Dysart Primary School Improvement Plan 2021-22

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| **National Improvement Framework Priority:**  **Improvement in attainment, particularly in literacy and numeracy** **Closing the attainment gap between the most and least disadvantaged children and young people** |
| Focused Priority 1: Increase children’s skills in mental calculation and in applying knowledge, skills and understanding to solve numeracy and maths problems (P1-7) by implementing progressive mental maths framework and opportunities to apply K,U and S through 5 a day. |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.3 Leadership of Change2.2 Curriculum 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** |
| * Children will increase mental calculation skills resulting in almost all children making very good progress in numeracy.
* Children will show improvements in applying their knowledge, skills and understanding to problems and a result all children will make very good progress in Numeracy and Maths.
* An appropriate range of assessments alongside benchmarking will lead to improvements in attainment.
 |  Develop use of mental skills progression framework from P1-P7 Sam More to share the cluster improvement project in P7 maths and numeracy from last session. Introduce 5 a day numeracy and maths problems (linked to Experiences and Outcomes) in P2 and P3 (Terms 2 and 4 only) Introduce 10 a day word problems from P4-6 (Terms 2 and 4 only) Introduce 10 a day word problems (Terms 2-4) in P7 Use assessment matrix to track and monitor the progress of all children. Jenny Hutton, PT (out of class) will collaborate with class teachers to identify development needs for individuals and specific groups and support through numeracy recovery work. (PEF)Jenny Hutton to coach staff to ensure consistent approaches to conceptual numeracy including lesson study model with two teachers per term. Develop use of Leckie and Leckie assessments at key points in the year. (particularly P1, P4 and P7) |  Led by Jenny Hutton, CT  Suzann Crofts, CTAll teaching staff  |  Tracking and monitoring of data from assessment matrices will show children’s progress across experiences and outcomesChildren’s views on their progress Teacher observations of children’s accuracy, motivation and engagement.   | Term 1 – introduce mental maths progression Term 2 – introduce 5/10 a day with assessment matrix Term 1 – Jenny to work with identified children from last session – Numeracy recovery groupsTerms 3 and 4 develop use of Leckie and Leckie assessments |

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| **National Improvement Framework Priority:**  improvement in employability skills and sustained, positive school-leaver destinations for all young people.* improvement in attainment, particularly in literacy and numeracy;
* closing the attainment gap between the most and least disadvantaged children and young people;
* improvement in children and young people’s health and wellbeing;
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| **Focused Priority 2: Enhance the totality of experiences for all children by involving all stakeholders in creating Curriculum Rationale and developing Expressive Arts/Outdoor Learning Pathways** |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| 1.3 Leadership of Change2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement   | 1.3 Leadership of Change 2.2 Curriculum 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** |
| ELCC and Primary * All stakeholders can talk about our vision, values and aims.
* All stakeholders have been involved in creating vision, values and aims. (consider links to UNCRC )
* All stakeholders will have a shared understanding of what we are trying to achieve through the curriculum at Dysart Primary School. (How we do things in our school)
* All staff will have shared expectations for learning and teaching within Expressive Arts and as a result all children will experience a consistent and progressive approach of delivery across the school.
* Most children will be able to talk about their range of experiences in the Expressive Arts and the progress they have made.
* Outdoor Learning is well planned, relevant and progressive. All children have opportunities to learn across the four contexts in the outdoors.
 | Involve all stakeholders in reviewing and refreshing vision and values. (virtual assemblies, Microsoft forms)Consult with all stakeholders to develop shared understanding of what makes Dysart Unique. (virtual assemblies, Microsoft forms)All stakeholders involved in developing Curriculum Rationale. Involve all staff in the self-evaluation process, evaluating our curriculum and identifying our best practice. Seek views from children, parents and the wider school community about what they feel are the key features of our curriculum. Develop a shared understanding and expectation of Expressive Arts Learner Pathways – points to consider/pyramids through professional dialogue. Teaching staff to use Expressive Arts Pathways to support planning, learning/teaching and assessment All new staff to attend Charanga Training. (existing staff have already attended this in May 2021)(Make links to UNCRC explicit)All staff will engage with Education Scotland webinar: The four contexts and outdoor learning. Shared planning time will be built into collegiate calendar for staff to plan relevant and meaningful outdoor learning linked to appropriate experiences and outcomes. All children will engage in accredited outdoor learning award. (Make links to UNCRC explicit)  | Jenny Hutton, PT to lead this improvement with Jacqueline Thompson, HT All staff Susan Thomson, CT to lead All staff New members of staff Lindsey Henderson, CT to lead All staff in pairs/trios  | Microsoft Form to survey parents views in Term 1 and Term 4 Pupil Voice gathered through class discussion and assemblies Pupil Voice gathered through assemblies Staff self-evaluation Moderation of planning, learning, teaching assessment. Classroom Observations specific to Expressive ArtsPupil voice pre and post improvement work Pupil focus group Feedback from teaching staff Feedback from children Monitoring of planning Classroom observations of outdoor learning.  | **Term 1** **Term 2** **Term 2-4****Term 1** **Terms 2-4** **Term 3****Term 3** **Term 1-4**  |

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| **National Improvement Framework Priority:**  improvement in attainment, particularly in literacy and numeracy; |
| **ELCC Focused Priority: Enhance approaches to observing, documenting and planning children’s learning.**  |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
|   | 2.3 Learning Teaching and Assessment   |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Nursery staff will make effective use of observation of children’s learning to assess how much and how well a child has learned. Staff will make sound judgements about children’s progress and respond quickly to ensure learning opportunities meet the needs of individuals. Nursery staff will engage children in planning learning through the use of talking tubs and floorbooks.  | ELCC team will engage in professional learning using Realising the Ambition toolkit – Child Centred Pedagogy in Practice cycle. Regular professional dialogue to support planning for next steps (individuals and groups)Moderation of observations in PLJ All staff will engage with Mindstretchers Professional Learning. Floorbooks and talking tubs will be used to support responsive and intentional planning.  |  Angela Meldrum, EYLO to lead with EYDO All staff involvedAngela Meldrum, EYLO to lead with EYDO | Observations in PLJ which describe the progress in learning. Observations in PLJ will include next step.Team planning/evaluations will show how staff have responded to observations through responsive and intentional planning. Floorbooks and planning folders will evidence children being involved in the planning of learning.  |  |