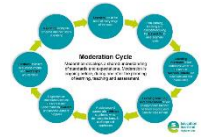




Lochside Primary School School Improvement Plan 2022-2023 Moderation



Situation: Analysis of moderation self-evaluation shows gaps in school processes across the school with some highlighted inconsistencies in practice. Analysis of school achievement data shows some identified gaps continue in reading, writing and maths. Effects of lower attendance rates due to the Covid-19 pandemic have impacted on some children’s skills, knowledge and understanding across the curriculum.

Aim: All teaching staff will have a shared understanding of moderation structures in and beyond school, ensuring robust processes are in place and embedded in the school culture. Teachers skilfully use moderation to assess and plan for improved outcomes for all learners. All learners consistently use and give feedback. Learners are involved and evaluate evidence of progress and achievement. Parents and carers have a shared understanding of the language of learning in reading.

Angus Improvement Plan: TBC

INPUTS	ACTIVITIES	OUTPUTS / OUTCOMES		
What we invest	What we do	3 months	6 months	12 months
<ul style="list-style-type: none"> ○ Head Teacher ○ Senior Leadership Team ○ Principal Teacher Family Learning ○ ASN Teaching Staff ○ Teaching Staff ○ School and Pupil Support Assistants ○ Pupils ○ Parents and Carers ○ Montrose Cluster Schools ○ Angus Virtual Schools Moderation Group ○ Data ○ SIP ○ Pupil Equity Funding ○ Resources – Professional Reading: 	<ul style="list-style-type: none"> ○ Staff have engaged in whole school and departmental moderation exercises ○ Staff have given feedback on their experiences of moderation, what worked well and what they would like as next steps ○ Staff, children and parents/carers are developing a shared language of progress in literacy and maths using Lochside Learning Pathways and developmental 	<ul style="list-style-type: none"> ○ Staff have a shared understanding of the moderation cycle ○ Staff, children and parents/carers will develop a shared language of progress in literacy and maths using Lochside Learning Pathways and developmental milestones (LI/WALT & SC/WILF) ○ Learners understand what they are learning and why across all curricular areas 	<ul style="list-style-type: none"> ○ A range of formal moderation practices across planning, teaching and assessment take place Further develop collective efficacy through collaboration: <ul style="list-style-type: none"> ○ Assessments are made &/or analysed to address gaps in learning ○ Continue to use Lochside Learning Pathways and CfE Benchmarks for pre-assessment COLD tasks and summative assessments HOT 	<p>By June 2023:</p> <ul style="list-style-type: none"> ○ All Teachers will have a shared understanding of moderation structures in and beyond Lochside ○ All Teachers will skilfully use moderation to assess and plan for improved outcomes for all learners ○ All children will consistently use and give oral/written accurate feedback across all areas of the curriculum becoming

<p>Education Endowment Fund, Education Scotland moderation resources, Hooked on Books, Primary Maths for Scotland, Outstanding Formative Assessment, Angus Schools shared Learning Pathways</p> <ul style="list-style-type: none"> ○ Time 	<p>milestones through reporting processes</p> <ul style="list-style-type: none"> ○ Staff, children and parents understand progress and have a shared language of learning which is communicated through reporting via Seesaw, Learning Conversations, Sharing the Learning events, ASN review meetings and IEPs annual reports and school communications ○ The school community works collaboratively to improve outcomes for learners, parents/carers and partners are involved in self-evaluation and decision making ○ Teaching staff have shared CLPL experiences of moderation ○ Teachers to use assessment information to plan next steps in reading with children 	<ul style="list-style-type: none"> ○ Learners are involved in planning what they learn, how they learn and how they demonstrate their knowledge, skills and abilities ○ Assessments (INCAs, SNSAs, reading, spelling, numeracy) are made &/or analysed to address gaps in learning. ○ Feedback is sought and acted on by SLT on how to improve analysis and use of data to inform planning for progress ○ Teachers use Lochside Learning Pathways and CfE Benchmarks for pre-assessment COLD tasks and summative assessments HOT tasks, feedback and next steps and progress in learning in writing and maths ○ Weekly seesaw posts of children's learning 	<p>tasks, feedback and next steps and progress in learning in writing and maths</p> <ul style="list-style-type: none"> ○ Learners receive and act on feedback related to success criteria and identified next steps ○ Weekly seesaw posts of children's learning ○ Pedagogy in effective reading and maths instruction is further developing, and staff have a shared understanding of progress through a level against Benchmarks evaluated with colleagues in reading, maths and writing ○ Teachers use professional enquiry to critically examine how teaching impacts on learners using evidence collaboratively to inform teacher judgement and next steps for learners (2.1.2) 	<p>assessment capable learners.</p> <ul style="list-style-type: none"> ○ All staff will have further developed collective efficacy to drive improvements in moderation as part of the culture of the school. ○ All staff will have improved their ability to embed feedback to drive pupil engagement and achievement across all areas of the curriculum ○ Teachers use professional enquiry to critically examine how teaching impacts on learners using evidence collaboratively to inform teacher judgement and next steps for learners (2.1.2) <ul style="list-style-type: none"> Lesson study Cycle 3/3 ○ Teachers will have concluded professional reading Hooked on Books and will measure
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	<ul style="list-style-type: none"> ○ Teachers use INCAS, SNSA and classroom assessments to plan next steps in literacy and maths ○ Teachers use data to support and moderate aspects planning, learning and assessment in literacy and maths ○ Assessment tools (INCAs, SNSAs, Numeracy Progress Checks, Reading and spelling assessments used by all staff to plan for progress and interventions ○ Teaching staff complete ASN Bids for support ○ ASN Teaching staff support Class Teachers, individual pupils and pupil groups for targeted support ○ SPSAs provide feedback to Teachers on pupils' progress against targets and next steps 	<ul style="list-style-type: none"> ○ Staff, children and parents understand progress and have a shared language of learning in reading which is communicated through reporting via Seesaw, Learning Conversations, Sharing the Learning events, ASN review meetings and IEPs ○ Learners receive and act on feedback related to success criteria and identified next steps ○ Staff seek feedback from children to create next steps for planning for learning ○ SLT seek and act on feedback from Teachers, SPSAs on CLPL, moderation and school systems ○ Feedback from parents/carers and partners is used for improvement ○ CLPL Calendar for collaborative professional reading in departments 	<p>Lesson study Cycle 2/3</p> <ul style="list-style-type: none"> ○ Family Learning opportunities are developed in partnership with parents/carers to support skills development at home and a shared language of learning in reading ○ CLPL Calendar for collaborative professional reading in departments (Hooked on Books, Cluster CLPL) developing a shared pedagogy ○ CLPL Calendar for collaborate professional learning in maths manipulatives ○ Cluster / comparator school moderation (collaborative focus TBC) ○ ASN Teaching staff use the 5 roles of an ASN Teacher to support Class Teachers to evaluate planning for progress, effective use of 	<p>impact on pupil progress in reading</p> <ul style="list-style-type: none"> ○ Teachers will have developed core pedagogical approach in maths and reading and this will be consistently applied ○ SLT will seek and act on Teacher's feedback to planning processes <p>Learners:</p> <ul style="list-style-type: none"> ○ Will have regained any lost learning as a result of the impact of Covid-19 and be on track to make good progress in literacy and numeracy ○ Will have greater ability to use self, peer and teacher feedback to further develop skills as assessment capable learners using moderated Lochside Learning Pathways ○ Learners' interests are considered at the planning stage, they contribute to the
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	<ul style="list-style-type: none"> ○ Feedback from parents/carers and partners is used for improvement ○ KWL Grids are used and reviewed to plan interdisciplinary and context plans ○ A manageable, useful and comprehensive approach to assessment is used and embedded into school processes ○ Assessment feeds into long and medium-term plans. There is a shared understanding of Es & O's and National Benchmarks used in Lochside Progression Pathways in literacy, maths and health & wellbeing ○ QAMSO network 	<p>(Hooked on Books, Cluster CLPL) developing a shared pedagogy</p> <ul style="list-style-type: none"> ○ Teachers use professional enquiry to critically examine how teaching impacts on learners using evidence collaboratively to inform teacher judgement and next steps for learners (2.1.2) <p style="text-align: center;">Lesson study Cycle 1/3</p> <ul style="list-style-type: none"> ○ All teaching staff have shared CLPL experiences of moderation in lesson planning for progress in reading and maths progression pathways and PMFS resources ○ All teaching staff have shared CLPL experiences of excellent learning planning High Quality Daily Teaching '5 a day approach' 	<p>differentiated materials, IEPs and effective use of interventions (inc. precision teaching and symphony maths)</p> <ul style="list-style-type: none"> ○ Evidence of progress and achievement is gathered by staff and pupils 	<p>planning process about what and how they learn</p> <ul style="list-style-type: none"> ○ Learners are involved in gathering evidence (appropriate to age and stage) and are aware of their progress and what they need to do for continued progress and achievement <p>Families:</p> <ul style="list-style-type: none"> ○ Will have the opportunity to improve their skills to support their children develop their ability to use feedback using a shared language of learning with a developing understanding of skills and knowledge to support learning at home ○ Evidence of learning linked to learning intentions and success criteria is shared regularly via Seesaw, IEPs, Learning Conversations and
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		<ul style="list-style-type: none">○ Teachers to use assessment data including INCAS, SNSA and cold & hot tasks to identify gaps and next steps○ Assessment calendar followed by all staff○ Teaching staff will complete ASN Bids for support○ ASN Teaching staff use the 5 roles of an ASN Teacher to support Class Teachers with planning for progress, differentiated materials, IEPs and effective use of interventions		<p>Annual Reports. Learners have identified and acted on next steps.</p> <p>Evidence: A wide range of evidence is gathered over time demonstrating breadth, challenge and application over a range of contexts. Teachers, pupils and families understand the purpose of this to demonstrate progress, achievement and next steps.</p>
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Assumptions: Teaching staff allocation will remain static. ASN teaching staff will support Class Teachers to develop differentiated learning and resources to remove barriers to learning and meet pupil's needs. Continued focus to raise attainment in reading and Maths to address gaps in skills and knowledge due to the effects of Covid-19 Pandemic. Belief that learners will respond favourably to use of feedback. Staff confidence in using research, best practice, teacher professional judgement and moderation. Angus QAMSO network support.		External Factors: Social factors, health factors (individual and national), political environment (local/national), outside initiatives/policies.			
Measurements towards aim:					
3 months		6 months		12 months	
Process	Concept	Process	Concept	Process	Concept
Learning Visits Term 1 Pupil focus groups September Parent/carer focus groups September Focus: Feedback	Is a 'Feedback Culture' developing throughout all stages?	Pupil Learning Council Parent/carer focus groups Evidence is gathered	Do pupils have greater ability to use self, peer and teacher feedback to further develop skills as assessment capable learners using moderated Lochside Learning Pathways? Are pupils' interests considered at the planning stage? Do they contribute	Staff moderation questionnaire Teachers use reflective questions during moderation workshops Moderation workshops in writing and maths	Do we have a shared understanding of moderation processes within and out with the school? Do we have a shared understanding of progress in reading, writing and maths across the school?

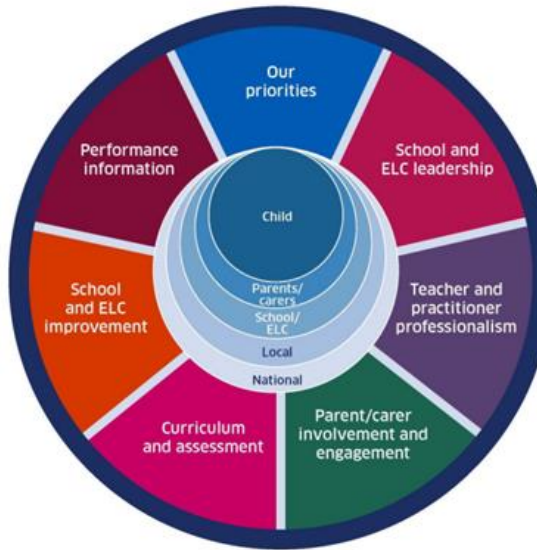
PRD process	to develop professional practice?		to the planning process about what and how they learn?	Staff feedback from CLPL, planning conversations, assessment calendar, PAT meetings and reporting processes	Do SLT seek and act on feedback on school processes?
Planning Conversations	Do Planning conversations support learning and teaching to ensure breadth, depth and application across the curriculum	Moderation workshop in reading planning and maths	Do we have a shared understanding of progress in reading across the school?	Pupil Learning Council	Do pupils routinely receive and use feedback, which is timely, relevant and identifies next steps?
Planning for Achievement & Tracking (PAT) meetings & analysis	Do PAT meetings focus on the learning journey of each pupil and identify group/whole class gaps and next steps?	CLPL Maths planning using Primary Maths for Scotland	Do we have a developing understanding of planning for progress in maths using a shared resource and targeted interventions	Parent/carer focus groups	Are pupils becoming assessment capable learners as appropriate to age/stage of development?
IEP Moderation	IEPs: Moderated to ensure effective evaluation and SMART targeting	Teacher's use of reflective questions during moderation workshops	Do we use effective feedback linked to success criteria to help pupils become assessment capable learners?	Lesson Study 3/3 Final evaluations and feedback on process	Can teachers articulate an enhanced and critically informed understanding of the role of theory and research in the practice?
Bids Process: Data analysis of baseline assessments. Pupils identified for interventions (Nessy, Symphony Maths, Maths recovery, Precision Teaching, Nurture, Lego Therapy, differentiated	Do pupils, parents/carers know what children are learning, how they are doing and what next steps are?	Planning for Achievement &	Is attainment over time is showing accelerated progress for identified pupils to reduce gaps in skills and knowledge?	Staff questionnaire and focus group	Are teachers and school leaders using the 'five-a-day' approach to promote good teaching for all pupils, including those with SEND?

<p>curriculum &/or resources)</p> <p>Teacher professional judgements on pupil achievement September</p>	<p>Are targeted interventions planned to support accelerated progress for vulnerable learners?</p> <p>Are we raising the attainment of our most able learners?</p>	<p>Tracking (PAT) meetings & analysis</p> <p>Bids process review</p> <p>Teacher professional judgements on pupil achievement Jan/Feb</p> <p>Planning Meetings</p>	<p>Are all pupils making continued progress to meet or exceed the moderated level?</p> <p>Do planning meetings provide opportunities for supportive professional dialogue?</p> <p>Are targeted interventions supporting accelerated progress for vulnerable learners?</p> <p>Are we raising the attainment of our most able learners?</p> <p>All teaching staff, working in pairs or small groups to identify reading research lessons for lesson study cycle (2/3 lessons)</p>	<p>Planning for Achievement & Tracking (PAT) meetings & analysis</p> <p>Teacher professional judgements on pupil achievement May</p> <p>A range of evidence is gathered</p> <p>Use of Hot and Cold Tasks to inform planning and assessment</p> <p>Bids process review</p>	<p>Are teachers able to make reliable professional judgements using pupil assessment information and CfE Benchmarks?</p> <p>Is attainment over time is showing accelerated progress for identified pupils to reduce gaps in skills and knowledge?</p> <p>Are all pupils making continued progress to meet or exceed the moderated level?</p> <p>Are targeted interventions supporting accelerated progress for vulnerable learners?</p> <p>Are we raising the attainment of our most able learners?</p> <p>Measure progress in:</p>
<p>Moderation Workshop - reading</p>	<p>Are teachers building confidence in their professional judgements as pupils progress through Lochside Learning pathways</p>				
<p>Pupil and parent/carer focus groups and survey September</p>	<p>Do we have a shared understanding of skills and knowledge required for reading?</p> <p>Pupil Engagement: Do pupils have intrinsic motivation, curiosity and build</p>	<p>Lesson Study 2/3 research questions discussion, analysis of pedagogy and</p>			

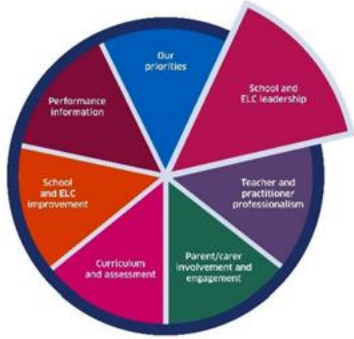
	their sense of passion and purpose for reading, writing and maths?	impact on pupil learning		<p>Pupil and parent/carer focus groups and survey May</p> <p>Staff gather a range of evidence over time for evaluation and moderation from Seesaw, Assessment Folders and subject jotters May</p>	<ul style="list-style-type: none">○ Families have developed a shared language of learning and the skills & knowledge required for reading?○ pupil engagement. Pupils have intrinsic motivation, curiosity and build their sense of passion and purpose for reading, writing and maths○ Evidence of learning is linked to LI & SC and is consistently shared via Seesaw which demonstrates the thread of learners' journey○ Evidence over time is gathered in class assessment folders and subject jotters
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Achieving Excellence and Equity 2022 National Improvement Framework

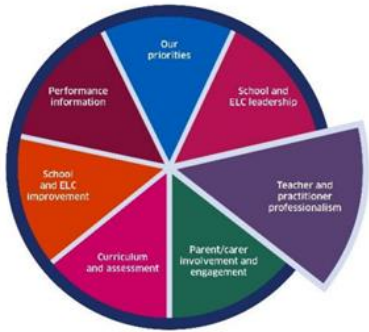
<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>



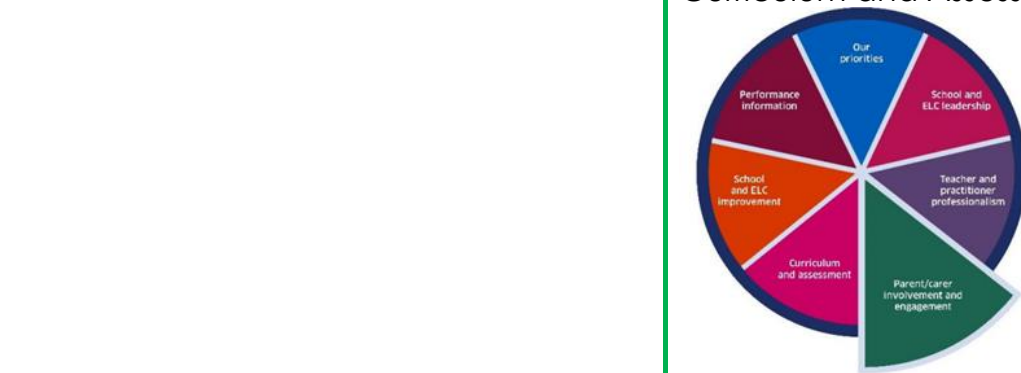
Collaborative Practice



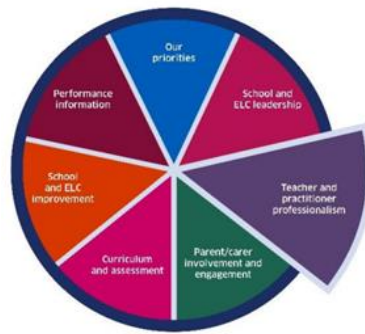
School and ELC Leadership



Teacher and Practitioner Professionalism



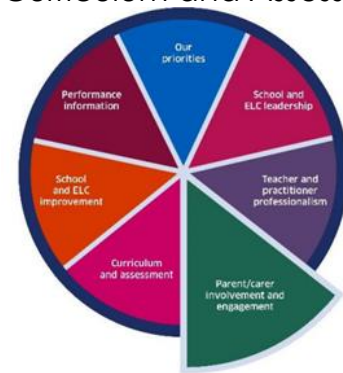
High Quality Learning and Teaching



Teacher and Practitioner Professionalism



Curriculum and Assessment



Parent/carer Involvement and Engagement

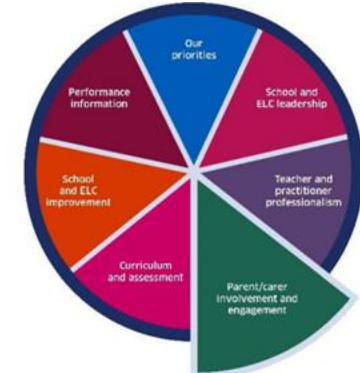
Use of Data to Measure Progress



Performance Information



Curriculum and Assessment



Parent/carer Involvement and Engagement

Supporting documents:

Education Scotland National Improvement Hub

<https://education.gov.scot/improvement/search/?orderBy=relevance&originSubsite=NationalImprovementHub&query=Moderation>

GTCS Professional Standards for career long professional learning: 2.1.1, 2.1.2, 2.1.4, 3.1.1, 3.1.2, 3.1.4, 3.2.1, 3.2.2, 3.3.1, 3.3.2

<https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/>

Education Endowment Foundation Planning guide for Schools, High Quality daily teaching: the 'five-a-day' approach Page 9.

https://d2fic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1654771867

HGIOS?4 https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf

HGIOS?4 Quality Indicators:

HGIOS? 4 - QI 1.1 Self-evaluation for self-improvement

Teachers use a range of different assessments to measure children's progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards

How do we know that the changes we have made have improved outcomes for children?

HGIOS? 4 - QI 1.3 Leadership of change

How well do we create collaborative conditions for staff to learn with and from others through critical enquiry?

HGIOS? 4 – QI Leadership of learning

How effectively do we share our individual and collective learning across the school?

To what extent do we critically engage with research policy sources and developments in learning and teaching?

To what extent do we support children and young people to take responsibility for their own learning and progress?

HGIOS? 4 – QI 2.3 Learning, teaching and assessment

How well are we enabling learners to become independent learners and develop the four capacities?

How well do we communicate the purpose of learning and give effective explanations for all learners?

How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?

How effectively do we involve learners and parents in planning and evaluating learning?

How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

HGIOS? 4 – QI 2.4 Personalised support

Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners?

HGIOS 4 - QI 2.5 Family learning

How well are families supported in developing strategies which lead to positive relationships, better learning (and better behaviour)?

How is family learning improving their capacity to learn?

How are we ensuring that provision is responsive to the needs of families?

HGIOS? 4 – QI 2.7 Partnerships

How effectively do we support parents and carers to participate in, contribute to and understand their child's learning? How effectively do we communicate about progress, attainment and achievement?

HGIOS? 4 – QI 3.2 Raising attainment and achievement

How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?

How well is assessment evidence used to inform teacher judgements?

SIP Evaluation:

Department / Stage	Date	Activity	What is happening in school? How well are we doing? What is working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area? Who can we work with?
3 Months Self-Evaluation (Sept-Dec)					
Department / Stage	Date	Activity	What is happening in school? How well are we doing? What is working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area? Who can we work with?
Nursery					
ASN	EC LM SS 15.12.22 LD 19.12.22	<ol style="list-style-type: none"> 1. Moderation of planning and IEPs. This includes working with colleagues from other schools. 2. All stakeholders are developing a shared language of learning. 3. School community works collaboratively and are involved in self-evaluation. 	<ol style="list-style-type: none"> 1. Targets are SMART and demonstrating learners are progressing. 2. Daily Seesaw use and good engagement in the 3- way learning conversations and IEPs. 3. ASN classes very visible and mobile within 	<ol style="list-style-type: none"> 1. IEP targets are being achieved and learners are making progress. 2. Parent feedback – survey results, comments at parents' night and on seesaw. Learners accompanying parents at parents' night 	<ol style="list-style-type: none"> 1. Develop a tracker for milestones and assess IEPs and how communication targets can be included in them efficiently. 2. Continue with sharing the learning activities and seesaw posts. Encourage

		<ol style="list-style-type: none"> 4. Use of pathways/milestones and SCERTS targets. 5. Assessment feeds into long- and short-term planning. 6. Precision Teaching being used to raise attainment with certain pupils. 	<p>the school, accessing lunch hall/assembly/playground and mainstream classes when appropriate. ASN teachers working collaboratively to plan/implement and assess learning.</p> <ol style="list-style-type: none"> 4. New form of planning has been shared and implemented across all ASN classes. 1 teacher is taking part in SCERTS pilot. Milestone tracker is currently being looked at. 5. IEP trackers, Numeracy progress checks and literacy checks being used to inform planning. 6. Precision Teaching is up and running within P2 and P3. Children are engaged and enjoying the activities provided. ASN 	<p>and showing their work. (GDE)</p> <ol style="list-style-type: none"> 3. Learners are growing in confidence when moving around the school and engaging with mainstream children and adults. This includes when out in the community. 4. See records for planning discussions and green folders. 5. Most, if not all learners are showing progress. 6. Children are making steady progress and class teachers are seeing the impact within the classroom. Evidence is being tracked on probe sheets. 	<p>parents who are not engaged in seesaw to join.</p> <ol style="list-style-type: none"> 3. Continue to organise opportunities. 4. Work as a department, planning collegiately. 5. Continue to track. 6. Continue to track and monitor activities.
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			teachers working collaboratively to implement and assess.		
P1 & P2	14/12/22 KC, FG, LS & MB	<ul style="list-style-type: none"> 7. Whole school moderation of reading. MB 8. All stakeholders are developing a shared language of learning. 9. School community works collaboratively and are involved in self-evaluation. 10. Use of pathways 11. Assessment feeds into long-term planning 	<ul style="list-style-type: none"> 1. It was clear to see the play based pedagogy continuing from P1 to P2. 2. Literacy and numeracy SeeSaw posts and 3-way learning conversations. 3. Increased involvement in school life e.g. open afternoons, community learning etc. 4. Planning is being kept up to date and shared and moderated between stages. 5. Numeracy progress checks and literacy checks being used to inform planning. 	<ul style="list-style-type: none"> 1. See moderation evaluations. 2. Parent feedback – survey results, comments at parents night. Learners growing in confidence at parent's night. 3. Positive feedback from parents, events are well-attended. 4. See planning discussion records. 5. Majority of pupils are showing progress. 	<ul style="list-style-type: none"> 1. Progress to written comprehension. 2. Continue with sharing the learning activities. 3. Continue to organise opportunities. 4. Continue to plan collegiately 5. Continue to monitor

P3		<ol style="list-style-type: none"> 1. Whole school moderation of reading. MB 2. All stakeholders are developing a shared language of learning. 3. School community works collaboratively and are involved in self-evaluation. 4. Use of pathways 5. Assessment feeds into long-term planning 	<ol style="list-style-type: none"> 1. Play based pedagogy continuing from P1 to P2. 2. Whole class reading activities using XXXX beginning to use these independently. 3. Literacy and numeracy SeeSaw posts and 3-way learning conversations. 4. Increased involvement in school life e.g. open afternoons, community learning etc. 5. Planning is being kept up to date and shared and moderated between stages. Numeracy progress checks and literacy checks being used to inform planning. 	<ol style="list-style-type: none"> 1. See moderation evaluations. 2. Parent feedback – survey results, comments at parents night. Learners growing in confidence at parent's night. 3. Positive feedback from parents, events are well-attended. 4. See planning discussion records. 5. Majority of pupils are showing progress. 	<ol style="list-style-type: none"> 1. Assess self-directed learning for evidence of holistic improvements particularly with self-regulation and social skills. 2. Continue with sharing the learning activities. 3. Continue to organise opportunities. 4. Continue to plan collegiately 5. Continue to monitor
P4	15/12/22 OO, SC, ST, AP	<ol style="list-style-type: none"> 1. Whole school moderation of reading. 2. All stakeholders are developing a shared language of learning. 3. School community works collaboratively and are involved in self-evaluation. 4. Use of pathways 	<ol style="list-style-type: none"> 1. Reflective Reading Task Maps with different levels of challenge. Daily Reading circles. P4 2. Literacy and Numeracy language of learning shared via Seesaw and 3-way learning conversations. Whole class reading/literacy 	<ol style="list-style-type: none"> 1. See moderation evaluations. 2. Parent feedback – survey results, comments to class teachers at parents' night. Learners growing in confidence discussing their learning at parent's night. 3. Positive feedback from 	<ol style="list-style-type: none"> 1. To begin to complete task maps as an independent and self-directed task. P4 2. Continue to share language of learning via our seesaw posts. Begin to involve children in this process. 3. Plan to organise our second sharing the

		<p>5. Assessment feeds into long-term planning</p>	<p>activities based on class novel.P4</p> <p>3. Open afternoons and sharing the learning events with family. Parent surveys through email/parents evening.P4</p> <p>4. Planning is up to date and shared during stage partner planning meetings. Moderation throughout stages is undertaken where appropriate. P4</p> <p>5. Cold tasks are used to gauge prior knowledge and hot tasks are used to determine learning that has taken place. Progression checks are regularly used where appropriate. Predictions, INCAS, SNSA results used to inform planning. P4</p>	<p>parents, events are well attended with every child having someone. P4</p> <p>4. See planning discussion records.</p> <p>5. Progress is regularly monitored, and next steps are discussed with each child individually. Pupils are beginning to become more confident in using the language of learning to share their next steps. These next steps determine planning for progression and challenge.</p>	<p>learning event through our Vikings topic and our evening performance of an Easter show.</p> <p>4. Continue to plan collegiately, where appropriate.</p> <p>5. Continue to use next steps to plan for future learning and monitor pupil progress through hot and cold assessments and pupil feedback.</p>
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<p>P5 & P5/6</p>		<ol style="list-style-type: none"> 1. Whole school moderation of reading and comprehension. 2. All stakeholders are developing a shared language of learning. 3. School community works collaboratively and are involved in self-evaluation. 4. Use of pathways 5. Assessment feeds into long-term planning 6. 	<ol style="list-style-type: none"> 1. Reflective Reading Task Maps with different levels of challenge. P5 Whole class Ninja comprehension focussing on different comprehension skills. P5/6 2. Sharing language of learning through weekly seesaw posts. Use of language during 3-way learning conversations. 3. Open afternoons and sharing the learning events with families. 4. Planning is being kept up to date and shared during planning meetings. Moderation happening between stages where appropriate. 5. Progression checks being used as appropriate. Cold and Hot Tasks used in different curricular areas. 	<ol style="list-style-type: none"> 1. See moderation evaluations. 2. Parent feedback – survey results, comments to class teachers at parents' night. Learners growing in confidence discussing their learning at parent's night and completing sheets beforehand. 3. Positive feedback from parents from our sharing the learning event (see feedback sheets). Excellent feedback on our Christmas show and pupils very keen and engaged. 4. See planning discussion records. 5. Progress is monitored regularly, and next steps are discussed with the children. Pupils are becoming more confident in using the 	<ol style="list-style-type: none"> 1. Continue to embed Task Maps into weekly learning. 2. Continue to share language of learning via our seesaw posts. 3. Plan to organise our final sharing the learning event 4. Continue to plan collegiately, where appropriate. 5. Continue to monitor pupil progress through assessments and pupils feedback.
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				language of learning and sharing their next steps.	
P6	14.12.22 (AT)	<ol style="list-style-type: none"> 1. Learners are involved in planning what they learn, how they learn and how they demonstrate their knowledge, skills and abilities. (AT) 2. Learners receive and act on feedback related to success criteria and identified next steps. (AT) 3. Assessment used to inform planning. 4. Learners understand what they are learning and why across all curricular areas.(AT) 5. Using 5 a day approach in teaching.(AT) 	<ol style="list-style-type: none"> 1. Learners were involved in the planning stage of IDL and developed their interests in the IDL. Showed skills through performance, writing, developing cross curricular skills. (AT) 2. Learners are learning skills of Self/Peer/Teacher assessment based on the SC. (AT) 3. SWRT, INCAS, SWRT, Prodigy Maths, symphony Maths, Nessy, hot and cold tasks, formative assessments allow for effective modification on planning and more production use of time. (AT) 4. Completion of weekly reflection of their learning grids in class.(AT) 	<ol style="list-style-type: none"> 1. Feedback from parents and carers. Ability to talk freely about their learning.(AT) 2. Marked improvement in the detail of the assessment and up levelling in the hot task to meet the SC.(AT) 3. More time spent on key areas or where gaps are noticed through assessments. Targeting teaching time. Bronze/Silver/Gold challenges allowing all learners to see progression. (AT) 4. Class is becoming more proficient and detailed in completing the learning and being able to identify what they need to work on.(AT) 5. Pupils able to choose tasks independently 	<ol style="list-style-type: none"> 1. Continue to offer ways to develop the 4 capacities and link with partnerships through areas like DYW.(AT) 2. Develop skills through WAGOLL to help with assessment in key areas.(AT) 3. Concentrate on the language of Numeracy through literacy to develop skills in real life problem solving. (AT) 4. Start learning conversations in term 3 with pupils to encourage deeper reflection.(AT) 5. Develop skill in metacognition and self-regulation within the classroom. (AT)

			5. Scaffolding, ICT, explicit instruction and flexible grouping used.(AT)	and then move within these tasks to challenge themselves. Use of ICT to improve learning and teaching.(AT)	
P7	14.12.22 (SR LT)	<ol style="list-style-type: none"> 1. Teachers use data to support and moderate aspects planning, learning and assessment in literacy and maths. 2. Whole school reading moderation. 3. Assessment feeds into long-term planning. 	<ol style="list-style-type: none"> 1. SNSAs, SWST, SWRT, Progress Checks, cold and hot tasks, classroom assessment, collegiate collaboration with stage partner, learner feedback. 2. Whole staff participated in moderation activity linked to comprehension. Progression could be seen throughout the school. 3. Highlighting of progression pathways, identifying gaps and planning accordingly. 	<ol style="list-style-type: none"> 1. Progression through pathways, confidence in tasks, work in jotters, when asked children all know their next steps and are confident in working towards achieving it. 2. The activity highlighted areas for whole school development. 3. Evident in work that gaps are being addressed. 	<ol style="list-style-type: none"> 1. Pupil surveys linked to attitude and confidence at beginning and end of topics. Increasing awareness of benchmarks and progression pathways. 2. Moderation with secondary colleagues to see progression into third level. 3. Long term small groups focussed on specific success criteria.
SLT					
Pupil Evaluations					

Parent/carers Evaluations					
Partner Evaluations					
6 Months Self-Evaluation (Jan –March)					
Department / Stage	Date	Activity	What is happening in school? How well are we doing?	How do we know?	What are we going to do now?

			What is working well for our learners?	What evidence do we have of positive impact on learners?	What are our improvement priorities in this area? Who can we work with?
Nursery					
ASN	22.02.23 (EC & LM) 22.02.23 LD	<ol style="list-style-type: none"> 1. Moderation of Seesaw. 2. Moderation of tracking. 3. Precision Teaching. 	<ol style="list-style-type: none"> 1. Whole school moderation activity. Self-evaluation against whole school expectations for staff. Compared examples of seesaw posts for every stage and staff completed next steps for how they would enhance their seesaw practice. Everyone is using Seesaw. ASN classes posting more than once a week due to the needs of our learners. 2. Miss Mclean to moderate tracking tool for milestones. This is liaison with colleagues across Angus. 3. Targeted intervention from Precision Teaching within P2 and P3 has seen 	<ol style="list-style-type: none"> 1. Progression is clearly visible for all learners across the curriculum. This includes our focus on communication and community learning. Feedback from parents is positive and frequent with most reporting that seesaw posts are used to discuss learning at home. Learners are happy and taking pride in the positive feedback from parents about their progress. 2. N/A at this time. 3. Teachers have seen an improvement in reading and writing activities with the children who have received support. 	<ol style="list-style-type: none"> 1. Improve consistency in the inclusion of explicit Learning Intentions and Success Criteria on seesaw posts. Additionally, providing next steps where appropriate. 2. N/A at this time. 3. Time will now be made available to target interventions for children within P4.

			improvements within reading and writing. P4 will now have Precision Teaching time set aside for certain children.		
P1	22.02.23 LS and FG	1. Moderation of Seesaw	1. Whole school moderation activity. Self-evaluation against expected use before comparison of activities throughout the school. Everyone is using SeeSaw. Both classes achieving individual and group/class posts weekly. 2. Some children are beginning to link their learning to see progress and explain their learning journey.	1. We could see the progression throughout the school. Clear to see children's progress and voice. 2. Children enjoy looking through green folders, seeing their work on display and discussing what they are now achieving.	1. Continue to use shared language of learning to communicate with families. 2. Children to become more confident explaining their learning and next steps.
P2	22.02.2023 MB & LE	1. Moderation of SeeSaw	1. Whole school moderation activity. Self-evaluation against expected use before comparison of activities throughout the school. Everyone is using SeeSaw. Both classes achieving one individual and	3. We could see the progression throughout the school. Clear to see children's progress and voice. 4. All children beginning to understand the meanings of the terms hot and cold tasks and are beginning to be able to explain this.	3. Continue to use shared language of learning to communicate with families. 4. Children to become more confident explaining their learning and next steps. 5. Children to provide verbal feedback regarding

			<p>one class post per week. Learners enjoy seeing work on big screen and discussing with family at home.</p> <ol style="list-style-type: none"> 2. Hot and cold tasks collegiately planned. 3. Children can link their learning to see progress and are beginning to explain their own journey. 4. 	<p>Some are now able to use this information to identify appropriate challenge levels of task.</p> <ol style="list-style-type: none"> 5. Children enjoy looking through SeeSaw and green folders and discussing what they are now achieving. 	<p>development – more explicit formative assessment.</p>
P3	22.02.2023 NM, KD, JM	<ol style="list-style-type: none"> 1. Moderation of SeeSaw 2. Assessments to address gaps in learning 3. 	<ol style="list-style-type: none"> 1. Whole school moderation exercise raised awareness of importance for Learners becoming more competent with posting and evaluating own work. 2. Hot and cold tasks in Numeracy as per PMFS; continual teacher assessment; self-assessment through traffic light slips 	<ol style="list-style-type: none"> 1. Whole school progression across Seesaw reporting was evident. 2. Children becoming confident in the use of hot and cold tasks, understanding the reasoning behind it 	<ol style="list-style-type: none"> 1. Aware of importance of communicating children's next steps in posts. More aware of showing progression within posts. 2. Continue with hot/cold tasks, KD looking into using same sheets for hot/cold tasks so children correct previous errors and visually see progress.
P4	22.02.23 OO, AP	<ol style="list-style-type: none"> 1. Moderation of Seesaw 	<ol style="list-style-type: none"> 1. Whole school moderation exercise, where 	<ol style="list-style-type: none"> 1. Progression is clear through all stages. 	<ol style="list-style-type: none"> 1. Continue to use shared language of learning. Pupils

		<ol style="list-style-type: none"> 2. Assessment of gaps in learning, 3. 	<p>learning intention, success criteria and next steps are identified by the class teacher. Feedback through individual comments is given to each child. Positive feedback from parents and carers.</p> <ol style="list-style-type: none"> 2. Hot and cold tasks used across curriculum to identify gaps and adjust planning to ensure learning is appropriate. 3. Learners receive individual feedback on a variety of different tasks and can act upon this using success criteria provided. 	<ol style="list-style-type: none"> 2. Children becoming more confident in use of cold and hot tasks and the reason behind use this. Children can clear identify their own next steps in learning from reflecting on their cold task. 3. Pupils continue to self-assess work against the success criteria that is agreed upon. 	<p>encouraged to reflect on their own work through comments under the Seesaw post.</p> <ol style="list-style-type: none"> 2. Children to continue to use hot and cold tasks and further develop their own self-assessment and next steps for future learning. 3. Pupils to begin to create their own individual next steps and share these via Seesaw.
P5 & P5/6	22.02.2023 KG	Modertation of Seesaw	<ol style="list-style-type: none"> 1. Whole school moderation exercise, with next steps identified by class teachers after comparing with other classes 	<ol style="list-style-type: none"> 1. Progression was evident through the stages. 2. Children have a good understanding of what hot and cold are and the reasoning 	<ol style="list-style-type: none"> 1. Conintue to use a shared language of learning with parents. Pupils to use own voice more. 2. Children to build up using hot

			<p>throughout the school.</p> <p>Both classes posting twice weekly, across a variety of curricular areas.</p> <p>Postitive feedback from parents regardining use of Seesaw.</p> <p>2. Hot and cold tasks used across both classes to ensure learning is appropriate.</p> <p>3. Learners receive feedback in a variety of curricular areas and beginning to act upon this, using the success criteria given.</p>	<p>behind this. They can use their cold tasks to identify next steps in learning within spelling.</p> <p>3. Pupils to continue to self-assess their learning and identify next steps using the success criteria given.</p>	<p>and cold tasks to identify next steps in other curricular areas.</p> <p>3. Pupils to begin to share their own next steps on Seesaw.</p>
P5/6					
P6	22.2.23	Moderation of Seesaw	<p>Whole school moderation exercise.</p> <p>Collaboration with colleagues.</p> <p>Going forward aim to include pupil voice in next steps.</p>	<p>More opportunities for children to interact with parents.</p> <p>Positive feedback.</p>	<p>Ll, SC and next steps.</p> <p>Chn record own next steps using voice tools.</p> <p>Develop self assessment skills.</p>
P7	22.2.23	1.Moderation of Seesaw	<p>1.Whole school moderation exercise identified next steps for staff in relation to reporting to parents.</p> <p>Posting across the curriculum and including pupil voice.</p>	<p>1.Our Seesaw posts are more regular, varied and effective. Learners have more opportunities to discuss learning with caregivers and parents are more aware of learning and teaching within class.</p>	<p>1.Include more Seesaw activities as tasks throughout the curriculum. Ensure variety of posts across the curriculum.</p> <p>Encourage use of Seesaw station.</p>

		<p>2.Learners receive and act on feedback related to success criteria and identified next steps</p> <p>3.Learners are involved in planning.</p>	<p>2.Weekly literacy focus groups and reading feedback forms ensure learners know their next steps and are confident working towards them.</p> <p>3.Learners are involved in planning learning before IDL topics and regularly choose how to present their learning. Pathways have been discussed with the classes.</p>	<p>2.Learners can discuss next steps across literacy and can confidently discuss progress, giving examples of this progress from within their work to support the discussion.</p> <p>3.Learners are engaged in topics. Tasks with choices in method provide creative opportunities that learners are keen to take.</p>	<p>2.Continue to develop this awareness and confidence across the curriculum. We are working with Montrose Academy staff to ensure correct levels of challenge and appropriate next steps for our learners who are moving into third level work.</p> <p>3.Involve learners in other planning across the curriculum.</p>
SLT					
Pupil Evaluations					

Parent/carers Evaluations	
Partner Evaluations	

9 Months Self-Evaluation (April – May)

Department / Stage	Date	Activity	What is happening in school? How well are we doing? What is working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area? Who can we work with?
Nursery					
ASN					
P1					
P2					
P3					
P4					

P5					
P5/6					
P6					
P7					
SLT					

Pupil Evaluations

Parent/carers Evaluations

Partner Evaluations

Term 4 Self-Evaluation

Department / Stage	Date	Activity	What is happening in school? How well are we doing? What is working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area? Who can we work with?
Nursery					
ASN					
P1					
P2					
P3					
P4					
P5					
P5/6					
P6					
P7					
SLT					

Pupil Evaluations

Parent/carers Evaluations	
Partner Evaluations	