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| ***A picture containing text, clipart  Description automatically generatedA picture containing text, clipart  Description automatically generated Ceres Primary School*** **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in attainment  |
| **Focused Priority:** To increase attainment in reading by 10% by May 2022 |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| **2.3 Learning, teaching & assessment,** 2.4 Personalised support, 2.5 Family learning 3.2 Raising Attainment and Achievement | **2.3 Learning, teaching & assessment,** 2.4 Personalised support, 2.5 Family learning**3.2 Securing children’s progress** |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| Almost all learners will show greater engagement with reading for pleasureAlmost all learners will show increased comprehension and fluencyParents will play a greater role in supporting readers at homeImproved communication between home and schoolAlmost all learners will show greater engagement with reading tasks/activitiesImproved attainmentIdentification of pupils not meeting benchmarks and early intervention put in place e.g. Increased attainment of learnersImproved engagement of parents as partnersStaff will have a greater understanding of WfL and teaching of reading will improve | Development of our school and class libraries – environment, quality texts, diverse textsAudit library using HGIOL toolDevelop a lending library from nursery to P7Re-engage with Scholastic Books to arrange book fayre/leafletsSponsored reading eventAccess mobile library serviceReading buddies rolled out to include P5/6Staff to engage with library service to borrow ChatterbooksEngagement in First Minister’s reading challenge in upper classesNew reading diaries purchased Book bug/PEEP sessions for nursery parentsAudit reading resources – new reading scheme/comprehension resources, additional resources purchased e.g Barrington Stoke, Project X, magazines such as Primary Times & National Geographic, ComicsAssessment – Teachers’ classroom assessmentsUse ELIPS/BASE/SNSA/SNAP data to target specific skills of learners not reaching milestonesUse benchmarking toolkit to measure reading age, fluency, comprehension and reading habits.Communicate with parents and pupils to practise specific skills. Audit and raise awareness of early intervention strategies - target groups, ICT packages (Epic Books/Nessie/Reading Eggs/Teach your Monster to read/Rapid Reader, Read, write, Inc), home learningAccelerated ReaderCPD – Scottish Books Trust through First Ministers website e.g. how to build a school culture of reading for enjoymentRefer to research (in particular Steven Graham through SEIC and Alex Quigley)Engage with pedagogy team WfL/reading approaches | L Martin (PT)J Smith (PSA)K ClitherowParent councilPupil councilF HynesP 4 – P7 teachersL Martin (PT)EYO’sF HynesAll staffE Halton (SfL teacher)L Martin/teachersParent councilPupil councilAll teachersE Halton (SfL teacher)K ClitherowV McGarrityJ SmithFHynes/L Martin | Pupils questionnaire about reading habits/enjoyment pre-post interventionsPM benchmarking toolkit pre and post initiative for PEF pupils andSRA reading levels measuredReading habit observations taken monthlyParent and pupil focus groups pre and postTeacher assessment and CfE declarations on track for the majority of pupils.Reading habit observations taken monthlyIncreased reading skills and acquisition recorded in assessmentsIncreased reading skills and acquisition recorded in assessmentsTeacher evaluation of CPD and impact on practiceProfessional Dialogue | By December ‘21By September ‘21Monthly throughout sessionTerm 1, Term 4Termly tracking meetingsBy end term 1TermlyTerm2 Nov insetBASE/SNSA September ‘21ELIPS Sept, Mar, MayCommon words/Phonics/reading comprehension assessed in classBy end Sept, Feb mid term, May |
| **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  |
| **Focused Priority:** To improve digital literacy and computing skills across all classes |
| **HGIOS4 Quality Indicators** | **HGIOELC Quality Indicators** |
| **2.3 Learning, teaching & assessment,** **2.2 Curriculum**  3.2 Raising Attainment and Achievement |  **2.2 Curriculum, 2.3 Learning, teaching and assessment** |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success*****(Triangulation of Evidence)*** | **Timescales** |
| All learners will show increased skills and confidence in digital literacy and computingImproved transition/progression of skills between classes, taking account of prior learning.Digital learning programmes will enhance and support learning throughout the curriculum, using IDL’sIncreased variety of computer packages being used e.g. Sways, FormsStaff will go from 0% engagement with PICT progressions to focusing on one aspect of digital literacy or computing per term. Raised confidence and support for staff, impacting on increased opportunities for learners | Introduce the PICT progressions from nursery to P7Identify key outcomes and different stages within a level e.g. nursery/P1CPD – * Digital short burst programme – pedagogy team (Steve Eagleson, Derek Rolland)
* Digital cultures leadership programme
* Digital learning team course
* In house awareness raising and CPD on iPad packages and learning programmes
* Engagement with Fife Digital learning tile in GLOW

Link with a Digital Awards school and Craigrothie for CPD and professional support & dialogueLink with St. Andrews university and parents to support deliveryBTS team to audit hardware and wifi issues | F HynesAll staffF HynesL WilsonK WalkerCeres & Craigrothie staff working in partnerships to trial and lead inhouse CPD sessions at collegiate nights | Planning shows evidence of progress in PICT progressionsEvidence in class observations and pupil workPupils able to showcase their learningEvaluation of CPD programmes and professional dialogueStaff and pupil feedback | August/Sept 2021TermlyEnd Oct, Dec, Feb, MayTerm 1 - Kathryn/Linsey to familiarise themselves with PICT/follow up contact with pedagogy teamTerm 2 -Pedagogy team twilight to go through PICTplanning for implementationBegin short bursts programmeTerm 3 & 4 - Digital Cultures course and planningContinue to embed PICTBy Oct ‘21By Oct ‘21Term 2 |
| **Ongoing Evaluation** |
| **This should be updated as part of on-going cycle of self-evaluation** |