

Improvement Plan 2022/2023



Park Primary School



**Clackmannanshire
Council**

www.clacks.gov.uk

Comhairle Siorrachd
Chlach Mhanann

Overview

Headteacher:

Kay Strang

Priority	Long Term Improvement Outcome	Accountable Person
1	<u>Health and Wellbeing</u> A health and wellbeing curriculum will be developed, which is underpinned by UNCRC, R4L and a consistent approach to developing coregulation, self-regulation, empathy and resilience across the school.	Yvonne Green (Depute Headteacher)
2	<u>Literacy and Languages</u> Through improved and consistent approaches to teaching writing, a whole school literacy rich culture will be developed. Progress will be measured in increments through a level. E.g. F1D, F1C, F1S Most children will progress through 3 increments over the session.	Shannon Gamble (Principal Teacher)
3	<u>Numeracy</u> Currently, across the school, 62% of children are on track to achieve National expectations. Through improved and consistent learning and teaching approaches, there will be an 8% increase in the number of children who are on track to achieve national expectations in Numeracy.	Linzi Barr (Numeracy Lead)
4	<u>Assessment and Moderation</u> All teachers will monitor, track and moderate individual learners' progress to ensure appropriate progression in learning and maximising attainment. (LA Framework)	Kay Strang (Headteacher)



Priority 1: Health and Wellbeing

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

A health and wellbeing curriculum will be developed, which is underpinned by UNCRC, R4L and a consistent approach to supporting coregulation, self-regulation, empathy and resilience across the school community. As a result, our learners will be more engaged in their learning for sustained periods of time. This will impact on their progress in learning.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Contextual Analysis/Rationale

Our school profile comprises of 310 children, of which 73% of them living within deciles 1 and 2, 37% school aged children are on Staged Intervention, 9% have EAL, 44% of our learners in P4-7 receive Free School Meals, and 6% are Care Experienced. According to ScotPho, our context experiences high levels of alcohol and substance abuse and mental health difficulties. These ACES have a direct impact on the health and wellbeing of our learners and their families.

To ensure that we are Getting it Right for Every Child we will improve our learning and teaching approaches to build on our understanding of trauma informed practice, R4L, attachment, stages of play and outdoor learning through Universal, Enhanced and Targeted supports. We will be engaging with the Dignity in Schools Programme with links to the UNCRC, as well as using data gathered from the HWB census for P5-7.

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p><u>Short (Sept – Dec '22)</u> Staff will be familiar and more confident in teaching emotional literacy and R4L</p>	Pre and post confidence questionnaire	<p>CLPL on Emotion Works (EW) Makaton emotions Introduce EW in all classes/shared areas/displays Assembly focus (EW)</p>	All staff	24.8.22	
Staff will use Children's Rights through the curriculum contexts	Class observations	CLPL refresher on R4L	All staff	Nov '22	
	Pre/post knowledge and understanding questionnaire	Long term planning Assembly focus	P1-7 staff	Dec '22	
	Planning documentation	Implementation of new IDL planning documentation	P1-7 teachers	Dec '22	
		Dignity in Schools Programme CLPL on Dignity in Schools			



<p><u>Medium (Jan – Mar '23)</u></p> <p>Children will be able to explain how their brains work during times of stress and identify regulation strategies</p> <p>Children will be more able to manage stress/anxiety using a shared language and consistent strategies</p> <p>Children have an increased knowledge of their rights and the rights of others</p>	<p>Pupil conversations/Professional dialogue</p> <p>Staged Intervention</p> <p>Reduced number of dysregulated behaviours</p> <p>Pupil conversations</p> <p>Learning displays</p>	<p>Staff application of EW and R4L to teach learners about the brain, emotions and regulation strategies</p> <p>Assemblies</p> <p>Assemblies</p> <p>Dignity in Schools Programme</p> <p>UNCRC learning and teaching visible in IDL planning, delivery and evaluations</p>	<p>P1-7 staff</p> <p>P1-7 staff</p>	<p>Mar '23</p> <p>Mar '23</p>	
<p><u>Long (April – June '23)</u></p> <p>Children will be more able to manage stress/anxiety using a shared language and consistent strategies</p>	<p>Reduced number of dysregulated behaviours</p>	<p>Roll out Emotion Works programme</p>	<p>Learners</p>	<p>June '23</p>	



Children will be able to talk confidently about their rights and the rights of others	Class observations	Assemblies Dignity in Schools Programme	Learners	June '23	
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Priority 2: Literacy and Languages

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Literacy and Languages

All teachers will provide excellent and equitable, high-quality experiences to engage, motivate and inspire all learners to meet their individual needs in writing. (LA Framework). Through improved and consistent approaches to teaching writing, including digital technology, a whole school literacy rich culture will be developed. Robust moderation and tracking processes will evidence increased progress. As a result, learners' progress will be measured in increments through a level. E.g. F1D, F1C, F1S. The impact will be that learners will progress through 3 increments over the session.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Contextual Analysis/Rationale

Throughout session 21/22, we developed our writing pedagogy using a range of approaches to include Talk for Writing and Foundations of Writing. We also developed writing criteria across a range of genres, as well as revised progression pathways to include National Benchmarks and Curriculum for Excellence outcomes. This session these developments need to be implemented consistently across all stages, and pieces of writing moderated to ensure children make appropriate progress. We are working towards our Core level for Reading Schools Award as part of our literacy focus. There is a separate action plan that has been developed as part the Reading Schools Programme.

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p><u>Short (Sept – Dec '22)</u></p> <p><u>Writing:</u> Staff will be more skilled in teaching writing using the Talk for writing approaches</p>	<p>Confidence questionnaires/baseline</p> <p>Writing evidence Pupil conversations</p>	<p>Engage in 3 x 2hour Talk for Writing CLPL sessions</p>	<p>P3-7 teachers</p>	<p>Sept '22</p>	
<p>Staff will teach writing at Early level using the school's Early Level Writing Toolkit</p>	<p>Learning and Teaching observations</p> <p>Staff feedback</p>	<p>Engage in Early level Writing Toolkit CLPL sessions</p>	<p>P1-7 teachers/LAs</p>	<p>Aug Inset</p>	
<p>Assessment information will be reliable and robust</p>	<p>Attainment transition information</p> <p>Writing Assessments</p> <p>Moderation</p> <p>Writing criteria</p>	<p>Complete writing assessments</p> <p>CLPL on AiFL – feedback</p>	<p>P1-7</p>	<p>Dec'22</p>	



<p>Staff will be use digital writing programmes to support children with ASN</p> <p>Parents/carers will be more familiar with how they can support their child's early literacy development at home</p>	<p>Planning and progress meetings</p> <p>Learning and teaching observations</p> <p>Staged Intervention reviews</p> <p>Parent/carer feedback</p> <p>Attendance at workshops</p>	<p>CLPL sessions for Clicker 7, Speech to Text etc.</p> <p>Plan workshops through the session</p>	<p>P2-7</p> <p>P1-2 parents and staff</p>	<p>Nov'22</p> <p>Dec'22</p>	
<p><u>Medium (Jan – Mar '23)</u> Staff pedagogy in writing has improved</p>	<p>As above</p>		<p>P1-7</p>	<p>Mar '23</p>	<p>Detail to be added following Short-Term evaluations in Dec'22</p>
<p><u>Long (April – June '23)</u> Children's writing has improved evidenced through moderation process</p>	<p>As above</p>		<p>P1-7</p>	<p>June '23</p>	<p>Detail to be added following Medium-Term evaluations in Mar '23</p>



Priority 3: Mathematics and Numeracy

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Mathematic and Numeracy

All teachers will provide excellent and equitable, high-quality experiences to engage, motivate and inspire all learners to meet their individual needs in numeracy. (LA Framework)

Through improved and consistent approaches to teaching numeracy, including digital technology, there will be a 10% increase from P1-7 learners who are on track to achieve national expectations within numeracy.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Contextual Analysis/Rationale

Our current data tells us that P1-P6 have 52% of children are making appropriate progress in line with meeting National expectations. Our current P1–P2 classes have been using a CPA (concrete, pictorial approach more consistently to support their understanding of the foundations of number. 81% of these children are on track to meet National expectations. We will therefore continue to develop the CPA approach across the school consistently and with the support of our numeracy lead.

With improved learning and teaching using the CPA approach, there will be an increase of 10% of children across the school on track to achieve National expectations.

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p><u>Short (Sept – Dec '22)</u> Staff will teach numeracy using the Concrete Pictorial and Abstract (CPA) approaches</p> <p>Staff will use tracking progress using the Progress Trackers</p> <p>Assessment information will be reliable and robust</p> <p>Staff will be familiar with</p>	Confidence questionnaires/ baseline	Engage CPA CLPL sessions	P1-7 teachers	Dec '22	
	Learning and Teaching observations	Quality Assurance Calendar shared with staff	P1-7 teacher	Sept '22	
	Attainment transition information	CPA specific observation template developed	Linzi Barr	Aug '22	
	Learning and teaching observations	Planning and progress meetings	P1-7 teachers	Sept/Nov '22	
		Planning and progress meetings	SLT/teachers	Nov'22	



digital apps and programmes to support children with ASN Parents/carers will be more familiar with how they can support their child's early numeracy development at home	Staged Intervention reviews Parent/carer feedback Attendance at workshops	Sumdog, Topmarks, BBC Bitsize, Khan Academy Plan workshops through the session	All staff P1-2 parents and staff	Dec'22	
<u>Medium (Jan – Mar '23)</u> Staff pedagogy in numeracy has improved	As above		P1-7	Mar '23	Detail to be added following Short-Term evaluations in Dec'22
<u>Long (April – June '23)</u> Children's numeracy has improved evidenced through moderation process	As above		P1-7	June '23	Detail to be added following Medium-Term evaluations in Mar '23



Priority 4: Assessment and Moderation

Long Term Improvement Outcome

(Aspirational, Transformational; relates to improved outcomes for learners)

Assessment and Moderation

All teachers will monitor, track and moderate individual learners' progress to ensure appropriate progression in learning and maximising attainment. (LA Framework) As a result learners will make appropriate progress which is moderated with robust evidence.

NIF Priority	NIF Driver(s)	HGIOS4/HIGIOELC QIs
<p>Improvement in children and young people's health and wellbeing</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	<p>School Leadership</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>Assessment of Children's Progress</p> <p>School Improvement</p> <p>Performance Information</p>	<p>1.3 Leadership of change</p> <p>2.3 Learning, teaching and assessment</p> <p>3.1 Ensuring wellbeing, equity and inclusion</p> <p>3.2 Raising attainment and achievement / securing children's progress</p>



Contextual Analysis/Rationale

We have developed our school planning and tracking processes last session and now need to support staff to use them consistently and moderate as part of the ongoing planning, learning, teaching and assessment. There is robust quality assurance in place as well as a CLPL calendar to ensure we have a skilled workforce that work collaboratively for improvements.

Long term planning and a revised curriculum will allow teachers to create planned IDL assessments.

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
<p><u>Short (Sept – Dec '22)</u> Teachers planning will evidence differentiation across the curriculum through revised planning</p>	<p>Planning folders</p>	<p>Stage partners to moderate at the planning stage All teachers to use new documentation</p>	<p>P1-7</p>	<p>Dec '22</p>	
	<p>Planning and progress meetings</p>	<p>Support and challenge during planning meetings</p>	<p>Extended SLT</p>	<p>Dec '22</p>	
	<p>Professional dialogue</p>				
<p>Teachers will begin to use of the Progress Trackers more consistently to evidence children's progress in learning within literacy and numeracy</p>	<p>Attainment/progress meetings</p>	<p>Robust analysis of assessment data/information</p>	<p>P1-7</p>	<p>Dec'22</p>	
	<p>Learning Observations</p>	<p>CLPL on AiFL – feedback</p>			



<p><u>Medium (Jan – Mar '23)</u></p> <p>Teachers will be become more confident in using Progress Trackers to evidence children's progress in learning within literacy and numeracy</p>	<p>Planning documentation</p> <p>Planning and progress meetings</p> <p>Professional dialogue</p>	<p>Support and challenge during planning meetings</p> <p>Attainment/progress meetings</p>	<p>P1-7 teaching staff</p>	<p>Mar '23</p>	<p>Detail to be added following Short-Term evaluations in Dec'22</p>
<p><u>Long (April – June '23)</u></p> <p>Children's learning needs are being met through a range of differentiated learning and teaching approaches</p>	<p>Learning and teaching observations</p> <p>Staged intervention meetings</p> <p>Learning conversations</p>	<p>Support and challenge provided through differentiated learning experiences</p> <p>Staff using Building Blocks to support progress in numeracy</p>	<p>P1-7 staff</p>	<p>June '23</p>	<p>Detail to be added following Medium-Term evaluations in Mar '23</p>

