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| **Appendix B**  **Session 2021 -2022 Improvement Plan** | | | | | |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy. | | | | | |
| **Focused Priority:** Assessment of Children’s Progress  *Rationale for Change:*  *To improve attainment in maths and numeracy, for all children.*  *To establish consistent whole school approaches/strategies for learning/teaching maths and numeracy.*  *To improve practitioner confidence in identifying ACEL.* | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1. Self-evaluation for self-improvement   2. Leadership of learning   3. Curriculum   4. Learning, teaching and assessment   5. Family learning   6. Raising attainment and achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Embedded whole school approach to numeracy and maths pedagogy.  Practitioners will have a clearer understanding of progression through Early, First and Second Level.  Increased practitioner confidence when determining achievement of a level.  Increased practitioner confidence using data gathered from SNSA and BASE assessments to inform appropriate and measured next steps.  Critical analysis of attainment and achievement data including vulnerable groups.  Increase in attainment.  Learners will demonstrate increased conceptual understanding of number at Early, First and Second Level.  Learners will have a greater knowledge and understanding of their achievement and next steps in line with the Fife Numeracy and Mathematics Progression Pathways.  Learners will develop increased confidence in maths and numeracy.  Parents/carers will report increased understanding of conceptual numeracy strategies.  Children will engage with Sumdog as part of home learning.  Practitioners, will demonstrate a greater understanding/confidence in planning progressive learning experiences. | Formation of Numeracy  Leadership Group.  Input from Fife Pedagogy Teams.  Devise baseline Maths and Numeracy assessments for all stages.  Dedication of collegiate time for Learning and Teaching Cycle moderation activities, analysis of data and quality assurance.  All practitioners to create holistic assessments including maths and numeracy organisers – to demonstrate application, breadth and challenge.  Continue to engage with Sumdog as part of the school’s home learning approach.  Numeracy Leadership Group to investigate opportunities for Parents/carers to learn more about/ engage with Sumdog  SLT to lead quality assurance processes to ensure engagement, evaluation and moderation of progress - triangulation of pupil samples, talking to learners and moderation of planning  Pupil Group feedback, Pupil Friendly School Improvement Plan created and evaluated and pupil questionnaires/ surveys to be carried out at the start of session and end  Sharing the learning sessions with parents (Sway/Virtual/in person workshops). Parent/carer survey. | SLT - Working Time Agreement.  Numeracy Leadership Group – liaise with Pedagogy Team. Organise and manage resources. Creation of child survey to capture child confidence in their understanding of key concepts.  All staff – Promote Sumdog as a home learning resource. | | Most children will have increased level of attainment.  Practitioners will report that almost all learners are positively engaged and motivated when taking part in numeracy and maths-based tasks.  Pupils will have greater confidence in their understanding of key numeracy concepts.  Almost all learners will be able to identify their achievements and next steps in learning.  Parents/Carers will feel more confident in supporting their child’s numeracy learning at home.  Sumdog will be used by most children as part of home learning. | Established Numeracy Leadership Group – T1.  Baseline assessments – end T1.  Professional development sessions, supported by Fife Pedagogy Team to be established – end T1.  Child Confidence Survey created by NLG - T2  Completion of Fife Pedagogy Team inputs – end T3.  Numeracy Leadership Group to feedback progress during Curriculum Development Feedback Collegiate – T2.  SLT Learning Visits – T2 /T4.  Peer Learning Visits -T3.  Whole staff evaluation – T2  Pupil Group Feedback – T1 and T3.  Parental/carer questionnaires – T1 and T3 (evaluate impact).  Evaluation of learner achievement / attitudes, during Tracking and Monitoring Meetings – T2, T3 and T4.  Sharing Learning workshops – T4 (due to recovery & Covid) |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority** Improvement in attainment, particularly in literacy and numeracy. | | | | | |
| **Focused Priority:**  Assessment of Children’s Progress  *Rationale:*  *To improve attainment in reading, for all children.*  *Agile Action Plan – identified next steps to engage further with Rising Stars Reading Scheme.*  *To establish consistent whole school reading approaches/strategies.*  *To improve practitioner confidence in identifying ACEL.* | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1. Leadership of Learning   2.2 Curriculum  2.3 Learning, teaching and assessment  2.5 Family learning  3.2 Raising attainment and achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| We will have an organised and substantial collection of reading resources, which is accessible for staff, children and families to facilitate reading for enjoyment, progression and challenge.  Increased practitioner confidence and engagement in identifying suitable reading resources to support learner progress.  Learners to report increased engagement and enjoyment in reading.  Increase in reading attainment. | Establish a Reading Leadership Group.  Reading Leadership Group to consolidate school’s reading resources by engaging in an audit of resources and introducing a book banding system.  Reading Leadership Group to work with Rising Stars Representative:   * selection of further resource (PEF), * banding system * parental engagement tools and strategies.   Reading Leadership Group to work with learners to improve the school library; content, environment, access and engagement.  Introduce peer reading buddies, including learner led ‘training sessions’ to support engagement with the digital resource within the Rising Stars reading scheme.  Continue to engage with Rising Stars as part of the school’s home learning approaches, through ‘Reading Together’ sessions, See-saw and homework provision. | SLT - facilitate regular opportunities for practitioners to engage in curricular development, planning and evaluations  Reading Leadership Group and SLT – repurpose current ICT room as library and information hub.  Reading Leadership Group and SLT - produce updated guidance re. school approaches to reading  Reading Leadership Group – communicate school’s needs to Rising Stars rep and make proposals for future purchases  All practitioners - embed Rising Stars as a home learning resource. | | All practitioners, will demonstrate a greater understanding of the school’s reading resources.  Most children’s reading attainment will rise.  Almost all children will report greater enjoyment of reading.  Practitioners will report feeling more confident in meeting a child’s individual needs through school reading resources.  All classes will participate in Rising Stars and other whole school initiatives.  Remodelled school library. | Established Reading Leadership Group – T1.  Identification of a suitable book banding system – end T1.  Completion of book banding process – T3.  Remodelled school library – T2.  Engagement in school/authority/national reading initiatives– T1, T2, T3 and T4.  Reading Leadership Group to feedback progress during Curriculum Development Feedback Collegiate – T2.  SLT Learning Visits – T2 /T4.  Peer Learning Visits -T3.  Whole staff evaluation – T2  Pupil Group Feedback – T1 and T3.  Parental/carer questionnaires – T2 and T4 (evaluate impact).  Evaluation of learner achievement / attitudes, during Tracking and Monitoring Meetings – T2, T3 and T4. |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:** Improvement in children and young people's health and wellbeing. | | | | | |
| **Focused Priority:** School improvement  *To improve wellbeing and behaviour across the school.* | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| * 1. Leadership of change   2.1 Safeguarding and child protection  2.7 Partnerships  3.1 Improving wellbeing, equality and inclusion | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| A comprehensive revising and redevelopment of the school Vision, Values and Aims across all members of our School community.  Learners will be able to articulate and explain the values of our community.  Learners will be able to articulate the Rights which apply to this context, and how they are protected by adults and children  Increased evidence of the appreciation and understanding of the wellbeing indicators within the whole School community.  A School Charter will be created, to articulate the role of each adult and child in promoting the Rights and SHANARRI indicators.  Restorative approaches will become embedded within the whole School community.  Expectations regarding behaviour in school and playground will be established and clarified; increased levels of resilience amongst learners and increased practitioner confidence and success in resolving learner conflict. | Establish a Wellbeing Leadership Group to take the lead in improving school approaches to wellbeing and safeguarding.  Consultation with the whole school community and stakeholders to develop an updated version of the school’s Vision, Values and Aims.  All classes contribute to School Charter, to be collated by Pupil Council.  Community links and partnerships (especially with Leuchars Station) to be re-established to support teaching and learning.  Whole school approaches to behaviour management to be established, in line with *Better Relationships, Better Learning, Better Behaviour* document; promoting restorative approaches and celebrating successes and wider achievements.  Draft new Promoting Positive Behaviour Policy.  Increased learner engagement with the wellbeing indicators, including baseline and follow up pupil questionnaire.  Allocation of dedicated Nurture provision. | Wellbeing Leadership Group - Open dialogue with pupils, parents, community and all stakeholders to build an understanding of our school’s values.  SLT - take the lead in developing new Vision, Values and Aims, Promoting Positive Behaviour Policy and whole school approaches to behaviour management.  Practitioners to support conversations and activities in class, to establish Pupil Voice and promote understanding of SHANARRI indicators  Pupil Council to take the lead on gathering and promoting Pupil Voice. | | The new Vision, Values and Aims will be visible and discussed throughout the School and Nursery –classroom and corridor displays, pupil voice and practitioner planning.  All children, staff, families and stakeholders will be aware of the new Vision, Values and Aims.  Learners will be able to articulate and explain the relevance of the Vision, Values and Aims within their learning.  Learners will report an understanding of the Wellbeing Indicators and the Rights of the Child.  SLT will record fewer ‘purple card’ incidents and non-engaging children out of class.  Parents/ Carers will report having increased confidence in the schools behaviour and safeguarding processes.  Glasgow Motivation and Wellbeing Profile will highlight improvement in pupils’ wellbeing at P6 and P7 levels. | School Charter to be devised and shared – T2  Vision, Values and Aims to be revisited – T3.  New Vision, Values and Aims to be developed and articulated to all stakeholders – T4.  Promoting Positive Behaviour Policy draft – T2 (roll out T3/T4).  Re-established Community Partnership links – T2.  Record of ‘Purple Card’ incidents to be kept – T2  Glasgow Motivation and Wellbeing Profiles to be completed – Pr6 and Pr7 - T1 |
| **Ongoing Evaluation** | | | | | |
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| ***National Improvement Framework Priority:***  *Closing the attainment gap between the most and least disadvantaged children and young people.* | | | | | |
| ***Focused Priority:*** *Enhancing Parental Engagement and Family Learning.* | | | | | |
| ***HGIOS4 Quality Indicators*** | | | ***HGIOELC Quality Indicators*** | | |
|  | | | *2.5 Family Learning*  *2.7 Partnerships* | | |
| ***Expected Impact*** | ***Strategic Actions Planned*** | ***Responsibilities*** | | ***Measure of Success***  ***(Triangulation of Evidence)*** | ***Timescales*** |
| Parents in a better position to support their child at the nursery stage and beyond.  Parents feel supported by practitioners and relationships are enhanced.  Parents are supported by practitioners who are skilful in recognising and containing the emotions children/parents/staff display (Solihull) and can support emotional self-regulation.  Practitioners feel confident that their practice is in line with current guidance and expectations. | A series of PEEP sessions to be offered to every family  Our understanding of the Solihull approach will be reviewed and shared with all parents  Those staff who have yet to undertake training will be offered training.  The Solihull approach to be used routinely to support parents, colleagues and children.  Staff to create a ‘Graffiti Wall’ showing what the Solihull approach looks like at Leuchars Nursery  Consistent and accurate reporting of any incidents to parents.  Celebration and sharing of good practice to become embedded in relation to family engagement and learning  All parents will engage with SeeSaw as part of the sharing learning experiences and communication between home and school. | DHT and SEYO’s  All staff | | Aiming for majority of parents to attend at least 1 PEEP session  Staff questionnaire indicates a clear and shared understanding of what the Solihull approach looks like in our setting  Level of parental engagement on SeeSaw | In the course of session 2021-2022 all families will be offered an opportunity to attend a series of PEEP sessions.  SeeSaw set up and being used consistently – T2  Overview to identify staff training needs completed - T1 |
| ***Ongoing Evaluation*** | | | | | |
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| ***National Improvement Framework Priority:***  *Closing the attainment gap between the most and least disadvantaged children and young people.* | | | | | |
| ***Focused Priority:*** *Build on Outdoor Learning provision* | | | | | |
| ***HGIOS4 Quality Indicators*** | | | ***HGIOELC Quality Indicators*** | | |
|  | | | *3.1 Ensuring wellbeing, equality and inclusion*  *3.3 Developing creativity and skills for life and learning* | | |
| ***Expected Impact*** | ***Strategic Actions Planned*** | ***Responsibilities*** | | ***Measure of Success***  ***(Triangulation of Evidence)*** | ***Timescales*** |
| Parents grow in their understanding of the benefits of outdoor play.    All children have regular quality off-site visits  Children are able to access high quality outdoor learning to enhance learning experiences | Audit of core provision outdoors. Purchase of new resources as required.  Celebration and sharing of good practice in outdoor learning to become embedded  Practitioners support parents to join in Forest visits and outdoor activities with the aim of sharing our understanding of the benefits this can bring. | All staff  EYDO | | Almost all children will experience virtual or in-person visits and this experience will be shared with parents  Increased number of outdoor learning opportunities for children  Almost all parents will engage with outdoor learning experiences whether virtual or in person (When Covid restrictions allow) | ***Throughout the session*** |
| ***Ongoing Evaluation*** | | | | | |
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