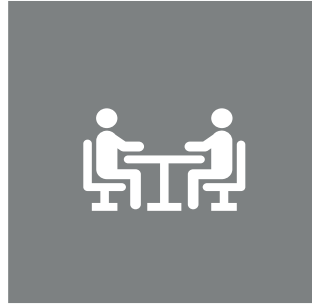





Improving Lives Together  
Ambition | Compassion | Integrity



## Quality Improvement Plan 2023-2024

SCHOOL: Kettins Primary School

SEED:

<p><u>Vision and Values</u></p> <p>Our vision is that the learning experienced by all our children enables them to develop the knowledge, skills and mindset for them to success and thrive.</p> <p>The Meigle Promise (Pride, Resilience, Opportunity, Motivation, Independence, Safety and Effort) is the collective label for our aspirational school values.</p>	<p><u>Four capacities</u></p> <p>Our curriculum will develop lifelong successful learners, confident individuals, responsible citizens and effective contributors in a global society.</p> <p>Underpinned by the four capacities, all children have appropriate opportunities to develop the skills for learning, life and work.</p>	<p><u>Principles</u></p> <p>The seven principles of curriculum design underpin all planned learning experiences and are consistently used as an integral part of the quality assurance process.</p>
<p><u>Totality of the curriculum</u></p> <p>There is a considered blend of discrete subject development and interdisciplinary learning designed around contexts which are relevant and meaningful to our children.</p> <p>Children, families, staff and our community are involved in opportunities which develop the life and ethos of the school.</p>	<p><u>Our Curriculum Rationale</u></p> 	<p><u>Learning and Teaching:</u></p> <p>All staff have a shared understanding of effective learning and teaching approaches. A variety of high-quality strategies and tools are employed to ensure that each child is engaged, challenged and enjoying their learning. These include cooperative learning, active learning, outdoor learning and use of appropriate digital technologies.</p>
<p><u>Entitlement</u></p> <p>All our children engage in learning experiences which enable them to develop their understanding of our world and Scotland's place in it, supported by their families and our community.</p> <p>Each child experiences a broad, coherent, relevant curriculum which meets their needs.</p>	<p><u>Support</u></p> <p>Support needs for each child are identified, addressed and reviewed as needed to ensure that learning experiences meet their needs and that we make best use of all available resource.</p> <p>Transition support at all levels and stages demonstrates best practice in ensuring each child is supported appropriately.</p>	<p><u>Assessment</u></p> <p>The continuous cycle of learning, teaching and assessment is built on a sound foundation underpinned by the principles of Assessment for Learning. School, LMG, PKC and national moderation processes enable us to make sound judgements about each learner's progress which is supported by a bank of good quality evidence demonstrating breadth, challenge and application.</p>

## Three Year Overview of Key School Priorities 2023-2026

2023-2024	<ul style="list-style-type: none"> <li>• Raise attainment in Writing (year 3)</li> <li>• Digital Technology- Develop skills for learning, life and work (year 3)</li> <li>• Curriculum – Redesign our curriculum rationale (year 2)</li> </ul>
2024-2025	<ul style="list-style-type: none"> <li>• Curriculum – Evaluate Change (Year 3)</li> <li>• Reading - Begin Reading Schools (Year 1)</li> <li>• Numeracy (Year 1)</li> </ul>
2025-2026	<ul style="list-style-type: none"> <li>• Reading- Raise attainment in reading across the school (Year 2)</li> <li>• Numeracy (Year 2)</li> </ul>
<p>LMG Priorities for 2023-2024</p> <ul style="list-style-type: none"> <li>• 1 + 2 (language) – continue to upskill staff and further develop a cohesive approach across the LMG.</li> <li>• Moderation – continue to develop consistency and shared expectations across the LMG.</li> </ul>	

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority One:** Raise Attainment in writing.

**Rationale:** Data analysis and self-evaluation identified spelling, grammar and punctuation, particularly for those working towards achieving First Level, as key areas for improvement.

**Overall Aim:** By June 2024, attainment in writing will increase between 5% to 10% across the school.

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs (Highlight) :

- |   |                                     |  |
|---|-------------------------------------|--|
| 1.1 Self-evaluation for self-improvement      | 1.1 Safeguarding & child Protection | 3.1 Ensuring wellbeing, Equality & inclusion |
| 1.2 Leadership of learning                    | 1.2 Curriculum                      | 3.2 Raising attainment                       |
| 1.3 Leadership of change                      | 1.3 Learning, teaching & assessment | 3.3 Increasing creativity & employability    |
| 1.4 Leadership & management of staff          | 1.4 Personalised support            |  |
| 1.5 Management of resources to promote equity | 1.5 Family learning                 |  |
|   | 1.6 Transitions                     |  |
|   | 1.7 Partnerships                    |  |

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress and Impact
By June 2024, 100% of children in P1 will be on track against P1 writing benchmarks and achieve Early Level.	All identified P1 learners can use a pencil with increasing confidence to form most lowercase letters legibly, knows the sounds of lowercase and some uppercase letters, leaves a space between words when writing words from left to right, attempts to use capital letters and full stops.	Weekly writing  Talk for writing  Targeted support  Use of PSA	Baseline assessments for each learner.  Progress against the writing benchmarks  SNSA data  Class assessment data	P1 teacher  Literacy Leader	Review approaches termly	

By June 2024, 100% of learners across the school will have increased their engagement in daily writing opportunity through the development of writing areas.	Engagement in writing increases for all learners when they have autonomy. Autonomous motivation and positive attitude towards writing will lead to better writing performance.	Develop a dedicated writing area in classes across the school  Use of stimuli  Use of visuals  Use of free time	Practitioner enquiry to be carried out in Term 2  'Storyline Approach' in Term 3- staff complete Stephen Graham training  Baseline information  SNSA data P1, P4, P7	Class teachers	Track number of learners who visit the writing area. Make small tests of change- gender? Interest?  Feedback from parents and learner about engagement and enjoyment in reading through survey.	
By June 2024, pupils impacted by covid (P4, P5) will all have achieved First Level in writing.	All identified learners will have targeted support to achieve the benchmarks of First Level Writing.	Staff training in Colourful Semantics  Support from PPST  Weekly Writing  Smart targets	Baseline information  Progress against the benchmarks	Class teachers	Review targeted interview in termly meeting with PPST and support staff	
By June 2024, pupils across the school will make more accurate use of spelling, grammar and punctuation.	All learners can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help them spell tricky or unfamiliar words.	Spelling progression  Weekly spelling words  Weekly grammar/ punctuation focus	SWST- baseline and term 4  SWRT- baseline and term 4  Progress against benchmarks	Class teachers	Moderation exercises	

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Two:** Digital skills are explicitly linked to learning, life and work through clear learning intentions and smart success criteria.

**Rationale:** Our self-evaluation tells us that digital technology is now embedded in learning and teaching. The recognition of and development of digital skills requires greater prominence.

**Overall Aim:** By June 2024, all children will be able to articulate their digital skills to life, learning and work.

### NIF Priority(Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
- Improvement in children & young people's health & wellbeing
- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
- Curriculum and assessment
- School & ELC improvement
- Performance information

### HGIOS4 QIs(Highlight) :

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership &amp; management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul> | <ul style="list-style-type: none"> <li>2.1 Safeguarding &amp; child Protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching &amp; assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul> | <ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, Equality &amp; inclusion</li> <li>3.2 Raising attainment</li> <li>3.3 Increasing creativity &amp; employability</li> </ul> |
|---|--|---|

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
By June 2024, all staff will have the confidence in their skills and abilities to experiment and create digital technology solutions. Staff will understand and demonstrate the benefits for them and learners.	Teaching and non-teaching staff will complete a digital skills audit.  CPD opportunities will be planned based on the results.	Collegiate sessions with PKC Digital Teams	Use skills audit as a baseline.  Re-do the audit in June 2024  Evaluations of CPD opportunities  Peer observations	Headteacher  All staff	Protected collegiate time  Included in ERD	

By June 2024, all children will be able to articulate their digital skills to life, learning and work.	<p>All children will make responsible use of technology.</p> <p>All children use specific skill- based vocabulary.</p> <p>All children evaluate their digital learning against clear learning intentions and smart success criteria.</p>	<p>A child friendly acceptable use policy will be created.</p> <p>A digital dictionary will be created in every class as vocabulary is learned.</p> <p>Staff will develop and share a bank of learning intentions.</p>	<p>SLT observations</p> <p>Class assessments</p> <p>Pupil use of Seesaw to celebrate skills</p>	All staff	<p>Features in short term and long-term planning</p> <p>Recorded on observation records</p>	
By June 2024, a group of learners in the school are identified as digital ambassadors.	Staff member to lead pupils in focus group work in preparation to take on the responsibilities associated. This will be sustainable for the future.	A digital committee will be tasked with leading ambassadorial work	Children will have access to and be supported in accessing and utilising How good is OUR school	SLT Child led focus group		
By June 2024, the Digital Schools Award will be achieved. We aspire to also have one device per learner.	<p>There is a digital strategy in place.</p> <p>Our digital progression is used consistently across the school. Parents access the school via digital means. Digital devices are available to all learners to enhance learning.</p>	Consistency across staff	<p>Audit of digital devices in August.</p> <p>Review completed Digital Schools audit to plan action.</p> <p>Mark progress against the Digital Schools Action Plan</p>	All staff		

## Quality Improvement Plan - Priorities and Outcomes

What are the outcomes that you plan to achieve for your children, young people and families for this session?

**Key Priority Three:** Review our current 'curriculum offer' and devise a refreshed curriculum rationale.

**Rationale:** The policy landscape in Scottish Education is changing.

**Overall Aim:** All learners will experience a refreshed curriculum which is relevant, engaging and meets their needs.

### NIF Priority (Highlight):

- Placing the human rights and needs of every child & young person at the centre of education
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- Closing the attainment gap between the most & least disadvantaged children & young people
- Improvement in skills & sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy & numeracy

### NIF Drivers (Highlight):

- School & ELC leadership
- Teacher & Practitioner professionalism
- Parent/carer involvement & engagement
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### HGIOS4 QIs (Highlight) :

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership &amp; management of staff</li> <li>1.5 Management of resources to promote equity</li> </ul> | <ul style="list-style-type: none"> <li>2.1 Safeguarding &amp; child Protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching &amp; assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnerships</li> </ul> | <ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, Equality &amp; inclusion</li> <li>3.2 Raising attainment</li> <li>3.3 Increasing creativity &amp; employability</li> </ul> |
|---|--|---|

Objective <i>What will change? When, who, what, by how much?</i>	Intended Outcomes <i>What will happen as a result of the objective?</i>	Key Improvement Activity <i>What approaches or interventions will be in place? (May be Universal or Targeted)</i>	Measures <i>How will you measure the intended outcomes?</i>	Key Personnel	Monitoring <i>Is the activity happening as planned?</i>	Progress & Impact
By December 2023, staff will have a collective understanding of desired main elements of a new rationale.	Staff will have a clear understanding of our curriculum offer.  Staff will make explicit links in planning and planning meetings to the UNCRC and DYW.	Evaluation of current curriculum Professional Reading activities  Muir "Putting learners at the centre" Hayward Review  Professional Dialogue  TRIC visits HT on TRIC development group	Staff survey  Qualitative – standard of discussion	Headteacher  Teaching staff	Termly evaluations within collegiate sessions	



By June 2024, there will be an increase in overall learner engagement and participation.	<p>Pupils will be able to articulate next steps through learning conversations.</p> <p>Pupils will be involved in target setting.</p> <p>An increase in pupil empowerment to talk about positive destinations and life after primary school.</p>	<p>Question of the Week</p> <p>Pupil focus groups</p> <p>Creation of videos</p> <p>MS Forms</p> <p>Links to school vision statement</p> <p>Learner-Led Parent Contact Sessions</p>	<p>SHANARRI Wellbeing Wheel termly</p> <p>SNSA data</p> <p>Class assessment data</p>	<p>HT</p> <p>Class teachers</p>	Ongoing gathering of evidence across the year	
By June 2024, overall attainment and achievement across the school has increased.	A shared understanding of the purpose of the curriculum closely linked to the school vision statement- pupils, parents, staff	<p>Pupil Focus groups</p> <p>Sharing of information</p> <p>DYW Week- with at least 50% of parents involved</p>	<p>Regular use of analysis suite</p> <p>SNSA data</p> <p>Class assessment data</p> <p>Wider achievement board</p> <p>Parental comments</p>	<p>Headteacher</p> <p>Class teachers</p>		