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| ***Auchtermuchty Primary and Nursery*** |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy  Closing the gap between the most and least disadvantaged children | | | | | |
| **Focused Priority 1: To raise attainment across all areas of literacy and numeracy** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement | | | **(School only – Priority 2 nursery)** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| High quality teaching and learning in the classroom to improve attainment in reading, writing and numeracy.  There will be consistency of approach throughout the school, including:   * Planning * assessment.   There will be consistency of approach throughout the school, including:   * Jotter content * Learning environment   Children to be able to talk about their learning and their next steps.  Children with additional support needs will make progress in their learning due to the supports in the classroom.  Children not on track in their learning will make progress due to steps taken by teachers to develop their understanding and independence, for example, use of Clicker or visual timetable. | Classroom visits and focus groups of children, building on the work started last session:   * Staff will be using the 4-Part model confidently with children. * They will have widened their knowledge of Formative Assessment strategies and use them effectively with children.   New planning format through Staff OneNote. All long term and medium term plans, staff meeting information and documentation will be on one sharing file.  Improve how we assess the progress children are making and continue to use a quality body of evidence to support assessment judgements and decisions about next steps in learning.  Presentation and feedback of written work policy to be implemented.  Clear expectations of what content and frequency should be in each jotter.  Clear expectations of formative assessment and use of the making colours of Green for Got It and Pink for Think.  Jotter focus groups to be looked at termly.  Classroom learning environment policy to be implemented.  Clear expectations of what needs to be on classroom walls to inspire the children.  Clear expectations of how frequently this has to change. Writing must always be displayed.  Children to share their learning by showing their work in their jotters, the classroom and through discussion.  Children with additional support needs will be supported in the classroom with visual timetables, supports and differentiated tasks to move them forward in their learning.  L Nicholson will work with staff to create supports for identified children. | C Allan HT/L Wilson DHT to do 3\* classroom visits a year with written feedback and overall table.  *\*Probationer teachers will be more in line with GTCS expectations for full registration.*  K Mitchell P1  C Appleton P2  F Rohie P3  E Hodge P4  J Millar P5A  K Thorpe/J Spink P5B  D Venturini P6  L Corns P7  L Hamilton NCCT  S Houston NCCT  All staff to add to their planning section of the Staff OneNote.  C Allan HT/L Wilson DHT  To have 3 planning meetings and 1 further tracking meeting.  All teaching staff to have evidence to support where children are in their learning and achievement of a level.  All teaching staff to input their classes data into the Excel document by the given date.  K Mitchell P1  C Appleton P2  F Rohie P3  E Hodge P4  J Millar P5A  K Thorpe/J Spink P5B  D Venturini P6  L Corns P7  L Hamilton NCCT  S Houston NCCT  All staff to have the correct jotter allocated for literacy and numeracy. A few classes will have a separate writing jotter.  C Allan HT/L Wilson DHT to look at and feedback to teachers.  Children to also show their work during focus groups.  K Mitchell P1  C Appleton P2  F Rohie P3  E Hodge P4  J Millar P5A  K Thorpe/J Spink P5B  D Venturini P6  L Corns P7  L Hamilton NCCT  S Houston NCCT  All staff to ensure there is writing displayed on the classroom walls and the learning journey is relevant to ***current*** learning.  C Allan HT/L Wilson DHT  To visit classroom and ‘share the learning’ with the children.  K Mitchell P1  C Appleton P2  F Rohie P3  E Hodge P4  J Millar P5A  K Thorpe/J Spink P5B  D Venturini P6  L Corns P7  L Hamilton NCCT  S Houston NCCT  L Nicholson SfL  All staff to ensure any universal and targeted supports needed are being used consistently. | | Overall school percentages:  Writing **60%** - **75%**  Reading **63%** - **75%**  Listening/Talking **66%** - **80%**  Numeracy **58%** - **70%**  Observation expectations shared and overall classroom table will show any gaps in individual classrooms and as a whole school.  Clear progression through the given pathways across the curriculum.  Pace of learning to be measured in line with 18 months (average) for each part of a level IE/P.  Staff more confident using the Guidance for On Track to inform planning and assessment.  Assessments to be recorded and tracked in more detail. Through school Excel document.  Big Write, Spelling and TeeJay Maths assessments to be completed as per dates set in quality assurance calendar.  Consistency of written work across all classes.  Development of skills, including spelling rules and patterns to be evident.  Pace of work to be evident, for example, weekly extended pieces of writing.  Differentiation of tasks to suit all abilities in class.  Ownership of learning from the children.  Examples of Green for Got It and Pink for Think to be clear throughout.  Children to be able to talk about their learning and share examples from their classroom environment.  Targeted children’s jotters and work to be monitored to see progress.  Robust assessments to identify gaps and target support.  P1 BASE Assessments  P2 cohort progress from end of year BASE in P1. | Visit 1: Block 1 Aug-Dec 2021  Visit 2: Block 2 Jan-Mar 2022  Visit 3: Block 3 Apr-June 2022  Planning/Tracking  Block 1 Aug/Sep 2021  ***Tracking December 2021***  Planning/Tracking  Block 2 Jan/Feb 2022  ***Planning/Tracking***  ***Block 3 Apr/May 2022***  ***Reports and tracking to be completed by Friday 13th May 2022***  Assessment evidence to be brought to four ***tracking*** meetings as listed above.  Summative assessments dates are set in the quality assurance calendar for Numeracy, Big Writing and Spelling.  Policy to be shared with staff on the first INSET day August 2021.  6 sample jotters to be given from each class 4 times in the year:  **Block 1 Sep/Oct 2021**  Nov/Dec 2021  **Block 2 Jan/Feb 2022**  Block 3 April/May 2022  Policy to be shared with staff on the first INSET day August 2021.  Share the learning focus groups (FG) with children:  FG 1: Block 1 Aug-Dec 2021  FG 2: Block 2 Jan-Mar 2022  FG 3: Block 3 Apr-June 2022  From August 2021.  Targeted children to be discussed in the planning and tracking meetings, observations and focus groups. |
| **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  Closing the gap between the most and least disadvantaged children | | | | | |
| **Focused Priority 2: To raise attainment across all areas of literacy and numeracy** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **(Nursery only)** | | | 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| For children to have more shared ownership of their PLJ, Floor Books and Learning Walls.  Children to be fully engaged and highly motivated by the core provision in the nursery; rich learning and challenging experiences for the children, both indoors and outdoors.  Extend and enhance the learning experiences for the children.  Children to be able to talk about their learning and their next steps. | Audit of core provision and layout of nursery.  Walking tour of the nursery each block using the core provision documentation.  Clearer observation, interpretation and documentation of learning through the new planning format.  Responsive and intentional planning discussed at weekly meetings.  Staff to be allocated time to update PLJs.  Improve how we record the progress children are making over time and continue to use a quality body of evidence through PLJs, Floor Books and Learning Walls.  Children to share their learning by showing their work in theirjPLJ, the nursery environment and through discussion. | M Thomson Nursery Teacher (Lead) to carry out audit.  3-5 Room  R Maclachlan EYO  K Hanlon EYO  C Dunnett EYO  C Bernard EYO  C Pratt EYO  Under 3s  L Shepherd EYO  K Brownless EYO  S Walker EYO  To add views to audit and act upon results.  C Allan HT to lead the walk with nursery staff members and children.  M Thomson Nursery Teacher to lead planning with new format set out.  C Allan HT to have planning meeting with staff.  3-5 Room  R Maclachlan EYO  K Hanlon EYO  C Dunnett EYO  C Bernard EYO  C Pratt EYO  Under 3s  L Shepherd EYO  K Brownless EYO  S Walker EYO  Nursery staff to add to:   * planning documentation * PLJs * Floor Books * Learning Walls   C Allan HT  To visit nursery and ‘share the learning’ with the children. | | Clear progression with development of provision and layout of nursery from follow up audit.  Core provision documentation made into table for tracking progress.  PLJs will have more detailed evidence of progression.  Planning documents have clear evaluations demonstrating the interactions, experiences and spaces provided for the children.  Children to be able to talk about their learning and share examples from their classroom environment. | August 2021 for Baseline Audit of core provision. Follow up December 2021, May 2022.  Walking tour 4 times in the year:  **Block 1 Sep/Oct 2021**  Nov/Dec 2021  **Block 2 Jan/Feb 2022**  Block 3 April/May 2022  Weekly meeting alternate AM/PM to allow all staff to attend fortnightly.  Planning/Tracking  Block 1 Aug/Sep 2021  **Planning/Tracking**  **Block 1 Oct/Nov 2021**  Planning/Tracking  Block 2 Jan/Feb 2022  **Planning/Tracking**  **Block 3 Apr/May 2022**  ***Reports and tracking to be completed by Friday 13th May 2022***  Share the learning focus groups (FG) with children:  FG 1: Block 1 Aug-Dec 2021  FG 2: Block 2 Jan-Mar 2022  FG 3: Block 3 Apr-June 2022 |
| **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 children and young people’s health and wellbeing  Closing the gap between the most and least disadvantaged children | | | | | |
| **Focused Priority 3: Being proactive and predictable towards better relationships, better behaviour and better learning** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement | | | 1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children being able to talk through their feelings, regulate their reactions and responses.  Children to have the language and skills to resolve conflict.  Consistent predictable language from staff.  Have more teaching time due to resolutions being reached more quickly.  Teachers to be able to have the tools within their classroom to resolve any conflict.  Staff to use wellbeing indicators when asked for information on any of the children. | Conversation template for restorative process linked to Emotion Works.  Emotion Station or Sort it Seat in every classroom.  Language and visuals for the **Z*ones of Regulation.***  [***https://www.zonesofregulation.com/index.html***](https://www.zonesofregulation.com/index.html)  Whole class strategies discussed, agreed and displayed in the zones toolboxes.  Staff development on readiness to learn. Key messages from reading:  Paul Dix When the adult changes everything changes.  Identify ***6 key phrases*** staff will say.   1. Advice/Warning/   Consequence   1. Link praise to the school values   3-6 to be decided with staff.  Values and vision to be modified slightly to allow for the restorative conversations. Current Values are going to become the vision and new values made to support the restorative conversations.  Increased use of the wellbeing indicators and the type of information to include when reporting for reviews or through the referral process. | L Nicholson SfL (Lead)  Introduction SWAY  C Allan HT/L Wilson DHT  Model language in classrooms.  K Mitchell P1  C Appleton P2  F Rohie P3  E Hodge P4  J Millar P5A  K Thorpe/J Spink P5B  D Venturini P6  L Corns P7  L Hamilton NCCT  S Houston NCCT  To have:   * classroom station * use key phrases/ language * have restorative conversations * use positive praise.   Support staff to also use phrases and support in classrooms.  J Gardner PSA  W Petrie PSA  M DeLacey PSA  N Sim SSA  M Thomson Nursery Teacher  3-5 Room  R Maclachlan EYO  K Hanlon EYO  C Dunnett EYO  C Bernard EYO  C Pratt EYO  Under 3s  L Shepherd EYO  K Brownless EYO  S Walker EYO  To have:   * nursery sort it seat * use key phrases/ language * have restorative conversations * use positive praise   C Allan HT/L Wilson DHT  To decide on format with L Nicholson SfL.  All teaching staff and nursery staff to use format when asked for information about a child. | | Staff self-evaluation baseline completed in August 2021, follow up December 2021 and May 2022.  Child self-evaluation baseline completed in August 2021, follow up December 2021 and May 2022.  Teachers to track time taken to resolve any issues in class. Record how many minutes of time needed to resolve conflict.  Children being able to talk about what they do when their emotions start to take over.  Emotion Works – Record of restorative conversation.  Children being able to talk about the vision and values.  Clear information given from each staff member to support with review/wellbeing discussions with parents and other partners. | Initial SWAY shared with staff on INSET 1 August 2021.  Self-evaluation FORM  August 2021  December 2021  May 2022  Whole class strategies and classroom station to be implemented in August 2021.  Initial Key Phrases 1 and 2, Advice/Warning/Consequence and Link praise to school values, to be started from August 2021.  6 Key phrases to be decided and implemented by Dec 2021.  August 2021 modify vision and values.  Consult Parent Council September 2021.  Format to be decided in term 1.  September 2021. |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |