

Summary: Key School Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p>Recovery from Covid-19 School Closures:</p> <ol style="list-style-type: none"> 1) Health and wellbeing 2) Recovery of learning, teaching and assessment 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation) 	<ul style="list-style-type: none"> • <i>use recovery curriculum effectively</i> • <i>put in place interventions to support children in their learning</i> • <i>establish learning through play focus in early primary</i> • <i>address and reduce the attainment gap</i>
<p>Develop teaching, assessment and moderation approaches in writing from early to second level.</p>	<ul style="list-style-type: none"> • <i>Continue to develop talk for Writing Strategies at all levels of school</i> • <i>Develop writing skills progressively from early to second level</i> • <i>Improve engagement in writing at all levels</i>

In-depth action plan #1

Recovery from Covid-19 School Closures

Linked to QIs/Themes

- 2.2- curriculum
- 2.3- learning, teaching and assessment
- 2.4 – personalised support
- 2.7 – partnerships
- 3.1- ensuring wellbeing, equality and inclusion
- 3.2- raising attainment and achievement
- 3.3 – increasing creativity and employability

Linked to National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy ☒
- Closing the attainment gap between the most and least disadvantaged children ☒
- Improvement in children and young people's health and wellbeing ☒
- Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒

Linked to National Improvement Drivers

School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒
School Improvement ☒ Performance Information ☒

Linked to Highland Council's 4 Key Priorities

Aspiration, attainment and performance ☒

Integration, inclusion and partnerships ☒

Curriculum and pedagogy ☒

Leadership and career-long professional learning ☒

What do we aim to improve for learners?

- 1) Health and wellbeing post-Covid-19
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/school closure)
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Measurable targets for success

- 1) Establish targets for improvement based on initial surveys of children/young people and staff regarding how they are feeling, using the wellbeing indicators. Base targets on what appear to be the most vulnerable aspects of the wellbeing indicators.
- 2) Establish targets for adjusting classroom practice based on discussion with staff/children/young people and families on the recovery of literacy, numeracy and HWB.
- 3) Establish targets identified from summative and formative assessment and information based on staff discussion about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc)

What actions will we undertake?

HWB

1. Pupils complete Stirling HWB Questionnaire with P4-7 in Term 1 to provide a baseline of their emotional wellbeing. This will be revisited in Term 3 and Term 4 to ensure appropriate interventions are implemented, and also to measure impact.
2. All pupils from P1-P7 will complete HWB wheels, reflecting on SHANARRI indicators. This information will provide teachers with a steer to identify needs and focus points/lessons within the class.
3. Involve outside agencies, such as CSW, school nurse, PMHW, Ed Psychologist, Practice Lead when necessary and with specific pupils from information gathered.
4. HWB lessons in classes will form a large part of the curriculum in all classes from Nursery to P7, addressing physical, emotional and mental wellbeing.
5. Teachers will be following the Healthy Schools Scotland HWB planner to ensure progression, depth and breadth across all stages.
6. Focus SHANARRI indicator of the month will be focused on across all stages of school and be a focus of whole school assemblies
7. Staff will be trained in Emotionworks in February and strategies from this will be introduced during Terms 3 and 4, with the view to embedding this the following session.
8. Completion of Resilient Kids at P1, P4 and P7.
9. Work towards Silver Rights respecting Schools Award

Learning, Teaching and Assessment

1. Baseline assessments have been undertaken in literacy and numeracy. Information gathered will form the basis of planning and identify gaps in learning
2. HC Literacy recovery plans are being followed at all stages of school, with group and individual targets identified, interventions put in place and reflected on.
3. Education Scotland numeracy recovery plan and school planning documents being followed as above.
4. Digital learning will continue to be used in school to embed the use of digital technology as an integral part of teaching and learning.
5. Additional chrome books will be used to support digital learning across the school and at home.
6. Establish a learning through play focus in P1/2, following ongoing leadership, training and development.

Who will lead this?

HWB

1. Class teachers/PSA – August/September, February and May
2. Class teachers/PSA – August/September, February and April
3. HT and Class Teachers/EYPs - ongoing throughout year
4. Class teachers/EYPs – ongoing
5. Class teachers/EYPs – ongoing
6. HT/ Class teachers/EYPs – ongoing – new focus each month
7. All staff – Term 3 & 4, led by Emotionworks trainer
8. Class teachers and CSW – between January and June
9. P6/7 class teacher and class to lead – ongoing throughout year

1. Class teachers/EYPs- August/Sept
2. Class teachers – ongoing from Term 1
3. Class teachers – ongoing from Term 1
4. Class teachers – ongoing from Term 1
5. Chrome books issued to P4 & P5 pupils- Sept 20
6. P1/2 class teachers- JW & JM – ongoing from term 1

Attainment in Session 2020/21

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| <ol style="list-style-type: none">1. Teacher judgement of levels from February 2020's attainment meetings and other assessment information from session 2019-20 will be used in conjunction with current assessment and teacher judgement to identify where children are at with their learning. This will identify any new and widened gaps.2. SNSA will be completed with P4 and P7 in term 23. SNSA will be completed with P1 in Term 44. InCAS will be completed with P6 in Term 25. SPP data will be completed in November and May6. Data Analysis from dashboard reflected upon, in relation to current cohorts – P3 and P6 from P1 and P4 data.7. Gaps which are highlighted by assessment information will be addressed through class teacher planning and interventions. PEF interventions will support this, e.g. Lexia, PSA input, Power of 2. | <ol style="list-style-type: none">1. HT/Class teacher – ongoing progress meetings each term2. PT/Class teachers- discuss with HT3. PT/Class teachers- discuss with HT4. PT/Class teachers- discuss with HT5. Class teachers6. HT – Term 2
7. HT/PT/Class teachers- termly |
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Expected resource needs

- Emotionworks – training and resources – paid last year (£1200)
- InCAS – approximately £10.50 per child – 19 P6 pupils (£199.50)
- Additional chrome books provided by Scottish Government funding

Monitoring and evaluation procedures for the School Improvement Plan

How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?

- Pupils will be confident when talking about feelings and emotions and will be able to rationalise theses. Progression will be shown in HWB wheels/questionnaires. Pupils will be confident in explaining the SHANARRI indicators.
- Diagnostic assessments, teacher judgement and data collected throughout the year.
- Identified gaps will be reduced due to interventions put in place to support individuals and groups.

Who will lead this monitoring and evaluation?

- Class teachers and HT – June 2021
- Class teachers and HT – June 2021
- Class teachers and HT – termly

In-depth action plan # 2

Developing teaching, assessment and moderation approaches in writing from Early to Second Level.

(carried over from 2019-2020)

Linked to QIs/Themes:

- 2.3 Teaching, learning and assessment
- 3.2 raising attainment and achievement
- 2.2 Curriculum
- 3.3 Creativity and Employability

Linked to National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Linked to National Improvement Drivers

School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress

School Improvement Performance Information

What difference will it make for learners?

1. Equity of teaching and learning approaches to writing from Early to Second Level and beyond
2. Opportunities for all pupils to experience writing in different genres
3. Pupils will be given opportunities to express how and what they want to learn in writing
4. Pupils will know and understand different skills associated with writing and be able to apply these in context
5. Through the writing process pupils will be able to identify their next steps for improvement
6. Pupils will have opportunity in the writing process to self and peer assess
7. Implementation of methodologies and Talk for Writing will result in better learner engagement and progression through CfE levels
8. Planning, Assessment and moderation of writing within school will strengthen consistency of teacher judgement of CfE levels
9. Increased attainment in writing, particularly at middle stages

Success criteria

1. Staff will plan and assess writing experiences to meet the needs of all learners
2. Staff will plan and deliver a range of writing experiences in different contexts
3. Pupils will have an active voice in lessons
4. Pupils will be able to apply their knowledge of skills and features of writing
5. Learners will have a clearer picture of what they are expected to learn, recognise when they are doing well and what they need to do to improve
6. Pupils will be confident in using self and peer assessment based on success criteria
7. All learners will be engaged in the writing process
8. Staff will gain confidence in using a variety of methodologies to increase learner engagement in the writing process
9. Learners, staff and parents will have a clearer understanding of standards in writing across all levels
10. Teacher judgement of CfE levels will show an increase in number of pupils achieving a level

What exactly are we going to do?

1. Use collegiate time to plan implementation of Talk for Writing strategies
2. Nursery staff to develop wide range of mark making experiences to engage children with
3. Words up strategies to be embedded in nursery to aid literacy development and ensure children are able to express themselves with a wide vocabulary
4. Nursery staff to ensure literacy experiences provide the building blocks for the writers of the future
5. Pupils and staff from P1-P4 to use agreed school actions for story words
6. Staff and pupils to look at creativity within writing in order to engage more reluctant learners, eg look at use of ICT to aid writing, connecting to real life contexts
7. Staff to use ASG writing folder as starting point for creating a clear example of children's work throughout the levels

Who will lead this? (detail of responsibilities and timescales)

1. All teaching and nursery staff- Collegiate
2. Nursery staff & HT- ongoing
3. Nursery staff- ongoing
4. Nursery staff- ongoing
5. P1-4 pupils and staff – ongoing
6. All teaching and nursery staff, pupil discussion
7. HT & all staff – ongoing

- 8. Staff to moderate pupils' writing at school
- 9. Pupil council to gather pupil opinion and views about what makes exciting writing lessons

- 8. School– once per term from T2
- 9. Pupil Council – Term 3

Staff wellbeing and pastoral support implications

Use protected collegiate times tied in to the working time agreements and agreed before the session starts.
Use INSET time to develop

Creativity opportunities:

open-mindedness problem-solving curiosity and imagination

Expected resource needs (including costings if applicable)

- Beaulieu Writing progression pathways for early, first and second levels
- Steps to success- Highland Literacy Progression
- Words Up materials
- Emerging Literacy materials
- Photographed story actions for classes
- Talk for Writing Resources- fiction and non-fiction resources- to come from school budget
- Collegiate sessions within school
- Learners literacy jotters/examples of written work
- ASG writing folder

Monitoring and evaluation procedures for the School Improvement Plan

How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?

- Pupils will be confident in sharing their writing targets from P3-P7
- Level of engagement in writing will have increased, particularly in upper stages and with boys
- Variety of descriptive language used in fictional writing will have increased at all stages
- Assessment of 'cold tasks' will show improvement over the year
- Writing will take different 'forms' across school, e.g. use of technology and varying contexts

Who will lead this monitoring and evaluation?

- Class teachers – from Term 2
- Class teachers/HT/Pupil Council – ongoing/termly/Term 4
- Class teachers/HT – ongoing/termly
- Class teachers – termly
- Class teachers - termly

