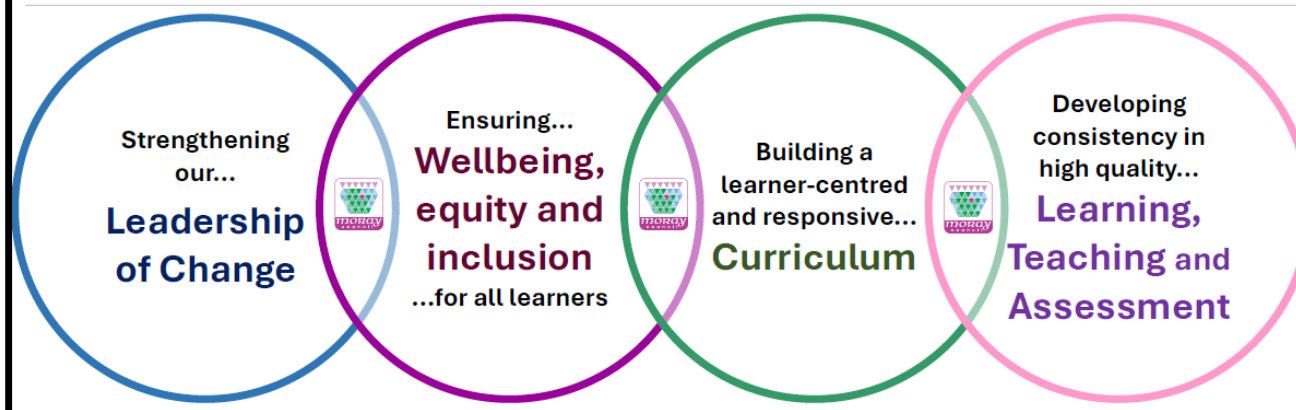


Moray Education

Strategic Priorities | 2025-2028



School Improvement Plan

Session:	2026-2027
School:	Aberlour Primary
Plan term:	☒ 1 year ☐ 2 years ☐ 3 years

Rationale for Change – Session 2026-27

Following an Education Scotland inspection in March 2026, the identified areas for improvement have directly informed our improvement priorities for session 2026–2027.

1. Developing and strengthening play pedagogy in P1 to ensure children experience high-quality child-led and adult-initiated play which enhances and extends their learning.
2. Enhancing learning, teaching and assessment through a focus on effective questioning and learner target setting to improve consistency, pace and challenge. Staff will engage with Education Scotland’s developing Curriculum Improvement Cycle to strengthen their understanding of progression and of what children should know, understand and be able to do at each stage.
3. Strengthening learner participation and ownership of learning will empower children to take a more active role in leading their learning, understanding their progress and identifying their next steps.

Priority 1

Summary of Priority:

Developing and strengthening play pedagogy in P1 to ensure children experience high-quality child-led and adult-initiated play which enhances and extends their learning.

Key links to Moray Education Priority Area(s):

- ☒ Leadership of Change
- ☒ Wellbeing, equity and inclusion

- ☒ Curriculum
- ☒ Learning, Teaching and Assessment

- ☒ Self-evaluation for self-improvement

NIF Priorities:	Corporate Plan 2024-2029:	Children’s Services Plan:	HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at the 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 achievement, particularly in Literacy and Numeracy	☒ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☐ Build thriving, resilient, empowered communities	☐ P1: Tackling child poverty ☒ P2: Improving the mental and emotional wellbeing of C&YP and their families ☐ P3: Keeping C&YP Safe ☐ P4: Strengthening family support ☒ P5: Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	☐ 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 Evidence will be triangulated across learner voice, direct observation, learning evidence and quantitative data where appropriate to evaluate the quality, consistency and impact of improvement actions and identify next steps.
<i>High-quality play pedagogy</i>				
Shared understanding of high-quality play pedagogy Develop a shared understanding and approach to learning through play using national guidance from Education Scotland's Leading Play Pedagogy in Primary 1 professional learning.	Children experience consistently high-quality, purposeful learning through play, with appropriate opportunities to lead, explore, investigate and extend their learning.	Aug–Sept	Senior Leadership Team All staff	- Staff survey - Learning walks and observations demonstrate an increasingly consistent shared approach to high-quality play pedagogy in P1. - Staff can confidently articulate the principles of effective play pedagogy and demonstrate these consistently in practice. - Learner observations demonstrate high levels of engagement, independence, curiosity and sustained involvement in learning.
Professional learning – observation and adult interactions Provide professional learning on play pedagogy observation and adult interactions.	Children's thinking, language and understanding are increasingly extended through skilled, responsive adult interactions during play.	Aug–May	Senior Leadership Team	- Observations and peer visits demonstrate increasingly skilled and purposeful adult interactions which extend children's thinking and learning. - Adults make effective use of observation, questioning and dialogue to identify and respond to children's learning.

				Evidence demonstrates that adult interactions provide appropriate support and challenge for individual learners.
Indoor and outdoor environments Audit and enhance indoor/outdoor play environments.	Children experience stimulating, accessible and inclusive indoor and outdoor environments which promote independence, creativity, curiosity and sustained engagement..	Sept–Oct	All staff	- Environment audits and observations demonstrate measurable improvements in the quality and accessibility of learning environments. - Learner observations demonstrate increased independence, choice, creativity and sustained engagement. - Resources and spaces are used purposefully to support and extend learning across the curriculum..
Planning from observations and children's interests Plan learning from observations and children's interests.	Children experience responsive and appropriately challenging learning which builds on their interests, prior learning and individual needs.	Throughout session	All teaching staff	- Planning demonstrates that observations are used effectively to identify and respond to learners' needs and next steps. - Observations and learning evidence demonstrate appropriate progression and challenge for individual learners. - Staff can demonstrate how observations of learning have informed subsequent provision and teaching..
Balance of approaches to play Balance child-initiated, adult-initiated and adult-led play.	Children increasingly demonstrate independence, confidence and ownership of their learning through an effective balance of child-led, adult-initiated and adult-led experiences	Throughout session	All staff	- Learning walks and observations demonstrate an appropriate and increasingly consistent balance of child-led, adult-initiated and adult-led learning. - Learners demonstrate increasing independence, decision-making and ownership within their learning. - Staff adapt the balance of provision responsively according to identified learning needs..

Parental engagement Engage parents through open classroom events.	Children benefit from strengthened home-school partnerships and increased shared understanding of how learning through play supports progress and development	Termly	All teaching staff	- Parent feedback demonstrates increased understanding of the purpose and value of play pedagogy. - Participation in open-classroom opportunities increases over the session. - Parent and staff feedback provides evidence of strengthened partnership in supporting children's learning..
Evidence of impact/self-evaluation to be gathered in respect of the actions noted above: HGIOS?4 Health Checks and HIOURS activities Learning walks and classroom observations Peer observations and coaching records Planning and jotter scrutiny Learner voice and learning conversations Staff self-evaluation and professional learning evaluations Staff & Parent survey feedback Tracking and attainment data Attendance at parental engagement events				

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Priority 2

Summary of Priority: 2.

Enhancing learning, teaching and assessment to improve consistency, pace and challenge through

- Revisiting and embedding the Aberlour Primary Standard for learning and teaching
- Effective questioning
- Learner target setting.
- Staff engagement with Education Scotland's developing Curriculum Improvement Cycle

Key links to Moray Education Priority Area(s):

- ☒ Leadership of Change
- ☒ Wellbeing, equity and inclusion

- ☒ Curriculum
- ☒ Learning, Teaching and Assessment

- ☒
- Self-evaluation for self-improvement

NIF Priorities:		Corporate Plan 2024-2029:		Children's Services Plan:		HGIOS?4 QIs:		
☒ Placing human rights and needs of every child and young person at the 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 achievement, particularly in Literacy and Numeracy		☒ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☐ Build thriving, resilient, empowered communities		☐ <u>P1</u>: Tackling child poverty ☒ <u>P2</u>: Improving the mental and emotional wellbeing of C&YP and their families ☐ <u>P3</u>: Keeping C&YP Safe ☐ <u>P4</u>: Strengthening family support ☒ <u>P5</u>: Overcoming challenges faced by C&YP and families who experience disability or neurodiversity		☐ 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		
						Evidence will be triangulated across learner voice, direct observation, learning evidence and quantitative data where appropriate to evaluate the quality, consistency and impact of improvement actions and identify next steps.		
Consistent application of Aberlour Primary's Learning and Teaching Standards								

Aberlour Primary Learning and Teaching Standard Revisit and relaunch the Aberlour Primary Learning and Teaching Standards to ensure a shared understanding of expectations across all staff.	Learners experience consistently high-quality learning and teaching across the school, characterised by high expectations, appropriate pace and challenge and clear understanding of learning.	August–September	Senior Leadership Team	- Quality assurance demonstrates increasingly consistent implementation of the Aberlour Primary Learning and Teaching Standard across all classes. - Learner voice demonstrates that children experience consistently high expectations, appropriate challenge and engaging learning. - Staff self-evaluation and observations demonstrate increased confidence translating into improved and more consistent classroom practice.
Learning intentions, success criteria, metaskills and feedback Embed consistent use of learning intentions, success criteria, metaskills and effective feedback across all classes.	Learners understand what they are learning, why it is important and what successful learning looks like, and increasingly use this understanding to take ownership of their progress	Throughout session	All teaching staff	- Most learners can explain what they are learning, how they will know they have been successful and what they need to do next. - Learning observations demonstrate that learning intentions and success criteria are used purposefully to support learning rather than simply displayed. - Learner conversations demonstrate increasing understanding and application of metaskills. - Planning, observations and learning evidence demonstrate increasingly consistent practice across classes.
Effective feedback Improve consistency of written and verbal feedback and provide regular opportunities for children to respond to feedback	Learners understand how to improve their work and increasingly use feedback independently to make improvements and progress in their learning.	Throughout session	All teaching staff	- Jotter scrutiny and observations demonstrate increasingly consistent, high-quality written and verbal feedback which identifies clear next steps. • Most learners can explain how feedback has helped them improve their learning. • Learning evidence demonstrates that learners routinely act upon feedback and can identify improvements they have made as a result.
<i>Effective questioning.</i>				
Professional learning in questioning	Learners experience increased cognitive	Throughout session	All teaching staff	Learning observations demonstrate increasingly consistent use of higher-order

Provide professional learning using Power Up Your Questioning to develop higher-order questioning, wait time, probing questions and dialogic teaching.	challenge and participate more actively in discussion, reasoning and higher-order thinking.			questioning, appropriate wait time and probing questions. - Learner responses demonstrate greater depth, reasoning and ability to explain and justify thinking. - Learner voice demonstrates increased confidence and participation in classroom dialogue. - Staff evaluation demonstrates increased confidence in using questioning responsively to assess understanding and extend learning..
Whole-school questioning framework Develop a whole-school questioning framework based on Power Up Your Questioning, by Bruce Robertson and embed effective questioning within formative assessment and feedback.	Learners confidently explain, justify, challenge and extend their thinking through increasingly rich classroom dialogue..	Throughout session	All teaching staff	- Learning observations demonstrate increasingly consistent application of the agreed Aberlour Questioning Framework across classes. - Learners provide increasingly extended responses and explain the reasoning behind their answers. - Classroom dialogue demonstrates increased learner-to-learner interaction rather than predominantly teacher-led questioning. - Questioning is used effectively to identify misconceptions and inform appropriate next steps in teaching.
<i>Learner target setting</i>				
Self- and peer-assessment Embed regular opportunities for self- and peer-assessment using success criteria and feedback.	Learners increasingly evaluate the quality of their own and others' learning, recognise progress and identify what they need to do to improve.	Throughout session	All teaching staff	- Learning evidence demonstrates increasingly consistent and purposeful self- and peer-assessment across classes. - Most learners can use success criteria to evaluate their learning and identify appropriate next steps. - Learners increasingly act upon feedback and assessment to improve the quality of their work.
Whole-school target setting	Learners understand their current strengths, targets and next steps	Throughout session	Senior Leadership Team	Most learners can confidently explain their current learning targets, the progress they are making and their next steps.

Introduce a consistent whole-school approach to learner target setting and learning conversations.	and increasingly take responsibility for monitoring and improving their own learning.		All teaching staff	- Learning conversations demonstrate increased learner ownership and understanding of progress. - Targets are appropriately challenging, meaningful and informed by assessment evidence. - Evidence demonstrates that targets are reviewed and adapted in response to learner progress.
Monitoring target setting Monitor the quality of learner target setting through learning walks, planning scrutiny and pupil voice	Learners experience an increasingly consistent and effective approach to target setting which supports appropriate challenge and improved progress.	Termly	Senior Leadership Team	- Termly quality assurance demonstrates increasing consistency and effectiveness of target setting across classes. - Learner voice demonstrates that most children understand the purpose of their targets and how these support improvement. - Tracking and learning evidence demonstrate that identified next steps inform teaching and support learner progress.

Engagement with Education Scotland's Curriculum Improvement Cycle resources to support curriculum review, design, implementation and continuous improvement.

Curriculum Improvement Cycle Engage with Education Scotland's Curriculum Improvement Cycle to review and refine the school curriculum.	Learners experience an increasingly coherent, relevant and progressive curriculum which builds effectively on prior learning and supports appropriate progression for every child.	Throughout session	All staff	- Professional dialogue and self-evaluation demonstrate increased staff understanding of curriculum progression and what learners should know, understand and be able to do at each stage. - Staff engage meaningfully with emerging Education Scotland Curriculum Improvement Cycle materials and use these to evaluate current provision. - Curriculum review identifies strengths and clearly defined areas for improvement. - Agreed improvement actions inform future curriculum design, planning and progression
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Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

HGIOS?4 Health Checks and HIOURS activities

Planning scrutiny

Moderation records

Benchmark tracking data
Learning walks and classroom observations
Learner voice
Staff self-evaluation
Tracking and attainment data.

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Priority 3					
Summary of Priority: 3. Strengthening learner participation and ownership of learning will empower children to take a more active role in leading their learning, understanding their progress and identifying their next steps.					
Key links to Moray Education Priority Area(s):		☒ Leadership of Change ☒ Wellbeing, equity and inclusion ☐ Curriculum ☒ Learning, Teaching and Assessment ☒ Self-evaluation for self-improvement			
NIF Priorities:		Corporate Plan 2024-2029:		Children's Services Plan:	
☒ Placing human rights and needs of every child and young person at the 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 achievement, particularly in Literacy and Numeracy		☐ Tackling poverty and inequality ☐ Build a stronger greener vibrant economy ☒ Build thriving, resilient, empowered communities		☐ P1: Tackling child poverty ☐ P2: Improving the mental and emotional wellbeing of C&YP and their families ☐ P3: Keeping C&YP Safe ☐ P4: Strengthening family support ☒ P5: Overcoming challenges faced by C&YP and families who experience disability or neurodiversity	
HGIOS?4 QIs:					
☐ 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			
		Evidence will be triangulated across learner voice, direct observation, learning evidence and quantitative data where appropriate to evaluate the quality, consistency and impact of improvement actions and identify next steps.			

Northern Alliance Toolkit and baseline • Use the Northern Alliance Toolkit – Theme - Learning, Participation and Ownership of Learning to develop a shared understanding of meaningful learner participation and ownership. • Audit current practice using the toolkit and identify strengths and areas for development.	• Learners experience increasingly consistent and meaningful opportunities to participate in, influence and take ownership of their learning..	Aug-Oct	Senior Leadership Team All teaching staff	• Baseline and follow-up evaluation demonstrate measurable improvement in learner participation and ownership across the school. • Staff and learners demonstrate a shared understanding of meaningful participation and learner agency. • Identified areas for development result in clear changes to classroom and whole-school practice.
Voice, choice and agency in learning • Develop consistent opportunities for learners to make choices, contribute to decisions and influence their learning. • Strengthen opportunities for learners to evaluate learning and teaching and identify what helps them learn effectively. • Develop learners' understanding of themselves as learners, including strengths, progress and next steps.	• Learners increasingly exercise meaningful voice, choice and agency and develop a stronger understanding of themselves as learners, including their strengths, progress and next steps	Throughout session	Senior Leadership Team All teaching staff	• Learner voice, learning conversations and observations demonstrate increased learner influence over learning. • Most learners can confidently discuss their strengths, progress, next steps and the approaches which help them learn effectively. • Learning observations demonstrate increased opportunities for learners to make meaningful choices and decisions about their learning. • Learners can provide examples of how their views have influenced learning and teaching
Participation in school improvement • Increase meaningful opportunities for learners to contribute to school improvement and decision-making. • Make visible to learners what has changed as a result of their participation and feedback. • Use the Northern Alliance toolkit, learner voice, learning conversations and quality assurance to evaluate progress.	• Learners feel listened to, valued and empowered to influence change and develop confidence, responsibility and leadership through meaningful participation in school improvement	Throughout session	Senior Leadership Team All teaching staff	• Learner voice demonstrates that most children feel their views are listened to, valued and acted upon. • Learners can identify specific examples of changes to learning or school improvement resulting from their participation. • Evidence demonstrates increased breadth and quality of learner participation in decision-making across stages. Follow-up evaluation using the Northern Alliance Toolkit demonstrates clear progress from the baseline.

Evidence of impact/self-evaluation to be gathered in respect of the actions noted above:

HGIOS?4 Health Checks and HIOURS activities

Learner voice surveys and focus groups

Norther Alliance evaluations

Planning scrutiny

Quality assurance activities (learning walks and observations)

Participation and leadership records

Rights Respecting Schools and Eco-Schools evidence (where appropriate)

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Maintenance Agenda <i>(to be populated at school discretion)</i>				
Maintenance priorities/critical actions	Key outcomes for learners	Timescales	Responsible	Measures of success
<i>Eco-Schools Green Flag</i>				
Collate evidence and submit the Eco-Schools Green Flag application.	Learners contribute to achieving Green Flag accreditation and recognise the impact of their actions.	August - October	Eco Coordinator All teaching staff	Green Flag application submitted and accreditation achieved
Develop the leadership and agency of the Eco Group.	Learners develop leadership, teamwork and active citizenship skills.	Throughout session	Eco Coordinator	Eco Group leads initiatives and influences whole-school practice.
Co-create and launch a new Eco-Code, sharing it with the wider school community.	Learners promote environmental responsibility across the school and community.	August - December	Eco Group & Eco Coordinator	Eco-Code is created, displayed and shared with pupils, families and partners.
<i>Rights Respecting Schools</i>				
Elect a new Rights Respecting Schools group and develop pupil leadership.	Learners develop leadership, confidence and responsibility	August - October	Rights Coordinator	Rights group established and leading initiatives
Gather evidence and record actions to support Rights Respecting Schools re-accreditation.	Learners recognise the impact of their actions in promoting children's rights.	Throughout session	Rights Coordinator	Evidence portfolio completed to support re-accreditation

Promote children's rights, global citizenship, equality and social responsibility through whole-school learning.	Learners demonstrate respect, inclusion and an understanding of global issues and children's rights.	Throughout session	Rights Coordinator All teaching staff	Increased learner understanding evidenced through pupil voice and learning
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