

Priority 1

Summary of Priority: Raising attainment in Literacy and Numeracy for all through high quality learning and teaching and increased parental engagement

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	☒ <u>P1</u> : Overcoming challenges – disability, neurodiversity ☒ <u>P2</u> : Tackling child poverty ☒ <u>P3</u> : Improving CYP mental wellbeing ☒ <u>P4</u> : Strengthening family support ☒ <u>P5</u> : 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
Professional Enquiry Project – identify a key area to research, enhance teaching practice from and share based on learning from Power Up Your Pedagogy	Pupil outcomes will improve as teachers' expertise and pedagogy is more targeted, focused and specific	August 2023 – June 2024	SLT lead / All staff	Teacher confidence in the identified area chosen will increase by at least 50%, across the school this will also increase by 30% after the learning has been shared
All staff to engage in Moderation activities across the school and ASG (Lit / Num / Sci) to support TPJ	Achievement of a level will be more secure and next steps for pupils will be clearly identified	August 2023 – June 2024	All staff	All teachers will improve their confidence in identifying achievement of a level after Moderation activities, data and feedback will support this (min. 40% report increased)
All teachers to engage in and implement training and new resources to support high quality learning and teaching in Literacy and Numeracy	Learners will develop and use a range of different skills in literacy and numeracy in order to attain across the curriculum	August 2023 – Dec 2023	All Staff	Baseline and exit assessments will identify pupil progress and achievement and attainment will increase by 50% after the new resources/ training is implemented
All staff to lead a Literacy and Numeracy training session for Parents/ Carers	Strategies will be shared between school and home for consistency of approaches	Aug – Dec 2023	SLT lead / All staff	50% of families from across the school will attend these sessions, feedback will be collated and data shared with staff

Evidence to support reduced bureaucracy/workload of teachers: Time allocated in the WTA across the year for these to be led developed, evaluated and embedded by staff across the school, through the use of staff working groups, time provided by SLT for termly pupil tracking meetings to discuss pupil progress in Literacy and from the Moderation activities.

MORAY COUNCIL: Education Department

KINLOSS PRIMAY - SCHOOL IMPROVEMENT PLAN



Priority 2

Summary of Priority: Embed a progressive, dynamic and cohesive curriculum across all areas of learning in the school

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	☐ <u>P1</u> : Overcoming challenges – disability, neurodiversity ☐ <u>P2</u> : Tackling child poverty ☐ <u>P3</u> : Improving CYP mental wellbeing ☐ <u>P4</u> : Strengthening family support ☐ <u>P5</u> : Improving CECYP outcomes	☐ 2.1 ☐ 2.2 ☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5 ☐ 2.7 ☐ 2.3 ☐ 2.4 ☐ 2.5 ☐ 2.6 ☐ 3.1 ☐ 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Revisit and refresh the Curriculum Rationale	A clear and cohesive curriculum will be underpinned by the refreshed Curriculum Rationale.	Aug – Dec 2023	SLT lead / All staff	The refresh of the Curriculum Rationale will be launched across the school and all stakeholders will be aware.
Embed a cohesive and dynamic curriculum with for pupils with ASN	A targeted and bespoke curriculum will be able to provide pathways for identified pupils.	August 2023 – June 2024	SFL WG Lead / All Staff	Reporting on pupil progress will evidence the achievement made by identified pupils against IEPs and SMART targets
Staff empowered to lead and deliver high quality learning and teaching across the curriculum as they work collaboratively towards different awards	Identified year group will expand their STEM and leadership skill set through engagement in the programmes.	August 2023 – June 2024	All Staff	- The school will achieve the STEM nation award - School will achieve Digital Schools Award - School will achieve Sports Award - School will achieve Reading Schools Award
Embed further opportunities for Play across the school through IDL	Children will develop skills through play at Discovery time.	August 2023 – June 2024	Play WG / All Staff	All pupils will be able to evidence their Play experiences and skills they develop.

- Evidence to support reduced bureaucracy/workload of teachers:** *Time allocated in the WTA across the year for these to be led developed, evaluated and embedded by staff across the school, through the use of staff working groups, time provided by SLT for termly pupil tracking meetings to discuss pupil progress in Literacy and from the Moderation activities.*

