

Improvement Plan 2022/2023



St Bernadette's RCPS 2022-23

School Vision and Aims

Our ethos is rooted in our Faith. All members of our school community are encouraged to live the Gospel Values, loving and supporting each other while striving to develop our unique gifts and abilities. We aim to enable each of our children to achieve their God – given potential.

Our vision for our children is that they;

- develop a strong connection to their environment and a determination to contribute to it;
- are empowered to make choices that enhance their health and wellbeing throughout their lives;
- develop the skills for learning, life and work that they will need to thrive in the workplace.

When we talk about this with our children, we talk about our 3Bs: **Belonging, Believing & Building Blocks**



Our School Improvement Plan has been developed in consultation with staff, families and children. It is also a reflection of our Standards & Quality Report. This plan is part of a 3 year plan whose elements are described in the overview shown below.



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BELONGING - Our Communities

Our World - [Laudato Si](#)

Parish - Review of Sacraments

Campus - Development of Grounds - Active Travel

Families - Family Engagement - Pupils & Parents As Partners – Digital communication

School - Paul Dix - Mindfulness - Circle Time - Peer Mediation - [Laudato Si](#)

Class - Paul Dix - Mindfulness - Circle Time - Peer Mediation - [Laudato Si](#)

BELIEVING - Empowered Through Active Learning Pedagogies

Writing - immersive & holistic teaching of Literacy - RIC CLPL - [Colourful Semantics](#)

Playful pedagogy (from P1-P7)

Cooperative Learning

Growth Mindset

Outdoor Learning

2+1 Languages



BUILDING BLOCKS - Accurate Assessments Guide Us To Build On Strengths

Inter-authority - Moderation of Writing through RIC Writing Programme

Cluster - Moderation of Progress Tool

School - Moderation of Progress Tool - RIC Assessment & Moderation - Assessment for Learning

Class - Growth Mindset - Assessment for Learning Strategies



Overview

Headteacher:

Nuala McElroy

Priority

Long Term Improvement Outcome

Accountable Person



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1	Belonging: The attendance of a targeted group of children will increase by 5%.	N McElroy
2	Believing: Our children's survey responses will show a 5% increase in the children's sense of enjoyment, engagement and confidence in their learning.	N McElroy
3	Building Blocks: Children's attainment in Writing and Numeracy will increase by at least 5%.	K McDonald

Priority 1

Long Term Improvement Outcome
(Aspirational, Transformational; relates to improved outcomes for learners)

Belonging: The attendance of a targeted group of children will increase by 5%.



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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

Contextual Analysis

The link between attendance and SIMD:
 At first glance, there is only a small difference in attendance between our families experiencing the most and least disadvantage, with children in SIMD 1 & 2 having an attendance figure of 89% and children in SIMD 3-10 having an attendance of 91% in 2021-22. However, 39% of children living in SIMD 1 & 2 have an attendance rate lower than 90% in comparison to the 27% of children in SIMD 9 & 10 who have an attendance rate lower than 90%. The link between SIMD and low attendance is evidenced by the fact that 75% of those of our children whose attendance is lower than 85% live in SIMD 1 & 2.

In 2021-22, there appeared to be no significant link between SIMD and very good attendance; 43% of children living in SIMD1-2 and 42% of children living in SIMD 9-10 had an attendance rate of 95% or more.

The link between attendance and attainment:
 There is a clear link between attendance and attainment with our children who attend less than 90% of possible school days achieving substantially less well than our children who have an attendance of 95% of more.

Attendance	Reading	Writing	Listening & Talking	Numeracy
Less than 90%	57%	57%	87%	63%

95% or more	77%	69%	92%	79%
Attainment gap	20%	12%	5%	16%

Our data, as shown above, is in line with research findings published by University College London, in July 2020. They state that:

- Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement.
- Equivalently, eight days of absence would move a pupil one place down a ranking of 100 pupils (e.g. from 50th to 51st).
- Pupils from low-income households see a larger negative effect from each day of absence.

The link between attendance and wellbeing:

By cross referencing our children's wellbeing survey results with attendance, we can see that there is a relationship between the way that the P5-7 children completed the survey and their attendance. The children with very good attendance reported liking being at school less than their peers with attendance below 90% but were much more likely to say that they felt liked/known/important to others/respected at school.

Attendance	I like being at school	I feel liked at school	I feel known at school	I feel important to other people at school	I feel respected at school	I feel safe at school	I feel cared for at school
Less than 90%	88	75	75	62.5	75	100	88
95% or more	80	84	88	88	88	88	88

Our families' views:

When consulted, our families also prioritised wellbeing. Families were asked to respond to a wide range of possible school priorities and the percentages of those who thought each option was 'Very important' or 'Important' are shown below. The most popular options related to attainment, see Priority 3, but these options enjoy strong support.

Option	Very important & Important
Play; encouraging children to explore their learning and relationships through play.	93%
Community: communication with families around their children's learning.	89%
Emotional Literacy work; helping children to identify emotions and find strategies to handle them.	85%
Sensory Mini Gym; helping children to regulate their energy levels so that they can focus in class.	81%

Rationale

The findings above are in line with our experience that when our children have very low attendance, they find it hard to maintain the relationships that make them feel known, liked, respected and important to others in the class. While they are absent, friends find new people to play with and things happen amongst the children that they are unaware of. At the same time, learning becomes more difficult because key concepts, or opportunities to apply new learning, are missed. When the P1-4 children were asked in a consultation assembly, 'What makes learning scary?' 9 of the 18 children's responses were related to 'Being off' or 'Being off and not knowing what to do.' The toll on feelings and learning makes coming to school even more difficult so attendance falls and the situation gets worse.



To decrease the attainment gap, we must raise attendance. To raise attendance, we must ensure that all of our children feel that they are valued members of our school family. We need to support children and families to prioritise school attendance. The results of our families' survey shows that our families want to know more about their children's learning. We believe that families will be more eager for their children to attend if they have a more accurate sense of the learning that will be missed.

Our action plan, detailed below, consists of universal actions that aim to raise attendance overall, and targeted actions that aim to raise the attendance of a small group whose attendance is particularly concerning.

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
Short Term					
Teachers will be aware of attendance patterns and the impact on the learners in their new classes	Professional dialogue	HT will provide teachers with data packs regarding their new class's attainment and attendance to track patterns. All staff will take part in problem-solving session to try to find new ways to boost attendance	All staff	August inservice days	
Children will have access to digital wellbeing resources	Pastoral Notes	Support staff and PT will undertake Mindmoose and Kooth training	PT Mrs Ogden	August inservice days	
There will be opportunities for the children to have daily emotional check-ins.	New emotional check-in software	Teachers and support staff will receive training on using the new software.	All staff	August inservice days	
Learning environments will improve in terms of supporting communication needs.	Communications Environment Award	Staff will work with Speech & Language Therapist on communication environments	All staff	August inservice days	



Staff will be upskilled in making the school a safe and supportive place to be.	CPD Manager	HT undertaking training in Creating A Mentally Healthy School	HT	End of August	
Staff will be upskilled in adopting the UNCRC.	CPD Manager	Mrs Morgan undertaking training in UNCRC	Mrs Morgan	End of October	
Medium Term					
Children will know that their attendance is important and is monitored by their teacher	Learning conversations	Teachers will be given monthly attendance summaries so that they can have learning conversations with children as an early intervention measure. Teachers will the notify HT/PT if there are underlying issues.	The administrator Teachers	Aug '22 – Jun '23	
		At assemblies, the HT will share the overall monthly attendance figure and talk to children about how important it is that we are in school if we can be.	HT	Aug '22 – Jun '23	
The impact of absence on children will be tracked.	Meeting minutes	Termly tracking meetings will include data on attendance.	HT, PT, Teachers		
Children will be able to share their anxieties and concerns, if any, when they arrive at school.	New emotional check-in software	Teachers will be able to use the new software to identify children who arrive feeling fragile and will be able to access support from the HT/PT for these children.	HT, PT, Teachers	Aug '22 – Jun '23	
Children who find school challenging in terms of their sensory needs will be supported	Sensory Mini Gym records	We will build on the success of the sensory Mimi Gym which was reintroduced by Mrs MacLeod and Mrs Ogden in partnership with Occupational Therapy.	Mrs MacLeod Mrs Ogden Occupational Therapy	Aug '22 – Jun '23	



Staff will be upskilled in making the school a safe and supportive place to be.	CPD Manager	HT will lead staff in training in Creating A Mentally Healthy School	HT	End of August	
Staff will be upskilled in adopting the UNCRC.	CPD Manager	Mrs Morgan will lead staff in training in UNCRC	Mrs Morgan	End of October	
Patterns of absence and underlying causes will be identified and addressed so that children feel supported to attend school.	Learning conversations	HT/PT will have regular, supportive check-ins with children who have been identified as reluctant to attend school. HT/PT will explore possible underlying issue.	HT and PT	Aug '22 – Jun '23	
Children's families will be aware of the impact of attendance on learning and relationships.	Sway newsletters	In the first Sway newsletter of each term, HT will provide the figures detailed above that show the impact of attendance on our children's attainment. There will monthly updates on the school's overall attendance.	HT	Aug '22 – Jun '23	
Children's families will be supported to improve their children's attendance.	Records of letters, Dojos and phonecalls	The administrator will provide a monthly attendance report identifying those families who need support. The families of children with attendance lower than 95% will be contacted by phone, letter or invited into a supportive meeting as appropriate.	The administrator HT and PT	Aug '22 – Jun '23	
Children's families will be more informed about learning and so will have a greater sense of the importance of what children miss when absent.	Dojo records	The school is trialling Class Dojo as a way to inform families about their children's learning on a twice-weekly basis.	All staff	Aug '22 – Jun '23	



The impact of uncertainty about Covid will be reduced.		The administrator will be asked to remind families that Covid infection is no longer a reason for absence unless a child is unwell. This information will be shared regularly in newsletters.	The administrator	Aug '22 – Jun '23	
Long Term					
Children will find school a more exciting and engaging place to be, and they will want to attend.	Children's surveys	Teachers are planning together to ensure that the curriculum is more cohesive, progressive and engaging. There will be whole-school explorations of themes and more hands-on learning.	HT, PT, Teachers	Aug '22 – Jun '23	
Children will find school a more exciting and engaging place to be, and they will want to attend.	Children's surveys	Teachers will build on Mr Buck's professional enquiry into play by incorporating the successful elements into all classrooms.	Mr Buck, HT, PT, Teachers	Jan '23 – Jun '23	
Children will find school a more exciting and engaging place to be, and they will want to attend.	Children's surveys	House assemblies will be reintroduced.	HT, PT, Teachers	Jan '23 – Jun '23	
Children will find school a more exciting and engaging place to be, and they will want to attend.	Children's surveys	Children will have the opportunity to play with friends across the campus every Fun Friday playtime.	HT, PT, Support staff	Jan '23 – Jun '23	
The school will be a safe and supportive place to be.	Children's surveys	Staff will implement learning from the Creating A Mentally Healthy School training.	All staff	Jan '23 – Jun '23	
Children will see education as part of their rights as set out in the UNCRC.	Children's surveys	Children will be aware of the UNCRC and the right to an education.	All staff	Jan '23 – Jun '23	



Priority 2



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Long Term Improvement Outcome

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

Believing: Our children’s survey responses will show a 5% increase in the children’s sense of enjoyment, engagement and confidence in their 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

Contextual analysis

The challenge:

In 2021-22, we experienced continued incidences of, and anxieties around, Covid. This had a significant impact on staff and pupil attendance. There had also been a drop in attainment from pre-Covid levels and teachers were determined to raise their children’s attainment and narrow the poverty-related attainment gap. They were successful to a significant degree but they found themselves using more traditional teaching methods because they felt the pressure to get the maximum amount of learning packed into every minute they had a child in front of them. The national drive to raise attainment in Literacy and Numeracy has led to a narrowing of our curriculum. We have also been aware that Covid guidelines have meant that there has been a change in our pedagogy with children spending more time in their seats than they would have pre-Covid.



Our children's views:

We believe that the narrowing of our curriculum and the impact of Covid on pedagogy explain, to a large extent the results in the table below. Although many of the results of our children's surveys on learning were very positive, there were also results that challenge us such as the fall in the number of children who find learning fun or interesting.

Statement	August 2021 - Children who answered Strongly agree and Agree	May 2022 - Children who answered Strongly agree and Agree
I like learning	89.80%	75%
I find my learning interesting	84.70%	84.60%
I can learn when I make mistakes	88.10%	88.50%
I am happy to ask for help if I need it	76.30%	78.80%
I like hard work	72.90%	69.20%
Learning is important to me	94.90%	88.50%
Learning is fun	83.00%	65.40%
I can get better at my learning	96.60%	88.50%
I can do my learning work well	98.30%	84.60%
I always try my best	88.10%	96.20%
I keep trying when my learning is hard	94.90%	90.40%
I make decisions about my learning	69.50%	88.50%

Our school community's solutions:

Our P1-6 children were asked in a Consultation Assembly what they are looking for from their curriculum and their priorities were:

- Working with friends/in a group
- Learning through games
- Outdoor learning
- Science
- Maths
- Reading
- Writing

Families were asked to respond to a wide range of possible school initiatives and the percentage of respondents describing each option as 'Very important' or 'Important' is shown below. Our families prioritised Literacy and Numeracy but also valued a range of wider aspects of the curriculum and the life and work of the school.

Possible initiative	'Very important' or 'Important'
Numeracy; building children's skills in building Numeracy skills and applying those skills in different ways.	100%
Small group interventions in Literacy and Numeracy; helping children to achieve their expected learning levels.	96%



Writing; building children's skills in expressing their thoughts and ideas in structured, coherent writing.	93%
Social Subjects; teaching our children about our history and our environment.	93%
Play; encouraging children to explore their learning and relationships through play.	93%
Sustainability; encouraging children to consider their place in the world and how our actions affect the planet and other people.	89%
Science; teaching children to use observations and experiments to gain knowledge and understanding about how the universe works.	89%
Community: communication with families around their children's learning.	89%
Emotional Literacy work; helping children to identify emotions and find strategies to handle them.	85%

As a staff, we have discussed and debated how to reintroduce the fun and motivation into learning and have committed ourselves to doing this through widening our curriculum; incorporating a wider range of curricular areas and more experiential pedagogies. At the same time, our SIP Priority 3 and our PEF Priority are the raising of attainment in Writing and Numeracy and the narrowing of the poverty-related attainment gap. So, we are looking to curriculum design to assist us in maintaining, and improving, attainment in Literacy and Numeracy while making learning experiences more engaging and motivating.

Rationale:

- Research published in the Nature Portfolio Journal: Science of Learning, 15 June 2021 examined 'Associations between school enjoyment at age 6 and later educational achievement' and concluded 'That enjoying school is positively associated with achievement may be intuitive, but it is remarkable that school enjoyment as early as age 6 explains differences in GCSE outcomes a decade later so well. The differences in achievement by enjoyment were almost as large as differences by parental occupational social class and sex, which have been widely acknowledged to be intervention worthy inequalities.'

As research shows that finding learning fun and enjoyable is not only a matter affecting wellbeing but also attainment, it becomes even more important that we are able to incorporate content and pedagogies that engage and motivate our children. We will be looking to develop our understanding and implementation of Curriculum for Excellence's 4 Contexts of Learning, 4 Capacities and 7 Principles of Curriculum Design whilst doing this work.

Improvement Outcomes <small>(short, medium and long term)</small>	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
Short Term					



Teachers will be aware of the kinds of learning experiences that our children find fun and wish to do more of.	CPD Manager	Teachers will analyse the results of the children's survey on learning and the consultation assembly to see what the children identify what makes learning fun/interesting/safe/scary and what they would like us to do more/less of.	Teaching staff	End of Sept 2022	
Teachers' confidence re curriculum design will be raised.	CPD Manager	Teachers will involve in professional reading and dialogue using CfE documents and writings by Mark and Priestley and Michael Fullan.	Teaching staff	August inservice days	
Teachers will be more confident in planning cross-curricular topics.	CPD Manager	Teachers have identified cross-curricular themes that we will address as a school e.g. 'Food and Social Justice'. Teachers will plan a pilot topic together to ensure that learning is cohesive and progressive across the school.	Teaching staff	End of Sept 2022	
Teachers will be more confident in planning 'hands-on' learning experiences.	CPD Manager	Teachers have identified cross-curricular themes that we will address as a school e.g. 'Food and Social Justice'. Teachers will plan a pilot topic together to ensure that children regularly experience practical activities such as Science experiments, baking and drama take place.	Teaching staff	End of Sept 2022	
Children's learning will be supported by having families more involved in the pilot, whole-school, cross-curricular theme.	Dojo	Teachers will use Class Dojo twice weekly to inform families of the teaching in class and to ask families for their support in exploring the issues raised e.g. lending topic-related books or coming to talk to children about	Teachers and families	End of Sept 2022	



		their work.			
Children's learning experiences will be improved through self-evaluation of the pilot whole-school, cross-curricular themes.	Google Form Surveys	Children, staff and families will be asked to feedback on the teaching of the initial topic with reference to the 7 principles of curriculum design.	Children and all staff	Mid Oct '22	
Teachers will be more confident in teaching using a Growth Mindset approach.	CPD Manager	Teachers will revisit our work on Growth Mindset in order to build children's confidence in their ability to learn.	Teaching staff	End of Sept 2022	
Medium Term					
Children will experience cohesive and progressive learning experiences across the curriculum	Planning documents Google Form Surveys	As classes study the same topics across the school with the learning activities being differentiated to meet learners' needs, we will look for ways to allow the children to see that their learning is linked such as 'Study Buddies' between classes and topic-based assemblies.	Teaching staff	Oct 2022 – Jun 2023	
Children will experience a wider range of learning experiences across the curriculum	Planning documents Google Form Surveys	Teachers and children will continue to study whole-school, cross-curricular themes e.g. 'Food and Social Justice'. Teachers will bear in mind our professional learning on curriculum design and the feedback on the pilot whole-school, cross-curricular themes.	Teaching staff	Oct 2022 – Jun 2023	



Children's anxieties about learning will be assuaged.	Pre- and post-questionnaires	Classes will revisit our work on Growth Mindset in order to build their confidence in their ability to learn.	Teaching staff	Oct 2022 – Jun 2023	
Long Term					
Our children will be more confident and engaged learners.	Children's survey on learning	Believing: Our children's survey responses will show a 5% increase in the children's sense of enjoyment, engagement and confidence in their learning.	School community	June '23	



Priority 3

Long Term Improvement Outcome

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

Building Blocks: Children's attainment in Writing and Numeracy will increase by at least 5%.

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

Contextual Analysis

Attainment over time:

Looking at attainment over time, we can see that our attainment in Listening & Talking and Reading dropped during Covid but has climbed again. The figures on Writing and Numeracy have not recovered in the same way.

Year	Listening & Talking %	Reading %	Writing %	Numeracy %
2017-18	88	79	75	86
2018-19	91	82	82	86
2019-20	84*	81*	75*	84*
2020-21	89	74	66	75
2021-22	92	84	69	75

* estimated by the authority on the basis of National Assessments and previous performance.

Attainment against national attainment:

Looking at the attainment of our children against all of Scotland's children at P1, P4 and P7, we are outperforming the national picture in Reading, Writing and Listening & Talking. We were slightly below the national figure on Numeracy. Carrying out the same comparison, focusing on the children living in the most disadvantaged areas (SIMD 1&2), St Bernadette's outperforms the national figures in Reading, Writing and Listening & Talking but not Numeracy. When we focus on the children living in the most advantaged areas (SIMD 9&10), St Bernadette's outperforms the national figures in Reading and Listening & Talking but is substantially below in Writing and Numeracy.

P1, P4, P7 children

Curricular Area	National attainment – children	St Bernadette's attainment - all children	National attainment - children living in SIMD 1 & 2	St Bernadette's attainment - children living in SIMD 1 & 2	National attainment - children living in SIMD 9 & 10	St Bernadette's - children living in SIMD 9 & 10
Reading	75%	84%	65%	67%	87%	92%
Writing	70%	72%	59%	67%	83%	69%
Listening & Talking	83%	98%	75%	94%	91%	100%



Numeracy	75%	72%	65%	56%	87%	77%
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Our families' views:

When consulted, our families prioritised attainment. Families were given a range of options and the percentages of those who thought each option was 'Very important' or 'Important' are shown below.

Option	Very important & important
Numeracy; developing children's Numeracy skills and their ability to those skills in different ways.	100%
Small group interventions in Literacy and Numeracy; helping children to achieve their expected learning levels.	96%
Writing; building children's skills in expressing their thoughts and ideas in structured, coherent writing.	93%
Family Learning; Literacy and Numeracy workshops in school.	78%

Rationale

We can see from the data tables above that we have to raise attainment in Writing and Numeracy to match our previous performance and the national attainment figures. Our families also prioritise this goal. This priority is aimed at raising attainment in Writing and Numeracy for all our children rather than narrowing the poverty-related attainment gap. Our plans for narrowing the attainment gap are detailed in our PEF plan. Our plans for improving assessment practice, recording and analysis are contained in the Lornhill Learning Community Improvement Plan.

As discussed in SIP Priority 2, we cannot raise attainment by narrowing the curriculum even further so we need to maximise the impact of the time that we are spending on Literacy and Numeracy. We propose to do this by adopting the High Quality Teaching – 5-a-day approach as outlined by the Education Endowment Foundation in their report, as set out in their School Planning Guide 2022-23. Elements of the practice described are evident in our classroom practice but the 5A Day structure will help us to strengthen our pedagogy and to provide consistency across the school.

Improvement Outcomes (short, medium and long term)	Measures	Key Actions	Who?	By when	Milestone Updates/Comments
Short Term					
Teachers will have a shared understanding of the EEF's high quality teaching 5-a-day approach.	CLPL record	Teachers will work together to create a teaching and learning framework around the EEF's 5-a-day approach	HT, PT, Teachers HT, PT, Teachers	August inservice days	



The school will have an agreed model to ensure consistency of the EEF's high quality teaching 5-a-day approaches across all classes.	Quality assurance calendar	Teachers will co-create a quality assurance calendar to ensure that children experience high quality teaching and learning across all classes	HT, PT, Teachers	August inservice days	
Our children will be aware of their next steps in learning.	Learning conversation notes	Children will have learning conversations regarding their next steps as set out by themselves and their previous year's teacher in their June 2022 report.	Teachers HT to cover classes	Aug 22	
Medium Term					
Our children will experience high quality teaching and learning every day.	Attainment data Pupil surveys Staff surveys Family surveys	Teachers will share their strengths, and support each other, to plan teaching and learning experiences around the EEF's high quality teaching 5-a-day model.	Teachers	Aug 22 – June 23	
Our children will experience high quality teaching and learning every day in Writing.	Attainment data Pupil surveys Staff surveys Family surveys	Teachers will use the teaching techniques outlined in The Writing Revolution.	Teachers	Aug – Dec 2022	
Our children will experience high quality teaching and learning every day in Numeracy.	Attainment data Pupil surveys Staff surveys Family surveys	Teachers will revisit our spaced retrieval practice model for Numeracy and implement it in daily Numeracy lessons.	Teachers	Aug – Dec 2022	
Our children will experience high quality teaching and learning every day.	Weekly low-key tests, using technology where appropriate.	P5-7 teachers will use their children's new Chromebooks to implement low-key assessments as part of retrieval practice and to assess learning.	Teachers	Jan '22 – Jun '23	
Our children who are not meeting the expected levels of attainment will receive small group or	Assessments from the Building Blocks programme	Support will be timetabled for children who are experiencing difficulty in their Literacy and Numeracy learning.	HT, PT, teachers and learning assistants	Aug '22 – Jun '23	



1:2:1 support in Literacy and Numeracy.					
The school will have an agreed model to ensure consistency in assessment practices across all classes.	Moderation calendar	Teachers will co-create a moderation calendar to moderate planning and assessment across all classes	HT, PT, Teachers	November inservice day	
Our children will be aware of their progress and next steps in learning.	Didbook Progress system	Each term, teachers will use Progress as the basis of learning conversations that involve our children in the co-creation of their next steps.	Teachers HT to cover classes	Nov '22 March '23 June '23	
Our children will experience homework that will consolidate Writing and Numeracy learning.	Homework records	Teachers, pupils and families will build on the success of last year's professional enquiry on homework by Mrs Morgan to update our homework policy	Mrs Morgan HT, PT, teachers, Pupil Learning Group and families	Oct '22	
Our families and children will have access to videos that support home-learning.	Homework records	P7 pupils will build on the success of last year's work by Mrs Morgan on creating videos to support P1-4 Numeracy learning. P7 pupils will create videos that explain key concepts and strategies for classes throughout the school. These will be introduced through family Literacy and Numeracy workshops	Miss Cummings P7 pupils HT and PT	Oct '22	
Long Term					
Children will achieve more success in Writing and Numeracy.	SNSAs TPJ	Children's attainment in Writing and Numeracy will rise by 5%.	All staff	June 2023	

