



National Improvement Framework Priority: Improvement in children and young people's health and wellbeing				
Focused Priority: Further develop a shared understanding and approach to Emotional Wellbeing and Inclusion at Balmullo PS and Nursery Class				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
<p>QI 3.1 Ensuring wellbeing, equality and inclusion (KEY QI)</p> <ul style="list-style-type: none"> Wellbeing Inclusion and Equality <p>QI 2.4 Personalised Support</p> <ul style="list-style-type: none"> Universal Support Targeted Support <p>QI 1.3 Leadership of Change</p> <ul style="list-style-type: none"> Implementing improvement and change <p>QI 1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> Ensuring impact on learners' successes and achievement 		<p>QI 3.1 Ensuring wellbeing, equality and inclusion (KEY QI)</p> <ul style="list-style-type: none"> Wellbeing <p>QI 2.4 Personalised Support</p> <ul style="list-style-type: none"> Universal Support Identification of learning needs and targeted support <p>QI 1.3 Leadership of Change</p> <ul style="list-style-type: none"> Implementing improvement and change <p>QI 1.1 Self-evaluation for self-improvement</p> <ul style="list-style-type: none"> Ensuring impact on learners' successes and achievement 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales

<p>CIRCLE framework will support staff to identify an area of practice which will improve opportunities for <i>inclusion for all</i> learners</p> <p>All learners will have a good understanding of the Emotion Works approach and how it both applies to and supports their emotional wellbeing and self-regulation strategies in both the class and playground settings</p> <p>All learners experience more positive playtimes</p>	<p>All staff will have the opportunity to participate in the Education Scotland/OU Circle Framework CPD course, through a collaborative practitioner enquiry approach</p> <p>All staff will use CIRCLE Framework to audit their current practice and select an area of focus</p> <p>Input by Ed Psych (Hope Thompson and Ruth Chalmers) to deepen understanding of the teacher's role in developing an inclusive classroom (links with Cluster Improvement Plan 21/22)</p> <p>Refresh the use of BoardMaker visuals throughout school</p> <p>Evidence and information gathered will form the development of an agreed Balmullo Inclusion standard</p> <p>Linking with Cluster Improvement Plan 21/22 – establish Pupil Playground Team to support positive interactions in the playground setting supported by Restorative Conversations and the Emotion Works approach</p> <p>Develop an agreed and shared Positive Playground Policy involving all stakeholders</p>	<p>All teaching staff will be responsible for this priority</p> <p>Mrs J Alexander (SfL Teacher)/SSA</p> <p>Playground focus will be led by Ms P Wilson (Class Teacher) in collaboration with PSAs/SSA</p>	<p>Audit information will be recorded and collated to establish a baseline</p> <p>Further evidence will be gathered through professional dialogue and learner conversations</p> <p>HT will conduct surveys of pupil and staff feedback to measure progress</p>	<p>August 2021 – all classrooms have created their Emotion Works display and introduced 'cogs'</p> <p>End of Term 1 – All staff will have conducted their CIRCLE class audit, identified area of focus and begun course</p> <p>End of Term 2 – Inclusion Workshop delivered (Cluster)</p> <p>End of Term 2 – initial gathering of staff/pupil views on inclusion</p> <p>End of Term 1 – gathering evidence of playground experience</p> <p>November 2021 INSET/ February 2022 INSET opportunity to share areas of focus and progress made to date</p> <p>End of Term 3 – collation of views to create our <i>draft</i> inclusion standard and <i>draft</i> Playground Policy</p> <p>By December 2021 – all classrooms have basic BoardMaker symbols displayed and in use</p>
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<p>Nursery Class Nursery will use the Emotion Works framework to build on the wellbeing recovery curriculum of 20/21</p> <p>EW will support our nursery focus on wellbeing and the development of self-regulation</p>	<p>Practitioners will become familiar with EW framework and use the model to support the approaches already in place: Solihull, Feelings and the Fixit Folder, Use of visuals</p> <p>To introduce Kitbag in Nursery</p> <p>Refresh/update the use of BoardMaker visuals throughout the Nursery</p>	<p>AB to lead this with support from RC (links to partner provider)</p>	<p>Children will use the feelings symbols and be able to talk about triggers (what happened?) when appropriate.</p> <p>Practitioners will show familiarity with EW through professional dialogue.</p>	<p>End of term 1 – Nursery will have created their Emotion Works display and introduced ‘cogs’</p> <p>November 2021 INSET/ February 2022 INSET opportunity to share areas of focus and progress made to date</p> <p>Term 3 - BoardMaker symbols in use</p>
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Session 2021 -2022 Improvement Plan

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy				
Focused Priority: To create a learning, teaching and assessment policy in writing (School) To ensure progress and challenge for all children (Nursery Class)				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
<p>QI 2.3 – Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • Learning and Engagement • Quality of Teaching • Effective use of Assessment • Planning, Tracking and Monitoring <p>QI 3.2 – Raising Attainment and Achievement</p> <ul style="list-style-type: none"> • Attainment over time • Equity for all learners 		<p>QI 2.3 – Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • Learning and Engagement • Quality of Teaching • Effective use of Assessment • Planning, Tracking and Monitoring <p>QI 2.4 – Personalised Support</p> <ul style="list-style-type: none"> • Universal Support • Role of Practitioners and leaders <p>QI 2.5 – Family Learning</p> <ul style="list-style-type: none"> • Engaging families in learning • Early intervention and prevention • Quality of family learning programmes 		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>Evidence and measure progress to raise attainment in writing for all learners</p> <p>Increase teacher confidence in planning, teaching and assessing writing</p>	<p>We aim to use the Model for Improvement to increase writing attainment across the school. This will involve a targeted model of training which aims to ensure as a school we:</p> <p>Understand the science of improvement and apply the Model for Improvement as a roadmap.</p> <p>Develop, test, and implement changes identified as high-leverage change ideas.</p> <p>Become skilled in how to use data for improvement, including how to use</p>	<p>All teachers will be involved and have responsibility for this priority.</p> <p>Teachers will be involved in the design and management of the process of making changes to the policy of teaching, learning and assessment writing in Balmullo Primary.</p> <p>Teachers will make decisions based on the needs of their learners and agree on a consistency of approach in the planning,</p>	<p>In line with the writing programme already adopted by the school, 4 assessments will be carried out throughout the year to continually and consistently measure learner progress.</p> <p>Attainment tracking and monitoring will help us to measure impact.</p> <p>SNSA results will be used to monitor progress comparatively at a local and national level.</p> <p>JA (SFL) will carry out staff and pupil surveys at the beginning of the academic session and at the end to gather views on teaching and learning in writing.</p>	<p>August INSET – delivery of model for improvement session from JA ‘How do we assess and plan in writing?’</p> <p>By end of August 2021 – First writing assessment completed in classes.</p> <p>By end of August 2021 – JA to gather staff and pupil views on teaching and learning in writing at Balmullo Primary.</p> <p>December 2021 – Second writing assessment completed in classes. This piece will be moderated in pairs.</p> <p>At the February INSET day, moderation pairs feedback to staff on how this has gone</p>

	<p>data charts, and other key quality improvement tools.</p> <p>On completion of the programme, continue the team approach to improvement with a view to using a similar approach in other curricular areas.</p>	<p>teaching and assessment of learning in writing.</p> <p>This improvement will be led by Mrs Jenni Alexander, Support for Learning Teacher.</p>	<p>Monitoring sessions will be carried out by HT and SFL teacher.</p>	<p>and what they have learned from the experience.</p> <p>Early March 2022 – Third writing assessment piece completed.</p> <p>End of May 2022 – Fourth writing assessment completed in classes. This piece will be moderated in pairs.</p> <p>End of May 2022 – JA to gather staff and pupil views on teaching and learning in writing at Balmullo Primary.</p>
<p>Nursery Class Use of Benchmarks will be used to track progress through the curriculum</p> <p>Practitioner confidence in taking the learning forward, using the new PLJs</p> <p>Systematic introduction of challenge to the learning provision</p> <p>Practitioners will work in partnership with parents, to reduce possible barriers and share the learning.</p>	<p>To increase learning opportunities for literacy and numeracy through outdoor learning</p> <p>Using backdrop planning to add provocations to the provision which will add challenge for identified children</p> <p>To introduce ‘Learning at Home Bags’ – initially using a literacy focus with options to explore other areas following feedback from parents</p>	<p>HT in collaboration with RC to ensure roles and responsibilities assigned using learning areas and backdrop planning</p> <p>These will be agreed together at team meetings and RC/EYDO will support practitioners in these roles.</p>	<p>Significant observations will be made outside in literacy and numeracy</p> <p>Significant observations arising from provocations</p> <p>Use of PLJ trackers and benchmarks to plan next steps - this will be evident in learning discussions.</p> <p>Evaluation of their use – feedback from children, parents.</p> <p>Observations made in the setting after the bag has been used – generalisation of learning</p>	<p>August INSET – familiarisation with PLJs</p> <p>End of Oct 21 – roles and responsibilities begun</p> <p>Ongoing – roles and responsibilities roll out as they arise</p> <p>Term 2 – literacy ‘Learning at Home Bags’ available</p> <p>Term 3 – Gather parental feedback to inform next steps</p> <p>Evaluations of learning bags during Term 4</p>

Session 2021 -2022 Improvement Plan

National Improvement Framework Priority: School Improvement, Teacher Professionalism, Assessment of Children's Progress				
Focused Priority: To develop our approach to learning through play in the Early Years To use our assessment and tracking data to plan and extend the learning for all children (Nursery Class)				
HGIOS4 Quality Indicators		HGIOELC Quality Indicators		
QI 1.3 Leadership of Change <ul style="list-style-type: none"> Implementing improvement and change QI 2.2 Curriculum <ul style="list-style-type: none"> Development of the curriculum QI 2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring 		QI 1.3 – Leadership of change QI 2.3 – Learning, teaching and assessment QI 2.4 – Personalised support QI 3.2 – Securing children's progress		
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
<p>A cycle of quality learning, teaching and assessment is developed which maximises opportunities for all children's development and progress through a play pedagogy approach.</p> <p>A 'smart' system is developed to support planning, implementing, assessing and recording of quality play.</p> <p>All children engaging in quality play (independent, pairs and group) with connections made to existing approaches e.g. Workshop for Literacy and Conceptual Numeracy</p> <p>All children using the outdoor environment more regularly.</p>	<p>Planned opportunities to lead, liaise and collaborate across the early level to support the development of a PPP approach.</p> <p>Classroom environment further developed - layout and resources to facilitate/enhance learning opportunities across the curriculum.</p> <p>Develop observation recording/tracking tool to support planning and next steps.</p> <p>Self-Evaluation audit to be conducted in P2/3 class and a priority identified to develop supported by the PPP toolkit.</p>	<p>This improvement will be led by Mrs Wendy McPherson (CT) in collaboration with the Nursery Team</p> <p>Learning Support Team – Sfl Teacher, PSA and SSA</p>	<p>Observation of play – significant evidence recorded and tracked. Reflection and analysis of learner's work/talk</p> <p>Evidence gathered in children learning journal</p> <p>Leuven scale used to measure motivation, engagement and participation</p> <p>Gaining views/feedback from all stakeholders</p> <p>Progress assessed against benchmarks.</p> <p>BASE learning assessments</p>	<p>Observations ongoing throughout the session</p> <p>By the end of Term 2 and Term 4</p> <p>By the end of Term 1 and Term 4</p> <p>Ongoing throughout the session</p> <p>By the end of August 2021/November 2021/February 2022/ April 2022</p> <p>By the end of Term 1 with follow up/update in Term 2 and Term 3</p>

<p>All children's achievements evidenced/recorded in learning journal.</p> <p>Children's interests are followed/developed with particular focus on IDL approach.</p>	<p>Introduce all staff to the Playful Pedagogy approach – background, research, key features, role of the adult, pedagogy into practice.</p> <p>Ensure parents are kept fully informed and included in PPP approach/journey and developments through regular communications.</p>			
<p>Nursery Class</p> <p>Effective use of data/information gathered through Elips and wellbeing meetings to plan for individual children.</p> <p>Practitioners will become skilled at discussing the barriers to a child's learning and how to take this forward.</p> <p>Staff confidence in use of benchmarks/new PLJs to inform next steps and challenge for all children.</p>	<p>Elips tracker and updated Early Communication pack will be used to inform individual planning.</p> <p>Wellbeing meetings will be a vehicle for sharing and discussing ways forward for individual children.</p> <p>PNT/keyworker discussions for PLJ monitoring; taking the learning forward.</p>	<p>RC – responsibility for Elips tracker and Early Communication planning; leading planning for individual children.</p> <p>All practitioners</p> <p>PNT and all keyworkers</p>	<p>Trackers will provide evidence and focus sheets will summarise targeted support.</p> <p>Children's PLJs will provide evidence of progress.</p> <p>PLJ monitoring schedule will show dates of PNT/keyworker discussion.</p>	<p>Ongoing throughout the session</p> <p>Ongoing throughout the session</p> <p>End of Term 2</p>