



Balmerino Primary School and Nursery Class School Improvement Plan 2021-22

Drafted in June 2021, published in September 2021.

Our School. Our Future.

Context

This document should be read alongside the Standards and Quality Report.

Session 2020-21 has been a complex year for the school. An inspection was cancelled in March 2020 due to the Covid-19 Pandemic and a new headteacher was appointed in August 2021. This represented a change for the school as we now have a joint headteacher whereas the school had been used to a teaching head. During the session, we have all recognised the need to continue to improve our work alongside the need to provide the best experiences we could for our learners in the context of Covid-19 restrictions and a second period of remote learning. We have worked hard as a team and with parents and pupils to establish an aspirational Vision, Values and Aims Statement: Our School. Our Future.

Our work in session 2020/21 has led to the establishment of 3 Improvement Priorities for this coming year:

- Raising Attainment for an identified group of learners (P2-7)
- Developing Progressive Pathways (focus on Technologies, Social Subjects, Numeracy, Literacy)
- Learning, Teaching and Assessment in Writing P1-7

These are broad priorities as this point and will likely narrow down as 2021-22 progresses.

Moving into session 2021-22, we are excited to have considerable additionality within our teaching staff team. This has been possible due to the deployment of a probationer and to our use of the Education Recovery Fund given to our school. This increased resource will be used to help address the areas identified in this document but also to ensure that we meet the Health and Wellbeing needs of our pupils by ensuring we have a progressive approach to Outdoor learning and Bikeability and that interventions are in place to support wellbeing (e.g. Kitbag and Lego Therapy). These areas are not improvement areas so much as they need to be addressed to ensure pre-Covid provision is fully returned. We will be engaging with our cluster schools over a project to support a target group of learners with body image.

Our Nursery benefits from a consistent staff team and from a very good outdoor space. We recognise that transition opportunities were reduced last year both for pupils coming into Nursery in August 2021 and for those moving onto P1. Supporting transitions is, therefore, an important part of our work at the start of session 2021-22 and we are using some additional budget to fund time for our EYOs to work in P1/2. There is also a focus in Nursery on developing

the outdoor space and the Technologies curriculum this year. Nursery Staff will be involved in Action Plans 1 and 2 below and it is probable that work being done to share eLips and BASE between Nursery and P1 will impact in the long term on Action Plan 3. We recognise that last year did not give the opportunities we wanted to engage with evaluative exercises (it was a year of recovery) and this year will see an increased focus on this which will likely lead to us identifying areas for change and implementing work as indicated. This will be recorded and evidenced through (for example) nursery minutes, displays, communication with parents and pupil voice.

Our focus QIs across the whole school are: 1.3 Leadership of Change, 2.3 Learning, Teaching and Assessment, 3.1 Ensuring Wellbeing, Equity and Inclusion, 3.2 Raising Attainment/Securing Children's Progress, 2.2 Curriculum

Action Plan 1: Raising Attainment for an identified group of learners (P2-7)

This Action Plan is also our Pupil Equity Fund Plan.

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People All teaching staff
<p>We have identified target groups of learners whose progress is not meeting the national expectations. We are going to work as a team to identify and address barriers to progress. This will involve making greater use of data to measure success and inform next steps. We will consider any poverty related attainment gap as part of this work. This universal element will be work carried out at a whole school level (Nursery-P7) as it will inform future work and interventions.</p>	<p><u>Targeted</u> Support for learning consultations will have a focus at looking at the data associated with those not on track and to plan measureable interventions.</p>	<p>Targets will be set for individual pupils and groups with reference to prior attainment data and identifying a measurable next step.</p>	<p>Support for Learning Consultations will be held at start of Term 1, end of Term 2 and end of Term 3. 3 hours of collegiate time have been allocated for these meetings and a further 6 for staff to use flexibly through the year to consult with SfL and additionality teachers.</p>	<p><u>Targeted</u> We will gather data regarding individual pupil's progress against measureable targets.</p>	<p>Links to HGIOS4/ELC: 3.2 Raising Attainment and Achievement/ Securing Children's Progress</p>
	<p><u>Universal</u> We will review and share good practice around our use of the data gathered from eLips, Base and SNSA and make better use of this to inform target setting.</p>	<p>Achieving these targets will impact positively on CFE declarations as a whole, over time.</p>	<p>We have additional teacher allocation from Education recovery Fund and deployment of a probationer. We have used PEF funding for additional PSA hours.</p>	<p><u>Universal</u> We will continue to build our tracking system to evidence all learners progress</p>	<p>NIF Priority: Improvement in Attainment, particularly in numeracy and literacy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>
				<p>We will gather views of parents/carers and pupils thorough individual conversations as well as monitoring exercises (surveys/focus groups/sampling exercises)</p>	<p>NIF Driver: Performance Information</p>

Action Plan 2: Developing Progressive Pathways (focus in Technologies, Social Subjects, Numeracy, Literacy)

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Re sources	How we will gather evidence of our success/what evidence will we gather?	Responsible People
<p>We recognise the need to ensure our learners build on prior learning and have a cohesive experience of the curriculum as they move through the school and particularly when they move onto having a new teacher. We have developed an overview of our curriculum and this has helped us to develop social subjects and technologies as a starting point for this work. We also recognise the importance of Numeracy and Literacy as core areas. Our work this year to introduce a guided reading approach and to develop a spelling pathway and writing expectations will be implemented next year and we will also review our whole school approach to conceptual understanding of numeracy.</p>	<p>Carry out a Technologies audit in Nursery and re-resource or introduce new practice as indicated.</p>	<p>Shared methods of planning and recording will ensure a cohesive experience for children as they move through the school and prevent any implementation dip as they move to a new teacher.</p>	<p>August 2021: P1-7 teachers will agree planning and tracking methods to be implemented through the year and nursery team will begin Technologies audit.</p>	<p>Professional Dialogue</p> <p>Analysis of tracking documents</p>	<p>Teaching Team Nursery Team</p>
	<p>Implement curriculum overview throughout the whole school (possibly including impact on intentional promotions in Nursery and including sharing of practice from Nursery into P1 re responsive planning and tracking.)</p>	<p>In June 2022, there will be clearly tracked information for each children on their progress and experiences to inform their next steps in August 2022 – this system will be sustained.</p>	<p>Social Subject and rolling programme will be ready to implement in August 2022.</p>	<p>It is likely that as part of the development of planning and tracking, we will develop ways to share targets with parents and we will seek their feedback on this.</p>	<p>Links to HGIOS4/ELC: 2.2 Curriculum</p>
	<p>Engage with Social Subject and Technology Es and Os to develop an effective rolling programme in these areas.</p>	<p>For one block of time, SfL teacher will work across whole school to team teach numeracy to assess cohesiveness of approaches. Implement Literacy approaches developed this year across P1-7. (links to Action Plan 3)</p>	<p>Literacy Approaches will be implemented through the year and reviewed in term 3.</p>	<p>Learner and parental feedback on their experiences.</p>	<p>NIF Priority: . Improvement in Attainment, particularly in numeracy and literacy</p>
<p>Develop P1-7 trackers to record pupil progress through the curriculum and inform next steps (links to Action Plan 1 and Action Plan 3) Within Nursery we will be implementing the new PLJ format.</p>		<p>SfL teachers numeracy block is TBC</p>		<p>NIF Driver: School Improvement</p>	

Action Plan 3: Learning Teaching and Assessment of Writing in P1-7

Rationale (Why this area is a priority)	Actions	Expected Outcome (What will be different)	Timescales/Resources	How we will gather evidence of our success/what evidence will we gather?	Responsible People Teaching Staff Team
<p>Just as we recognise the need for consistent approaches to the curriculum, so we recognise the need for consistent approaches to learning, teaching and assessment to allow us to effectively measure progress as our learners move through the school and so that they experience a consistent quality of learning and teaching which allows them to develop and progress reflective skills as learners.</p> <p>We are focussing specifically on writing because we recognise within our CfE data that it remains an area for improvement. Once approaches within writing have been developed we will extend outwards to other areas.</p>	<p>Teaching staff will engage with the Moderation Cycle to discuss and share good practice in Learning, Teaching and Assessment. This will lead to the development of a shared standard across the school. We will continue to develop and implement our Learning, Teaching and Assessment strategy, begun in 2020-21 with a continued focus on writing.</p> <p>Karen Napier (QAMSO) will feedback to staff on the examples of quality assessment she has observed on Webinars and we will use this to continue to develop our approaches to writing and to developing pupil voice within planning.</p>	<p>There will be shared approaches to the teaching of writing across the school.</p> <p>We will develop a clear picture of all learners' progress within writing.</p> <p>Pupils will be well motivated to write and will have ownership of their planning.</p> <p>Pupils will be able to articulate their next steps in writing.</p> <p>We will be achieve our NIF stretch target of 75.3% in Writing.</p>	<p>We will implement the work already agreed upon from August.</p> <p>Further work will begin in Term 2 to have allowed initial work to bed in.</p>	<p>Professional Dialogue</p> <p>Evidence in lessons of moderation cycle in action</p> <p>Analysis of Tracking</p> <p>Pupil Voice</p>	<p>Links to HGIOS4/ELC: 2.3 Learning, Teaching and Assessment</p> <p>NIF Priority: . Improvement in attainment, particularly in literacy and</p> <p>NIF Driver: Assessment of children's progress</p>