**Mountfleurie Primary School Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in children and young people’s health and wellbeing | | | | | |
| **Focused Priority: Ethos, Values, Relationships and Nurture (Health and Wellbeing)** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   2.3 Learning, teaching and assessment3.1 Ensuring wellbeing, equality and inclusion | | | * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Leadership of change   2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All staff will have a clear understanding of the expectations within the school and children will continue to get a clear and consistent message  All staff will engage in professional reading and gain more knowledge about the Pivotal way. This in turn will allow the children to see and feel consistency across the school  All staff will gain further understanding of how mental health is a challenge for children, young people and society as a whole. By doing this, learning, resilience and support will be more focused for almost all children in school.  All staff will agree on a consistent immediate response, will make a plan and assess what works. This will ensure continuity for all children across the school, allowing them to predict what happens next.  All staff can recognise mental health concerns within children in their class and feel confident and comfortable to respond to learners in an appropriate manner. This will allow children to know that they have a trusted adult  Staff will be able to use and implement strategies, techniques and skills within their classroom to help children with mental health issues. Children will feel confident and comfortable to talk about it with their peers and teacher. Engaged in school and work will improve due to improvements in mental health.  Staff will be trained in the next aspect of the Pivotal journey. (impact to be confirmed once content is)  Staff will discuss the ways to implement the mental health issues into the ethos and life of the school and make mental health a norm within Mountfleurie. Children will adapt to a judgement free environment and the overall mental health issues will decrease with support. | **\*\* Nurture teacher to be funded through PEF.**  Pivotal handbook will be made and provided to all staff on August Inset  All staff will be provided with Paul Dix’s book - After the Adult Changes Achievable Behaviour Nirvana.  Level 2 – Mental Health Training – Hour 1 (Painting a Painful Picture)  Level 2 – Mental Health Training – Hour 2 (Agreeing a consistent immediate response, making a plan and assessing what works)  Level 2 – Mental Health Training – Hour 3 (Recognising and responding to learners with mental health concerns)  Level 2 – Mental Health Training – Hour 4 (Strategies, techniques and skills)  Level 3 Training  Level 2 – Mental Health Training – Hour 5 (What are we going to do about it?) | Caitlin, Rachel, Rebecca and Derry  Caitlin and Laura  Caitlin and Rachel  Caitlin and Rachel  Caitlin and Rachel  Caitlin and Rachel  Caitlin and Rachel  Caitlin and Rachel | | New and Previous staff will feel confident in what is expectation within school from themselves and from the children. Children will continue to have a clear understanding of the expectations.  Staff will have a better understanding of how much they have an impact on the children’s behaviour. Children will be aware of expectations  Staff will be able to feel they have a better understanding of difference between mental health issues and a mental illness. They will be able to open discuss the two and start to think about how it applies to children in our school. Children in school will become more resilient and understand their triggers.  Staff will have a script they can use when dealing with mental health concerns and will feel confident when undertaking conversations. The children will feel listened to and know they can ask for help when needed.  All staff will be able to spot initial signs of mental health within and child. Children will benefit from early intervention and their mental health issues won’t increase.  All children will be taught strategies to deal with mental health. Stigma will be removed and children will feel confident and comfortable to talk about it with their peers and teacher. Engaged in school and work will improve due to improvements in mental health.  Caitlin and Rachel can start to plan for Jan-July and training that needs to be completed with all staff  Emotions, feeling and mental health will be an open conversation and children will feel open to speak about it. Children will adapt to a judgement free environment and the overall mental health issues will decrease with support. | Written – June 2021 and handed out on August Inset  August 2021  August Inset  September 2021  October 2021  November 2021  November 2021  December 2021 |

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| **National Improvement Framework Priority:**   **Improvement in attainment, particularly in Literacy and Writing. Closing the attainment gap.** | | | | | |
| **Focused Priority: Assessment and Moderation** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of learning  1.3 Leadership of change  1.5 Management of resources to promote equity  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising Attainment and Achievement  3.3 increase creativity and employability | | | 1.2 Leadership of learning  1.3 Leadership of change  1.5 Management of resources to promote equity  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing Children’s Progress  3.3 increase creativity and employability | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Consistent assessment approach.  Children will be able to discuss their assessments, saying what they have achieved and what their next steps will be.  Staff will have a better understanding of the children’s learning.  Children will apply their learning better.  Higher order questioning and thinking skills will develop in learners.  All children receive quality feedback from teaching staff and EYOs in order to understand their next steps in learning. Almost all Children to further their learning and have a deeper understanding through the use of effective and quality questioning in school and Nursery.  **In lesson feedback**: Almost all Pupils understand their next steps better · Class teacher and EYOs more aware of how pupils think and learn and how to enhance this · Lesson success criteria is met by pupils · Feedback terminology is then used by pupils themselves when they peer assess.  **When to use written feedback**: Almost all Pupils know how to improve by using the feedback – own next steps.  **Peer feedback** · All Children will give effective feedback to peers · Almost all Children will be able to  verbally give effective feedback to each other. | Feedback from staff on assessment folder and use of Bloom’s in class.  This will be done as a questionnaire. (Microsoft forms)  Staff to use Bloom’s buttons in order to gain feedback from learners.  Staff to engage in CPD around feedback and questioning.  Involving children in feedback and questioning  In lesson feedback - block 1 2.  When to use written feedback – block 2 3.  Peer feedback – block 3 | Working party to prepare questionnaire and collate findings.  All staff to complete questionnaire.  All staff  Working party to lead initially.  Working party to lead.  Karen Scott (EYO in P1 and P2) has been funded by PEF to enhance provision in the early years and look at questioning and feedback with these cohorts of children | | Results of the questionnaire  Peer time/observations  Evidence in planning  Feedback in class from both CT and learners.  Feedback is clear through class visits. Almost all children can speak about their next steps and how they can improve their learning in school and Nursery. Staff to engage in professional learning. (Refresher input of formative assessment)  Strategies to be implemented in class and Nursery and quality questioning to be used effectively.  **In lesson feedback**: · Use “visible learning feedback” chapter 4 · Consistent feedback during lesson · All pupils act on feedback · All pupils thoughts on feedback · Use blooms questioning.  **When to use written feedback:** · Written feedback matches success criteria · Pupils understand what is expected of them · The use of Blooms is visible in written feedback.  **Peer feedback**: · Staff will model good feedback · All children will recognise the effect of feedback · Almost all children will use the correct terminology · The use of Blooms | Block 1 (Aug -Dec 2022)  Blocks 1,2,3  Block 1 (Aug-Dec 2022)  Block 1 (Aug-Dec)  Block 2 (Jan-March)  Block 3 (Apr-Jun) |

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| **National Improvement Framework Priority: Improvement in attainment, particularly in Literacy and Writing. Closing the attainment gap.** | | | | | |
| **Focused Priority: Promoting a Digital Culture to enhance learning.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
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| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children will have the same opportunities to access Digital Technology across the school and nursery.  Increased family engagement and confidence in allowing children to be creative and responsible whilst using technology.  To increase pupil enthusiasm and engagement in planning for and writing texts.  Creating a Digital Literacy Framework across all levels which is planned collaboratively amongst staff to ensure a progressive approach across the school.  Increase staff confidence in using hardware and software to enhance learning and develop staff collegiality.  New resources will be used to enhance learning and children will be able to see the impact on their own learning. | Organising current resources available and identifying when can be made available to groups.  School fundraising/Grant application to buy devices to support – Daily Mile and Staff challenge  Digital Culture Policy  Create a digital culture charter to be created with staff and pupils – shared with parents/families as an updated resource to support technology use at home. (Link to S,R,R)  Whole school – Literacy & Writing Theme  Using a range of progressive digital resources, we can use animation and comic book applications to promote story writing and creating new texts.  Digital ‘Power Hour’  Opportunities for sharing ‘good practice’ and using pupils to showcase learning.  Staff Digital Problem-Solving Microsoft Team   * Report faults * Share resources * Ask questions * Promote CLPL   Learn how to use the 3D printer.  Invest in physical programmable devices I.e., Spheros and Microbits. | Working Party  Digital Leaders (AC + KB)  Working Party  All Staff  Pupils  Families  Working Party  All Staff  Working party  All Staff  DHT (AC) and Working Party  Working Party  Support from outside partner  Pupil Voice | | Pupil learning video – key question and randomly selected pupils. (Start and end of session)  Microsoft Forms Survey for parents on Digital Culture Charter.  Pupil survey – confidence in using technology with an emphasis on personalisation and choice.  Staff - Pre and post Digital Literacy survey on confidence with delivering content.  Post session evaluations and reflections on what can be taken away from each session.  Next session discussion (starter) on using what you learned from last session.  Staff and pupils will have the knowledge and understanding of how to use the devices to enhance teaching and learning across the curriculum  Repeating school Digital Culture Audit at the end of session 2021-2022. | June 2021 and June 2022  June 2021/August 2021  End of October 2021  Oct/Nov. 2021  Ongoing and built into WTA  Beginning of each term  1 hour voluntary session  August 2021  Ongoing  Blocks 2 and 3  January – June 2022  June 2022 |