessments to help identify their next steps. Learners will be more aware of their success with 3 and 4 mark multi-step questions and show the process of their calculations. Learners will have greater ownership of their learning through their numeracy profile.	Ongoing throughout session	ASG HTs ASG primary CTs	• Improved outcomes in numeracy across the ASG through a consistent approach as well as developing a progressive shared language. • Pupil tracking sheet completed and shared • Teacher confident in using marking keys/guides to support consistent use of assessments-leading to more robust data. They will be confident to talk about assessments results and the implication for learning and teaching within their class. • All learners will have a numeracy profile. • Pupil strategy tracker-an overview of numeracy strategies used within are in place for addition and subtraction, multiplication and division. • Planned moderation event will take place in school and across ASG
Develop sustainable family learning opportunities, particularly supporting writing and numeracy key skills and confidence	Learners will experience increased support and challenge within writing and numeracy at home. Learners will improve their writing and numeracy skills according to	Ongoing throughout session	HT CT Parents	• Improved outcomes in writing and numeracy • Increased parental engagement at family learning opportunities •

	the support and feedback from their family members			
Continue to develop and implement a whole school, progressive approach to teaching and learning problem solving skills from early to second level in numeracy and mathematics including: - Continue to produce Problem Solving progression of learning and teaching P1-7 - Developing the language of problem solving - Applying skills across learning within maths, numeracy and across the curriculum	Learners will experience high quality problem solving learning and teaching experiences which are challenging and enjoyable, well matched to their needs and interests Learners will experience increased support and challenge within their numeracy curriculum Learners experience opportunities for practising new skills and strategies in order to become competent problem solvers Learners have increased confidence and skills in problem solving	By May 2024	HT Class Teachers	• Clear progressive and consistent approach to teaching and learning problem solving • Problem Solving progression of learning and teaching is in place • Class observation, learning walks and professional discussions will evidence learners using problem solving and reasoning strategies, the verbalising and thinking process, using clear and concise language and guided and independent practice •

Evidence to support reduced bureaucracy/workload of teachers:

- Time for moderation and assessment meetings reflected in the WTA

- Working groups formed and time for ASG collegiate work reflected in WTA

- Time for leadership roles reflected in WTA

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN

Priority 3
Summary of Priority: **to improve children's health and wellbeing to ensure the best conditions for learning**

Key links to Moray Education Priority Area(s):	☒ Learning, Teaching and Assessment ☒ Empowering leadership at all Levels	☐ Curriculum ☒ Closing the poverty related attainment gap

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
☒ Placing human rights and needs of every child and young person at centre ☒ Improvement in children and young people's health and wellbeing ☒ Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in skills and sustained, positive school leaver destinations for all young people ☐ Improvements in attainment, particularly in Literacy and Numeracy		☒ School and ELC Leadership ☒ Teacher and practitioner professionalism ☒ Parent/carer involvement and engagement ☒ Curriculum and assessment ☐ School and ELC Improvement ☐ Performance Information	☒ P1: Overcoming challenges – disability, neurodiversity ☐ P2: Tackling child poverty ☒ P3: Improving CYP mental wellbeing ☐ P4: Strengthening family support ☒ P5: Improving CECYP outcomes	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5	☒ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4 ☒ 2.5 ☐ 2.6 ☒ 2.7 ☒ 3.1 ☐ 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Embed whole school wellbeing screening to ensure the needs of all children are met	Learners will build on their strengths and become more confident learners. Learners will be supported to overcome their difficulties and become more resilient. All children's wellbeing needs are met either through class, small group or 1:1	Screening September and March	All staff	• Microsoft Forms Questionnaire (Glasgow Tool kit) will provide baseline screening of each child's strengths and difficulties and termly reassessments will show needs being met. • Interventions are in place to support learners • Classroom observations evidence improved wellbeing impacting positively on learning
Develop a Relationship and implement Policy in conjunction with all stakeholders and line with Moray Council's Policy Continue to revisit Zones of Regulation in all classes including CPD for all staff and offer further Parent Workshops	All children feel listened to and are clear regarding expectations of how the whole school community will engage in relationships with each other Learners are able to regulate their own emotions and use the appropriate language to secure needs.	By February 2024	Ed Psych HT All staff Parents	• • Observations in class and in the playground evidence children's use and awareness of regulating their emotions and behaviours. • Wall displays will evidence The Right of the Month and Class Charters • Continued reduction in the number of low level behaviour incidents from 2022 -23 academic year
Establish a Participatory Budget (PB) group, pupils, parents and staff to actively engage in this process including: - Partnerships with CLD, Education Scotland and local businesses to support this intervention. - Negotiate a budget with the working group to take forward ideas and interventions to address poverty of experience and poverty of aspiration.	All children feel listened to and are involved in the decision making. Opportunities are provided for all and learners' participation will increase in school and local community improving wellbeing for all Learners will feel greater equity of opportunity provided by the school	By April 2024	HT, staff, parents, CLD, Education Scotland Local businesses	• The school playground will be developed and provide the context for learning and play • Improved outcomes in Health and Wellbeing • Improved skills for learning, life and work and reaching positive destinations • Improved scores in Wellbeing questionnaire indicators • Feedback from parents, staff and pupils • Increased engagement and participation • Classroom/playground observations, learning walks

Evidence to support reduced bureaucracy/workload of teachers:
Collaborative learning time agree in WTA Working groups time agree in WTA

MORAY COUNCIL: *Education Department*

SCHOOL IMPROVEMENT PLAN

Maintenance Agenda *(to be populated at school discretion in discussion with link officer/QIM)*				
Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
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