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| Crail By Jg***Crail Primary School***Crail By Jg  ***Achieving Excellence and Equity***  ***Session 2020-2021*** |

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in Attainment | | | | | |
| **Focused Priority:** To develop a Curriculum Rationale  To provide our children with opportunities to plan for Personalisation and Choice  To ensure our children experience breadth across the curriculum | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3 Leadership of Change  2.2 Curriculum | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All staff to develop a shared knowledge and understanding of what a Curriculum Rationale is.  All stakeholders (staff, children, families and partners) will have had their voices heard and contributed to the rationale, design and on-going development of the curriculum.  A clear framework about what we want for our children and how we plan to achieve this.  All of our children will have had access to high quality learning in Expressive Arts and Digital Literacy.  All of our children will have helped to plan an IDL focus on Diversity and Sustainability  (Personalisation and Choice, whole school focus). | Rationale and Design:  All staff to build familiarity with a range of examples of curriculum rationales (Education Scotland sketch notes)  Professional Reading and Dialogue sessions:  Building the Curriculum 3, Education Scotland  Challenge questions from HGIOS4?  Realising the Ambition  Refreshed Curriculum for Excellence narrative  <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>  <https://education.gov.scot/improvement/self-evaluation/primary-curriculum-improvement-toolkit/>  Focus on:   * How do we engage our children, families and stakeholders in this process? * What makes us unique? What is missing? * What are the purposes of our curriculum? What do our children need? What do we want for our children? * What makes the curriculum relevant and meaningful? Link to 4 contexts for learning. Link Crail PS Learning Code to this and 4 capacities. * What pedagogies are best for the purpose across the 4 contexts of learning? Play, Outdoor Learning, community links/partnership working * Do we have a shared understanding of quality learning, teaching and assessment? * Is our curriculum raising attainment? What’s our strategy?   Children:   * Engage our children in the process: What makes Crail PS unique? What do our values look/sound/feel like in our school? What motivates them? How do they like to learn? * Collate responses.   Families:   * Engage with our families through a questionnaire and at Parent Council meetings. Collate responses.   Stakeholders:   * Engage with our stakeholders through questionnaire. Collate responses.   Using all of the collated responses start to build our Curriculum Rationale into an agreed format, share with our children, families and stakeholders and seek feedback.  Learning Pathways:  All teaching staff to implement Fife Council’s PICT (for Digital Literacy) and The Expressive Arts pathways.  All teaching staff to plan with children an IDL focus on ‘Diversity’ and Sustainability across the whole school (Personalisation and Choice). | Acting Head Teacher to lead along with a class teacher.  All staff  P1-P7 children  All teaching staff  Acting Head Teacher  Acting Head Teacher  Acting Head Teacher  All teaching staff  All teaching staff  All children | | Views of staff to be gathered and recorded.  All children will have had their views and opinions listened to.  Minutes of Parent Council meetings  Questionnaire results  Pupil Focus Groups  Forward Planning feedback sessions (linked to Learning Pathways)  Class observations (linked to Learning Pathways)  Almost all children will be engaged and leading their learning. | Term 1 and 2: CAT sessions as identified in annual calendar  Term 1: During Establishment Phase  Term 1 and Term 2  Term 2  Term 3: CAT sessions and In-Service Days as identified in annual calendar  Term 1  Term 1-4 (teaching staff to agree appropriate time). Whole school focus. |
| **Ongoing Evaluation** | | | | | |

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| **National Improvement Framework Priority:**  Improvement in Attainment | | | | | |
| **Focused Priority:** Implement assessment pedagogy to increase attainment | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of Learning  2.3 Learning, Teaching and Assessment  3.2 Raising Attainment and Achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All teaching staff are reflective and are able to identify strengths and next steps in their professional development to improve outcomes for our children.  All teaching staff’s evaluations will show impact for themselves and for our children.  All Pupil Support Assistants will be able to extend/scaffold our children’s learning through effective questioning.  All teaching staff will have a shared understanding of high quality assessments and there will be a consistent approach across our school to ensure consistency in our professional judgements leading to an increase in attainment. | **Quality of Teaching and Effective Use of Assessment:**  Teaching staff to undertake professional learning and an enquiry project in relation to Questioning.  Pupil Support Assistants will participate in ‘Questioning’ sessions.  Feedback from QAMSO meetings throughout session. Audit and review current assessments for Writing, Reading, Listening and Talking and Numeracy/Maths. Identify strengths and gaps.  High quality assessments: Teaching staff to undertake professional learning and to agree on a format, what this looks like and the frequency. Build into annual calendar and link to moderation cycle and Attainment and Achievement meetings. | Acting Head Teacher  All Teaching staff  A Corstorphine: Support for Learning Teacher  S Gay  Andrea Thomson to lead  All Teaching Staff  Acting Head Teacher  Andrea Thomson to lead  All Teaching Staff  Acting Head Teacher | | Evaluations from sessions analysed.  Individual targets for teaching staff (linked to PRD and Professional Enquiry).  Evaluations from teaching staff and Pupil Support Assistants (linked to staff meetings and CAT sessions).  Observations from class visits: followed by Professional Dialogue. Focus on questioning.  Feedback from Focus Groups of children.  Tri-annual Forward Planning Professional Dialogue sessions and termly Attainment and Achievement meetings. Consider: CfE data discussed and analysed.  Forward Planning and Assessment folders. | CAT sessions in Term 1  Professional Enquiry project in Term 2 and sharing of learning  Class observations: see Annual Calendar  Focus Groups: Termly  Term 1-3: during school time and at In-Service Day  CAT sessions and staff meeting in Term 1-4. See Annual Calendar  Forward Planning sessions and Attainment and Achievement meetings: see Annual Calendar |
| **Ongoing Evaluation** | | | | | |
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**Session 2021 -2022 Cluster Improvement Plan Cluster: WAID**

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| **National Improvement Framework Priority:**   **Improvement in children and young people's health and wellbeing** | | | | | |
| **Focused Priority: Responding effectively to P7 and S1-4 young peoples’ Health & Wellbeing needs** | | | | | |
| **HGIOS4 Quality Indicators 3.1 1.1 1.2 1.3** | | | **HGIOELC Quality Indicators** | | |
| **3.1 Ensuring wellbeing, Equality and Inclusion** – themes 1, & 3  **1.1 Self-evaluation for Self-improvement** – theme 2 **1.2 Leadership of Learning** – theme 2 **1.3 Leadership of Change** – theme 3 | | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| 10% improvement shown in Shine Spring Survey 2022 compared to Shine Spring Survey 2021  Waid Cluster P7 s –  Figure 2.1 - 10% improvement of pupils who reported **excellent health** and  Figure 6.3 - 10% of pupils who **always feel confident**  10% improvement for S4 girls who have low **Social and Emotional Health.**  Improved support strategies and techniques being used by PSAs to support P7 – S4  Improved wellbeing in our P7 – S4  Improved confidence in PSAs to support our P7 children and S1-4 young people | Collegiate training for PSA staff to take part in professional learning throughout the session to ensure sustainable improvement   * PSA training with Our Minds Matter Team focusing on Understanding and Managing Anxiety and Setting up a listening service for PSAs * PSA nurture training by the Pedagogy Team * Focus groups to consult with S1-4, ‘You said, we listened’ * LS teachers to introduce GMWP to each primary school. PSAs to use resource to collate improvement data from at least one identified P7 child * LS Teacher led - PSA coming together, sharing session – how are they making a difference to our Young People? * PSA show case session – be proud, share & show colleagues your hard work | N Wallace to consult with OMM and Pedagogy Teams to organise PSA training  OMM Team  J Barker & A McBain to consult with LS teachers  M Findlay, A Corstorphine & K Wyer  LS teachers to support PSAs set up ‘Time for Me’ in their own schools  A McBain & J Barker to liaise with LS Teachers  Pedagogy Team  S Ferguson to lead OMM Ambassadors  J Barker to share GMWP resource with LS Teachers  LS teachers to provide CPD with PSAs in own schools  LS teachers & PSAs  sharing strategies & techniques  PSAs share in school to SLT & CTs – CAT session  PSAs share in to all HTs and PSA colleagues | | Shine Spring Survey 2022 data to show improvements 2021 Survey by 10%.  PSA views - 2\*& a wish (App 1)  ‘Time for Me’ listening service - data collated to show how many P7 – S4 young people were supported  PSA views–Entry & Exit Pass (App2a &b)  Entry Pass: what positive impact are you hoping for?  Exit Pass: what have you learned? what can you change? what are your next steps?  Waid Academy OMM Ambassadors gathering views and responding accordingly  GMWP assessment repeated to track progress (App 3)  PSA scaled scores/opinions to show how they think they have supported our children and young people (App 4a)  Identified Children and young peoples’ scaled scores to show how they think they have been supported (App 4b)  PSAs reporting on observed improvements, sharing data, photos and views  Exit Pass & Proud Cloud (App 2b & 5) | In-service day 2 - full day training 17th Aug  Data gathered in Terms 2, 3 & 4 to look at trends  In-service day 3 - full day training 12th Nov  Sept - March  Nov, Feb & April  In-service day 4 – half day Feb 16th- am  Agreed CAT session for each school  Inservice day 5 – May 5th |
| **Ongoing Evaluation** | | | | | |
| Inservice Day 2 -  Inservice Day 3 -  Inservice Day 4 -  Inservice Day 5 - | | | | | |

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| **National Improvement Framework Priority:**  Improvement in Attainment | | | | | |
| **Nursery Focused Priority:**  To increase parent/carer participation and involvement in the life of our Nursery and their child’s learning.  To increase our children’s participation and involvement in the life of our Nursery. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | * 1. Self Evaluation   2. Leadership of Change   2.5 Family Learning  2.6 Transitions  2.7 Partnerships  3.2 Securing Children’s Progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All parents/carers will have regular opportunities to support improvement, their child’s learning and be involved in the life of our Nursery.  All staff will be actively engaged in continuously evaluating and improving our setting to improve outcomes for our children.  All of our children will have had their voice and opinions heard and listened to. | Audit and review our current practices for communicating with our families, sharing information about their child’s learning and transitions. Collate responses and share with families. Plan the way forward. Identify our strengths and next steps. What will this look like within our Nursery? How can we involve our families within the current Covid 19 restrictions? What family learning programmes do they need? (Personal Learning Journals, target setting, involved in their child’s learning at home and in Nursery, sharing achievements: Assemblies, Learning Wall etc Nursery improvement priorities)  Professional Dialogue Sessions: Link with other Nurseries: looking inwards, outwards and forwards. How are they overcoming barriers presented by Covid 19 restrictions? Use Education Scotland sketch notes and also Realising The Ambition. Use challenge questions to initiate discussion amongst staff.  Develop the voice of the child further through Personal Learning Journals, Learning Wall, Floor Books and reflection sessions linked to learning, contributions to the life of our Nursery and improvement priorities.    Throughout the session plan for opportunities for our parents to give our Nursery feedback linked to self-evaluation and priorities. Identify dates in our Annual Calendar.  Audit the skill set of our parents to involve them more in the learning of our children and relate to Developing The young Workforce. | Kathyrn Halliday: SEYO to lead on this  Courtney Mc Rae: EYO  Jenna Ritchie: EYO  SEYO to be appointed | | Collated responses from questionnaires linked to actions.  Number of parents/carers participating in Personal Learning Journal meetings, target setting meetings etc.  Annual Calendar: shows plan for the involvement in the life of our Nursery throughout the year.  Minutes of meetings  SeeSaw  Weekly Round Up  Newsletter contributions  Observations from Nursery visits: followed by Professional Dialogue.  Pupil Voice questionnaires  Floor Books  Learning Walls  Forward Planning | Term 1: Questionnaires re Transition, frequency and type of communication, family partnerships etc  Term 1-4: Professional Dialogue sessions  Term 1: Gather information re parent/carer skill set. Make links with community.  Term 2: Review Nursery Improvement Priorities and amend plans  Term 4: Review improvement priorities and identify priorities for Session 2022-2023. |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | |
| **Nursery Focused Priority:** Develop and embed Digital Technology across our curriculum | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
|  | | | 1.2 Leadership of Learning  1.5 Management of Resources  2.3 Learning, Teaching and Assessment  3.3 Developing creativity and skills for life and learning | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All stakeholders (staff, children, families and partners) will have had their voices heard and contributed to the rationale for developing children’s skills in using and exploring digital technologies.  Almost all parents/carers will have taken part in staying safe online sessions.  All of our children will have had access to high quality play and learning opportunities across the curriculum using digital technologies.  All children will have had the opportunity to select and use appropriate technology to learn or solve problems across a range of contexts with increasing confidence. | Professional Reading and Dialogue Sessions:   * Audit: strengths/next steps * QI 3.3 Challenge Questions * PICT (Progression Pathways) * Fife Council’s Digital Learning sessions * Liaise with other settings at local and national level about Digital Literacy/Technologies   All staff to undertake professional enquiry project in relation to an aspect of Digital Literacy/Technologies. All staff will share the impact for them and improving outcomes for our children.  All staff to implement Fife Council’s PICT (for Digital Literacy) pathways.  Purchase a range of Digital Technologies using Nursery budget.  Opportunities for Digital Literacy/Technologies and Computing Science will be planned across the curriculum, both indoors and outdoors. All staff will promote the purpose of different technologies and model/scaffold for children how to operate simple technology equipment.  Link with parent/carer skills (See previous priority) and develop children’s understanding of Developing the Young Workforce. | Courtney Mc Rae to lead on this  Kathryn Halliday: SEYO  Jenna Ritchie: EYO  Vacancy: Senior EYO | | Observations from Nursery visits: followed by Professional Dialogue. Focus on Digital Technologies/Literacy.  Digital Technologies Rationale shared with parents/carers and children.  Forward and Responsive Planning and Evaluations.  Termly Attainment and Achievement meetings  Personal Learning Journals including tracking sheets and targets  Records of Career Long Professional Learning  Minutes of staff meeting  Self-evaluation  Focus Groups of children | Term 4 of Session 2020-2021: Audit  Term 1: Afternoon sessions once a week for Professional Dialogue and Reading.  Term 1: Purchase resources  October 2021: Each member of staff to share Professional Enquiry proposal at staff meeting.  December 2021: Share digital Technologies Rationale  December 2021: At staff meeting staff share the impact of their professional enquiry.  Term 1-4: Planning, implementing, assessing and evaluating learning opportunities.  Term 2-4: Self-evaluation of improvement priority.  Term 2-4: Involve parents and make links to The World of Work/Developing the Young Workforce. |
| **Ongoing Evaluation** | | | | | |
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