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| ***Strathmiglo Primary and Nursery*** |

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy  Closing the gap between the most and least disadvantaged children | | | | | |
| **Focused Priority 1: To raise attainment across all areas of literacy and numeracy** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement | | | **(School only – Priority 2 nursery)** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| High quality teaching and learning in the classroom to improve attainment in reading, writing and numeracy.  Children to be able to talk about their learning and their next steps.  Through the use of reflective reading strategies children will be more confident working in mixed ability groups, sharing ideas. The children will have a clearer understanding of the success criteria linked to effective listening and talking.  Children’s reading comprehension will also improve.  Children in Primary 4-7 will make progress in writing.  Children in P6/7 will make progress in numeracy. | Classroom visits and focus groups of children, building on the work started last session:   * Staff will be using the 4-Part model confidently with children. * They will have widened their knowledge of Formative Assessment strategies and use them effectively with children.   Children to share their learning by showing their work in their jotters, the classroom and through discussion.  Increased opportunities for reading to promote a love of reading and comprehension.  Promote listening and talking opportunities through reflective reading.  <https://www.thelearningzoo.co.uk/reflective-reading/>  Targeted groups identified through the writing tracker to be assessed further.  All supports to be reviewed and targets to be set.  Focus groups for extra support.  Targeted groups identified through the numeracy tracker to be assessed further.  All supports to be reviewed and targets to be set.  Focus groups for extra support. | C Allan HT/L Wilson DHT to do 3\* classroom visits a year with written feedback and overall table.  *\*Probationer teachers will be more in line with GTCS expectations for full registration.*  C Allan HT/L Wilson DHT  To visit classroom and ‘share the learning’ with the children.  Class teachers to use Reflective Reading strategies relevant to their stage in learning. Complete literacy tracker.  K Wallace – Teacher  J Pullar – Teacher  D Turner – Teacher  J Barr – Teacher  F Liu – SfL to support with targeted children and look at all supports in place and review.  Class teachers to focus on identified children.  J Pullar – Teacher  D Turner – Teacher  J Barr – Teacher  F Liu – SfL to support with targeted children and look at all supports in place and review.  Class teachers to focus on identified children.  D Turner – Teacher  J Barr – Teacher | | Overall school percentages:  Writing **64%** - **75%**  Reading **71%** - **80%**  Listening/Talking **91%** - **95%**  Numeracy **70%** - **80%**  Observation expectations shared and overall classroom table will show any gaps in individual classrooms and as a whole school.  Children to be able to talk about their learning and share examples from their classroom environment.  .  Observation of children in their groups.  Listening and talking evidence gathered – tracker.  Reading comprehension tasks in written pieces and through focus groups of children.  Writing tracker will show progress towards achieving the next level.  Evidence in writing jotters.  Big write scores.  SNSA P4/P7  Numeracy tracker will show progress towards achieving the next level.  Evidence in numeracy jotters.  TeeJay Summative Assessments  SNSA P4/P7 | Visit 1: Block 1 Aug-Dec 2021  Visit 2: Block 2 Jan-Mar 2022  Visit 3: Block 3 Apr-June 2022  6 sample jotters to be given from each class 4 times in the year:  **Block 1 Sep/Oct 2021**  Nov/Dec 2021  **Block 2 Jan/Feb 2022**  Block 3 April/May 2022  Share the learning focus groups (FG) with children:  FG 1: Block 1 Aug-Dec 2021  FG 2: Block 2 Jan-Mar 2022  FG 3: Block 3 Apr-June 2022  From August 2021 – ongoing  From August 2021.  All children highlighted will be discussed during the planning and tracking meetings 4 times a year.  From August 2021.  All children highlighted will be discussed during the planning and tracking meetings 4 times a year. |
| **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, particularly in literacy and numeracy  Closing the gap between the most and least disadvantaged children | | | | | |
| **Focused Priority 2: To raise attainment across all areas of literacy and numeracy** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| **(Nursery only)** | | | 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Children to be fully engaged and highly motivated by the core provision in the nursery; rich learning and challenging experiences for the children, both indoors and outdoors.  Children to be able to talk about their learning and their next steps.  Children to extend and enhance their learning experiences by problem solving and relating this to real life experiences. | Walking tour of the nursery each block using the core provision documentation.  Children to share their learning by showing their work in their PLJ, the nursery environment and through discussion.  Nursery staff to focus on responsive and intentional planning focusing on facilitating on creating opportunities for problem solving in real life situations. | C Allan HT to lead the walk with nursery staff;  M Thomson Teacher  K Parker EYO  A Kerr EYO  Janet Bull EYO    C Allan HT  To visit nursery and ‘share the learning’ with the children.  M Thomson Teacher  K Parker EYO  A Kerr EYO  Janet Bull EYO  To complete planning documentation and gather evidence. | | Core provision documentation made into table for tracking progress.  Children to be able to talk about their learning and share examples from their classroom environment.  Collated evidence of problem-solving tasks.  Floor book of real-life problem- solving tasks. | Walking tour 4 times in the year:  **Block 1 Sep/Oct 2021**  Nov/Dec 2021  **Block 2 Jan/Feb 2022**  Block 3 April/May 2022  Share the learning focus groups (FG) with children:  FG 1: Block 1 Aug-Dec 2021  FG 2: Block 2 Jan-Mar 2022  FG 3: Block 3 Apr-June 2022  From August 2021 |
| **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 children and young people’s health and wellbeing  Improvement in employability skills | | | | | |
| **Focused Priority 3: With our learners wellbeing at the centre, create a Curriculum Rationale that includes developing employability and outdoor learning skills progressively, ensuring the learners are active participants** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.7 Partnerships  3.3 Increasing creativity and employability | | | 1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  2.7 Partnerships  3.3 Developing creativity skills for life and learning | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Staff to use wellbeing indicators when asked for information on any of the children.  All stakeholders will have a greater understanding of our curriculum and how it relates specifically to our context.  Improved pupil participation based on the four arenas of participation – focusing on Learning, Teaching and Assessment and Opportunities for Personal Achievement.  The learners will have a real depth of understanding of the skills required to fully participate and contribute to society and to widen their horizons in terms of career pathways and positive destinations.  Children will be able to identify skills for learning, life and work.  The learners will have a progression and develop skills through the opportunities provided in outdoor learning. | Increased use of the wellbeing indicators and the type of information to include when reporting for reviews or through the referral process.  Develop a Curriculum Rationale for nursery and school.  Create FORM to gather feedback from Stakeholders and staff.  Engage in reading of learner participation in Education Settings.  <https://education.gov.scot/improvement/Documents/learner-participation.pdf>  <https://www.cypcs.org.uk/ufiles/achievement-and-attainment.pdf>  Use draft progression for a trial period in planning block 1.  Create FORM to gather feedback from Stakeholders and staff.  Use draft Outdoor Learning Pathway for a trial period in planning block 2. | C Allan HT/L Wilson DHT  To decide on format with staff.  All teaching staff and nursery staff to use format when asked for information about a child.  Staff to assess using pyramids.  C Allan HT to draft a template. All school staff to populate template in groups:  K Wallace -Teacher  D Turner- Teacher  J Pullar -Teacher  J Barr -Teacher  M Robertson PSA  P Murray SSA  K Parker EYO  A Kerr EYO - J Bull EYO  C Allan to lead with all school staff.  K Wallace -Teacher  D Turner- Teacher  J Pullar -Teacher  J Barr -Teacher  M Robertson PSA  P Murray SSA  K Parker EYO  A Kerr EYO  J Bull EYO  C Allan to speak to stakeholders.  All school staff to trial the overview and progression and provide feedback.  K Wallace -Teacher  D Turner- Teacher  J Pullar -Teacher  J Barr -Teacher  M Robertson PSA  P Murray SSA  K Parker EYO  A Kerr EYO  J Bull EYO  All school staff to trial the overview and progression and provide feedback.  K Wallace -Teacher  D Turner- Teacher  J Pullar -Teacher  J Barr -Teacher  M Robertson PSA  P Murray SSA  K Parker EYO  A Kerr EYO  J Bull EYO  C Allan to speak to stakeholders. | | Clear information given from each staff member to support with review/wellbeing discussions with parents and other partners.  Resilience Pyramids 3x a year.  Document to be shared with all stakeholders with feedback asked for.  Evidence from around school, walls, pupil led activities and pupil chats.  Evidence from use with children. Focus groups of children and feedback from staff.  Feedback from Stakeholders.  Evidence from use with children. Focus groups of children and feedback from staff.  Feedback from Stakeholders. | Format to be decided in term 1.  September 2021.  Pyramids to be assessed in September 2021, January 2022 and April 2022.  Draft to be completed by  November INSET day 2021  Shared with stakeholders in January 2022.  Completed March 2022.  January 2022 – ongoing  Trial - Planning Block 1  August-Dec 2021  Share with stakeholders January 2022  Full implementation Planning Block 3 April 2022  Trial - Planning Block  Jan-April 2022  Share with stakeholders May 2022.  Full implementation next session 2022/23. |
| **Ongoing Evaluation** | | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | | |