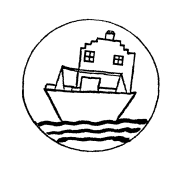
**Session 2021 -2022 Improvement Plan**

**Pittenweem Primary School and Nursery**

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| **National Improvement Framework Priority:** Improvement in attainment, particularly literacy and numeracy | | | | | |
| **Focused Priority:** To ensure consistency of approaches in learning, teaching and assessment of writing, leading to an improvement in attainment. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | | | 1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing Children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Improved attainment in attainment in writing for almost all children. Attainment in writing to be 80%+ for all stages.  Children to have a clearer understanding of their next steps in learning and have an understanding of what they need to do to improve their work.  Children to receive clear, high quality feedback on their learning which gives clear focus on how to improve.  Children to be able to apply skills learned across a variety of contexts.  Individuals receiving targeted support to make clear progress and use additional supports as required. | Create a standard for writing for Pittenweem PS and ensure that this is shared with all staff. Classroom observations to monitor the implementation of this.  PM writing resource to be used in a consistent manner across all classes.  Rolling programme for genre of writing to be taught to be devised and trialled.  Staff to undertake professional learning around feedback and writing. Learning to be shared at collegiate sessions and different methods to be trialled in classrooms.  Assessment practices to be evaluated. Professional learning around high quality assessments and how these are carried out in the classroom.  Within the nursery setting consider how literacy skills can be provided throughout the core provision.  Within nursery look at the opportunities available for children who are motivated to write and ensure that there is challenge provided as required. | HT, CTs, PSAs, EYOs, Nursery teacher | | Writing lesson observations planned for throughout the school year.  Planning and tracking meetings  Jotter monitoring  Focus groups to discuss writing within the classrooms  PIPS data, SNSA data, eLips data  Assessment information gathered throughout the school year. | October 2021  October 2021  October 2021  January 2021  November 2021  Ongoing throughout year  Ongoing throughout year |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:** Improvement in attainment, particularly literacy and numeracy | | | | | |
| **Focused Priority:** To ensure that progressive learning pathways for expressive arts are embedded in learning and teaching and all children are experiencing a range of learning activities linked to these areas. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of Learning  2.2 Curriculum  3.2 Raising attainment and achievement | | | 1.2 Leadership of Learning  2.2 Curriculum  3.2 Securing Children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children are building on prior learning and making appropriate progress across the expressive arts.  Gaps in coverage of E’s and O’s and benchmarks are easily identified and learning and teaching is planned accordingly.  Planning is progressive across the school and takes account of the multi composite classes.  Staff have a clearer understanding of how knowledge and skills are built appropriately over time. | Staff to become familiar with the Fife expressive arts pathways and agree how these will be used in our context.  Audit of current resources for teaching expressive arts.  Learners to be involved in planning experiences that provide opportunities for creating, presenting, evaluating and appreciating.  Staff to ensure that there are opportunities for interdisciplinary learning.  As a school community look for opportunities for local partnerships that can support staff in delivery of learning experiences.  Share professional learning that staff have undertaken to enhance learning and teaching within the classroom.  Within the nursery setting ensure that there are opportunities for children to experience a wide range of learning activities linked to the appropriate E’s and O’s. | HT, CTs, PSAs, EYOs, Nursery teacher | | Planning meetings  Classroom observations  PLJ’s  Focus groups  Displays around the school and nursery  Video and photo evidence | January 2022  September 2021  December 2021  Ongoing throughout the school year  December 2021  Ongoing throughout the school year  Ongoing throughout the school year |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing.** | | | | | |
| **Focused Priority:** To ensure that there is a consistent, embedded approach to outdoor learning across the school. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
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| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children gain independence and confidence through their outdoor experiences.  Children are able to apply critical thinking and transfer skills across learning in all spaces and places.  Children are motivated and enthusiastic and learn to the best of their abilities outdoors.  Children care for their environment and belong to their local community. | Carry out audit with staff, pupils and parents/carers to identify where the school currently is in relation to outdoor learning.  Use Education Scotland documents to support professional learning amongst all staff.  Training to be delivered to staff (November INSET). This will focus on the school context and allow staff opportunities to plan learning activities within our context.  Use collegiate time to allow colleagues to plan learning activities and series of activities together.  Involve local organisations who can support the delivery of outdoor learning.  Consider the local environment and the areas that can be used to facilitate outdoor learning activities.  Create risk assessments that can be used by all classes when children are taking part in outdoor learning experiences.  Review the current resources available within the school and nursery and identify gaps within the resources.  All staff to plan regular outdoor learning opportunities. | HT, CTs, PSAs, EYOs, Nursery teacher | | Short, medium and long term planning  Audits and surveys  Planning and tracking meetings  PRD meetings  Consultations with parents/carers and other stakeholders. | September 2021  November 2021  November 2021  Ongoing throughout school year  January 2022  September 2021  February 2022  September 2021  Ongoing throughout the school year |
| **Ongoing Evaluation** | | | | | |
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