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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 pleasure  Almost all learners will show increased comprehension and fluency  Parents will play a greater role in supporting readers at home  Improved communication between home and school  Almost all learners will show greater engagement with reading tasks/activities  Improved attainment  Identification of pupils not meeting benchmarks and early intervention put in place e.g.  Increased attainment of learners  Improved engagement of parents as partners  Staff will have a greater understanding of WfL and teaching of reading will improve | Development of our school and class libraries – environment, quality texts, diverse texts  Audit library using HGIOL tool  Develop a lending library from nursery to P7  Re-engage with Scholastic Books to arrange book fayre/leaflets  Sponsored reading event  Access mobile library service  Reading buddies rolled out to include P5/6  Staff to engage with library service to borrow Chatterbooks  Engagement in First Minister’s reading challenge in upper classes  New reading diaries purchased  Book bug/PEEP sessions for nursery parents  Audit reading resources – new reading scheme/comprehension resources, additional resources purchased e.g Barrington Stoke, Project X, magazines such as Primary Times & National Geographic, Comics  Assessment –  Teachers’ classroom assessments  Use ELIPS/BASE/SNSA/SNAP data to target specific skills of learners not reaching milestones  Use 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 learning  Accelerated Reader  CPD – Scottish Books Trust through First Ministers website e.g. how to build a school culture of reading for enjoyment  Refer 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 Clitherow  Parent council  Pupil council  F Hynes  P 4 – P7 teachers  L Martin (PT)  EYO’s  F Hynes  All staff  E Halton (SfL teacher)  L Martin/teachers  Parent council  Pupil council  All teachers  E Halton (SfL teacher)  K Clitherow  V McGarrity  J Smith  FHynes/L Martin | | Pupils questionnaire about reading habits/enjoyment pre-post interventions  PM benchmarking toolkit pre and post initiative for PEF pupils and  SRA reading levels measured  Reading habit observations taken monthly  Parent and pupil focus groups pre and post  Teacher assessment and CfE declarations on track for the majority of pupils.  Reading habit observations taken monthly  Increased reading skills and acquisition recorded in assessments  Increased reading skills and acquisition recorded in assessments  Teacher evaluation of CPD and impact on practice  Professional Dialogue | By December ‘21  By September ‘21  Monthly throughout session  Term 1, Term 4  Termly tracking meetings  By end term 1  Termly  Term2 Nov inset  BASE/SNSA September ‘21  ELIPS Sept, Mar, May  Common words/  Phonics/reading comprehension assessed in class  By 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 computing  Improved transition/progression of skills between classes, taking account of prior learning.  Digital learning programmes will enhance and support learning throughout the curriculum, using IDL’s  Increased variety of computer packages being used e.g. Sways, Forms  Staff 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 P7  Identify key outcomes and different stages within a level e.g. nursery/P1  CPD –   * 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 & dialogue  Link with St. Andrews university and parents to support delivery  BTS team to audit hardware and wifi issues | F Hynes  All staff  F Hynes  L Wilson  K Walker  Ceres & Craigrothie staff working in partnerships to trial and lead inhouse CPD sessions at collegiate nights | | Planning shows evidence of progress in PICT progressions  Evidence in class observations and pupil work  Pupils able to showcase their learning  Evaluation of CPD programmes and professional dialogue  Staff and pupil feedback | August/Sept 2021  Termly  End Oct, Dec, Feb, May  Term 1 - Kathryn/Linsey to familiarise themselves with PICT/follow up contact with pedagogy team  Term 2 -  Pedagogy team twilight to go through PICT  planning for implementation  Begin short bursts programme  Term 3 & 4 -  Digital Cultures course and planning  Continue to embed PICT  By Oct ‘21  By Oct ‘21  Term 2 |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |