

MORAY COUNCIL

SCHOOL:



SCHOOL IMPROVEMENT PLAN 2017-18

School Vision/Values: 'to have the ability the train a kestrel'				
School Priority 1: Increase confidence in moderation and sharing standards and expectations across the authority				
NIF Priority: 1			HGIOS?4 QI: 1.3, 2.3, 3.2	
NIF Driver: Assessing Children's Progress Teacher Professional Judgement School Improvement			Moray Priority: Moderation to support pupil progress including tracking and monitoring and assessment	
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> Analyse attainment data Revisit progressions and produce revised versions with clear links to assessment tasks and expectations linked to the benchmarks Identify and visit schools who have identified very good practice Use of collegiate time for staff to develop shared understanding and share practice Trial a tracking and moderation spreadsheet alongside professional dialogue 	<ul style="list-style-type: none"> Increased confidence with pupils being aware of strengths and next steps alongside the level they are working at Learners will have clear progressive pathways which will be rich in assessment, These assessment tasks and expectations will be shared ASG wide to ensure consistency across the ASG Learners will be involved in the tracking and moderation process 	<p>August-June</p> <p>August to May</p> <p>August - June</p>	<p>All Staff</p> <p>All Staff</p> <p>HT/ Teaching Staff</p>	<ul style="list-style-type: none"> Attainment data Consistency across the ASG – SHS will let us know if levels are accurate and pupils are coming knowing themselves as a learner Feedback from parents Feedback from pupils Feedback from staff: are they more confident?
Evidence to support reduced bureaucracy/workload of teachers: more focus on professional dialogue and shared planning across the ASG schools to reduce the workload, share the load and increase staff confidence.				

School Priority 3: Health and Wellbeing across the School				
Nif Priority: Improvement in children and young people's health and wellbeing			HGIOS?4 QI: 3.1, 2.3, 2.2, 3.2, 3.3	
Nif Driver: 3			Moray Priority: Continue to support arrangements for 3-18 pathways including DYW	
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> • Look at health and wellbeing progressions and ensure we have one in school • Explore employment locally and have an awareness of skills required for local jobs • Use the poly tunnel to full potential and for young people to know and understand where food comes from – look at Farm to Fork – concentrate initially on what is growing around us. 	<ul style="list-style-type: none"> • Learners will receive a progressive health and wellbeing curriculum throughout their primary years • Learners will have an appreciation and understanding of jobs and skills of local citizens • Learners will grow and harvest their own food • Learners will have an understanding of how the food gets onto their plates. 	<p>August – June</p> <p>December</p> <p>August</p> <p>August</p>	<p>HR</p> <p>All Staff</p> <p>All staff and PP</p> <p>All staff and external business partners</p>	<ul style="list-style-type: none"> • Is there a progressive health and wellbeing progression in place? • Are the learners aware of local jobs and do they have an appreciation of skills required locally? • Have we managed to grow and harvest some food? • Learners understand how food gets from farm to plate.
Evidence to support reduced bureaucracy/workload of teachers				