**Appendix B Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy** | | | | |
| **Focused Priority: To develop children’s vocabulary and understanding around the language of learning and their progress on their learning journey with high expectations for all.** | | | | |
| **HGIOS4 Quality Indicators** | | | | |
| 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised Support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| **All children’s jotters will show our shared standards and expectations through an increased effort from all learners with everyone taking pride in progress and learning and ultimately improve attainment.**    **Children have a greater depth of understanding around ‘What a good lesson looks like’ and the steps in the learning process/learning journey.**  **Further increase all children’s familiarity and understanding of the learning superpowers.** | **Ensure all staff have access to, read and understood our presentation and feedback of written work policy to enable them to encourage/enforce the high standards expected.**  A3 examples of jotter presentation to be created and displayed in classrooms at age appropriate level.  Jotter monitoring sessions linked to Quality Assurance Calendar  Purchase of Dymo label makers for facilitating time effective recording and co-construction of Learning intentions and success criteria.  Exploration of whole-school handwriting progression (linked to priority 2).  **Continue explicit use of 5-part model in both classrooms, emphasising ‘prior knowledge’**  Printing of 5-part model posters for display in every classroom.  Professional Learning around Retrieval Practice.  Continue to develop understanding and skill in creating working walls.  Implementation of a whole school approach to renamed ‘Successful Learner Superpowers’ where children will be invited to design/create/colour and name a new Superpower Character that will be in place throughout the school to create a very strong message and clarity for understanding. | F Vass / D Brett / J Craighead / J Smith / A McOwat / C Paterson to understand and refer to policy regularly.  F Vass / D Brett / J Craighead to explicitly teach and regularly review progress towards standards and participate in monitoring sessions.  A McBain / F Vass / D Brett / J Craighead  A McBain / F Vass / D Brett / J Craighead  A McBain  A McBain to arrange purchase and installation with A Kippen. F Vass / D Brett / J Craighead to implement.  Writing Working Party  A McBain / A Kippen to arrange printing with Central print unit.  A McBain to lead professional learning sessions on Retrieval Practices using Kates Jones’ book *Retrieval Practices*.  F Vass / D Brett / J Craighead to undertake professional research and share good practice.  A McBain to co-ordinate competition  A McBain / F Vass / D Brett / J Craighead / J Smith / A McOwat / C Paterson to regularly refer to and celebrate the successful learning superpowers in class. | Number of children applying policy to the presentation of their work in their jotters as well in self/peer feedback.  Class teachers and support staff following feedback policy evident in jotters.  Jotter monitoring sessions linked to Quality Assurance Calendar  Parent/carer comments from sharing jotters at home (if Covid-19) regulations permit.  Feedback from children in jotter monitoring focus groups. Celebration with ‘Presentation to be proud of’ Stickers.  Improvement in children’s handwriting between August 2021 and June 2022.  All staff to have Increased understanding of retrieval practices – evident through professional discussions.  In jotter evidence of a wide variety of retrieval practices being adopted.  Children’s views on prior learning/retrieval practices in focus group discussions.  Children’s views on working walls and their impact in focus group discussions. | A McBain / F Vass / D Brett / J Craighead / J Smith / A McOwat / C Paterson – August 2021 to June 2022.  October 2021  Staff Jotter Monitoring Sessions:  W/B 13.9.21 (HT)  W/B 29.11.21 (Peer)  W/B 7.2.22 (HT/Self)  W/B 23.5.22 (HT)  Sharing jotters with Families:  Jotters go home for weekend on :  17.9.21  3.12.21  11.2.22  27.5.22  Jotter Monitoring Focus Groups – Children / Headteacher :  W/B 20.9.21  W/B 6.12.21  W/B 14.2.22  W/B 30.5.22  A McBain / F Vass / D Brett / J Craighead / J Smith / A McOwat / C Paterson – August 2021 to June 2022.  F Vass / D Brett / J Craighead / A McBain / C Cull / C Armour – August 2021 to June 2022.  August 2021  October 2021 – June 2022  October 2021 – June 2022  August 2021 – June 2022  August 2021  August 2021 – June 2022 |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |
| **National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy** | | | | |
| **Focused Priority: To develop children’s skill and motivation for writing through the development of teachers’ pedagogy in the learning, teaching and assessment of writing, parental engagement and opportunities for wider achievement.** | | | | |
| **HGIOS4 Quality Indicators** | | | | |
| 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised Support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| To increase the number of children in school who feel positive about writing, experience success with their writing, enjoy writing and see their progress in writing. | Class teachers to engage in collaborative professional learning using the test Teaching English by the Book by James Clements to develop teacher’s professional knowledge on the learning, teaching and assessment of writing.  Formulation of a working group to take this priority forward.  Consideration to be given to introducing a writing only jotter to our presentation and written feedback policy.  Exploration into various handwriting progressions to facilitate dexterity, motor skills, spelling, length of writing and presentation.  Introduction to whole school common word/high frequency word progression with home link.  Organise creative, inspiring, motivating writing events to be held throughout the year. Events may include: publishing a school book, links with the community, in-school competitions, participation in national competitions, author/illustrator visits/video links.  Share information on specific supports and teaching approaches with families who are keen to help their child’s learning at home. | A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull | Microsoft Forms Pupil Questionnaire  Children’s views and learning gathered through plenaries.  Parent/Carer consultation groups  Attainment data in writing  Increase in accuracy of spelling words being transferred into writing.  Moderations Data  Increase in accuracy of spelling words being transferred into writing  Stakeholder feedback on whole school writing events  Increase in staff’s confidence in teaching and supporting a wide variety of writing genres. | June 2021 and June 2022  August 2021 to June 2022  June 2021 and June 2022  August 2021 to June 2022  June 2021 and June 2022  December 2021 and April 2022  August 2021 to June 2022  August 2021 to June 2022  June 2021 and June 2022  September/October 2021 |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |

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| **National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy** | | | | |
| **Focused Priority: Continue to develop clarity around emotional wellbeing through whole school approach, practices, and progression** | | | | |
| **HGIOS4 Quality Indicators** | | | | |
| 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised Support  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising attainment and achievement | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All stakeholders to have a clear understanding of Our Minds matter and the 5 Ways to Wellbeing.  Increase staffs’ understanding of anxiety in school and support children in reducing/managing any anxieties they may have through sustainable support.  Almost all children have improved wellbeing – particular focus on P4-7.  Alignment in the manageability, recognition and celebration of our school vision and values, the national wellbeing indicators (SHANARRI), the Our Minds Matter’s 5 ways to wellbeing approach, the Four Capacities of the Curriculum for Excellence and the UNCRC Promise.  More robust use of data gathered from resilience pyramids, both children’s self-evaluations and teacher’s professional judgements, and sharing this information with children, classes as wholes to support areas identified for support and development. | Progression to be agreed by staff, ensure breadth and depth of each of the five ways to wellbeing across the curriculum and life of the school.  Collegiate PSA training with Our Minds matter Team, focussing on Understanding and managing Anxiety and setting up a listening service for PSAs  PSA nurture training by the pedagogy team.  SfL teacher to introduce GMWP resource to PSAs to help record progress data for at least one child  Fortnightly assemblies to raise awareness and understanding of the elements and celebrate successes.  Evaluation of awards and celebrations.  Monitor development through JIGSAW Resilience and Engagement Scale Toolkit and Self-Evaluation Resilience pyramids with class targets shared with CTs and children. Individual interventions identified and supported. | A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McOwat / J Smith / C Paterson /A Corstorphine  A McOwat / J Smith / C Paterson / A Corstorphine  A McOwat / J Smith / C Paterson / A Corstorphine  A McBain  A McBain / F Vass / D Brett / J Craighead / C Armour / C Cull  A McBain / F Vass / D Brett / J Craighead | All children and staff to be able to name and give examples of the 5 ways to wellbeing.  PSA feedback from training session – 2 stars and a wish, Exit passes.  Record of ‘Time for Me’ support sessions recording number of children supported.  Evidence collated through GMWP resource.  Most children have clarity between the different markers/indicators and can give examples.  Recorded data shows increase in resilience scores for both self and teacher reflections.  Notes of impact of any required interventions.  Recognition boards in classrooms. | August 2021 – June 2022  In-service day 2 – Full day training.  17th August 2021  In-service Day 3 – Full Day training  12th November 2021  Data gathered – August 2021 – June 2022  August 2021 – June 2022  August 2021 – June 2022  August 2021 – June 2022  August 2021 – June 2022  August 2021 – June 2022  Resilience Pyramids completed by children on:  W/B 23.8.21  W/B 1.11.21  W/B 10.1.22  W/B 18.4.22  REST Toolkits 2 be completed in class teams:  W/B 27.9.21  W/B 20.12.21  W/B 21.3.22  W/B 13.6.22 |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |