

Education and Learning Directorate

School/ELC Annual School Improvement Planning

2023-2024

School Priorities: black font
Local Authority Priorities: purple font
Cluster Priorities: green font

School: Calside Primary

Date: March 2023

Updated September 2023: authority priorities in purple; cluster priorities in green; our own priorities in black.

School Priority/ Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p>Achievement Across the Curriculum</p> <p>United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..”</p> <p>31-“..all children have the right to play and to take part in cultural and creative activities..”</p> <ul style="list-style-type: none"> • Attainment in Literacy • Attainment in Numeracy • Attainment in Digital Literacy • Early level: Play pedagogy • First level: Active pedagogy • Learning Centre: continuous provision 	<p>Children are supported to achieve their potential across all aspects of the curriculum.</p> <p>Updated progression frameworks will ensure continuity and progression for all learners, enabling the correct pace of learning for each learner.</p> <p>A broad curriculum will enable learners to develop the skills for learning, life and work, allowing them to develop their own talents and flourish as individuals.</p> <p>Moderation activities will build consistency across classes, supporting new members of staff to implement our approaches.</p> <p>Parents and families will be supported in order that they feel able to be involved in their child’s achievement across the curriculum.</p>	<p>Literacy: Train new staff in the BRW approach (Leads: Miss MacRae and Mr Templeton; initial input August, then ongoing through year); Moderation of writing to ensure consistency (in stage teams; November; February; May) Evaluate our Literacy progression pathway against the updated D&G progression framework (Literacy Working Party led by Miss MacRae with representatives from each stage across the school; September-October); Working party recommendations discussed by whole staff; actions to be trialled October to January); Review trials, refine as needed (whole staff; January 2024); Adapted trials January to April 2024; review and refine.</p> <p>Learning and Teaching approaches across the curriculum New stage teams to review the draft for the Year 2 curriculum and refine (new stage teams; August INSET); Review of the Learning and Teaching policy taking our approaches into account (Lead: Mrs Gamble; August/September initial input); Learning Trios for staff to observe in peer classrooms, and then engage in professional dialogue to build consistency and shared understanding (September-October); Review of learning trios, linking back to Learning and Teaching approaches (Lead: Mrs Gamble; November 2023); Nursery and P1 staff to continue to develop shared approaches, planning and tracking (Leads: Mrs Douglas and Miss Kennedy; ongoing through the year); First level staff to continue to develop active pedagogy including Big Books and outdoor play (Leads: Miss MacRae and Mr Templeton; ongoing through the year); First level staff to continue to develop active pedagogy including Big Books and outdoor play; Learning Centre staff to continue to develop continuous provision, play pedagogy and outdoor learning (Leads: Mrs Hooper and Mrs Armstrong). Staff feedback as to approaches- what is working/ lessons learned; amendment of Learning and Teaching policy (Lead: Mrs Gamble; January INSET); Learning Trios to continue to build consistency and shared understanding (January-March 2024).</p> <p>Numeracy: Evaluate our Numeracy progression pathway against the updated D&G progression framework (Numeracy Working Party led by Mr McIlorum with representatives from each stage across the school; September-October); Working party recommendations discussed by whole staff; actions to be trialled October to February); Cluster INSET February 2024 (led by cluster Numeracy leads) Review trials, refine as needed (whole staff; February 2024); Adapted trials February to April 2024; review and refine.</p> <p>Tracking of Progress and Achievement using SEEMIS Moderation of levels within SEEMIS Progress & Achievement three times a year to ensure consistency within stages, and across the school (Lead: Mrs Gamble; October, January and May).</p> <p>Digital Literacy Implement the updated Digital Literacy strategy and progression framework across all stages (from August); Support new staff to implement this strategy (Mr McIlorum as needed); Staff to reflect on the skills within the Digital Teacher toolkit; identify and undertake any professional learning required (as part of PRD process; supported by Mr McIlorum as needed). Embed the role of the Young Digital Leaders: supporting younger classes; developing workshops and vlogs to support parents and the wider school community Lead: Mr McIlorum).</p>

NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> Improvement in attainment. Closing the attainment gap. Improvement in young people's health and wellbeing. 	<ul style="list-style-type: none"> Assessment of Children's Progress School Improvement 	2.2 Curriculum: Development of the curriculum; Learning Pathways; Skills for learning, life and work 2.3 Learning, teaching and assessment: Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring 2.4 Personalised support: Universal support; Targeted support; Removal of barriers to learning 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
See above Key Tasks: Staff will work in allocated workstreams; SMT leader of each workstream. Staff will work in stages and as whole team as per task.	See above Key Tasks: Collegial time throughout the session; SMT planning and evaluation time; Parental workshops and learning sessions.	n/a	April 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Continue to develop parental workshops, sessions, home and family learning to enable parents and families to be able to support learners to achieve across the curriculum. Learners to continue to have input into their own learning journeys: what they want to find out, what they need to do next and how they wish to show their learning (in classes and stages); Pupil Council to engage in learning talks using HGIOurS; Young Digital Leaders to support classes across the school and develop ways to support parents in Digital Literacy and Cyber Safety.		Development of learning environments and approaches to allow all learners to achieve their potential; Develop of learning environments and approaches to overcome any barriers to learning; Review of learning pathways and progression frameworks to ensure consistency, and to maintain a range of interventions to meet different learner needs.	

School Priority/ Improvement Area	Outcomes for Learners/School Community	Key Tasks	
Development of our Rights Respecting approach United Nations Rights of the Child: 2- “..all children have these rights..” 12- “..the right to give their opinions freely on issues that affect them..” 23- “..all children participating actively in the community..” 18- “..parents should always consider what is best for their child. Governments should help them..”	<p>Pupils will develop their understanding of human rights and of their own rights. They will feel included and involved in their own learning journeys. They will become confident individuals with a strong sense of their role as citizens in school and the wider community.</p> <p>Parents will be supported to be fully involved in their child’s learning journey, and the life of the school. We will continue to work together to overcome any barriers to learning.</p> <p>All our learners will be supported to achieve their potential across the curriculum.</p>	<p>Learner Participation Work towards the Silver Rights-Respecting Schools Award, as per our action plan (Leads: Mrs Kearney, Mr Templeton and the pupil Rights Steering Group; from August, ongoing through the year); Review Pupil Voice groups with the children, and update in line with our RRSA action plan as well as the D&G framework for Pupil Charters (Staff Leads for each group; from August); Development of charter for Pupil Council (Lead Mrs Gamble with the School Captains; August); share with the classes; Reflect on Year 2 of our learning pathway and our Time for Reflection calendar to ensure that the RRSA approach and the Sustainable Development Goals are threaded through the curriculum (stage teams; August INSET); Implement August onwards; review in January and refine as needed (staff stage teams; pupil representative for each Pupil Voice group).</p> <p>Parental engagement Plan opportunities for parental engagement through the year based on parental feedback (stage teams; August); Pupil Voice groups to assist in the development of parental engagement opportunities (Pupil Voice groups with their Staff Leads; from August and ongoing through the year); ClassDojo cancelled by Local Authority September 2023: authority working party to source a suitable alternative; Staff to develop alternative methods of sharing learning with parents- weekly updates as to learning in class; individual learning targets; wider achievements (Stage teams; September-October); Implement after October holidays; review and refine as needed until authority working group provides alternative.</p> <p>Framework for Inclusion Evaluate our inclusive practice against Education Scotland Inclusive Practice, and against D&G audit tool when published (Leads: Mrs Hooper and Mrs Armstrong; September); Identify any issues to be addressed; consider any required additions to our menu of interventions (from September and ongoing); As per D&G Inclusive Practice Framework, Mrs Armstrong to attend D&G Conference in August and undertake 3 days Nurture training; then feedback any relevant information or ways to take this forward to staff (from August, and ongoing); All staff to undertake 2hrs Nurture and 2hrs RespectMe training (Leads: Mrs Hooper and Mrs Armstrong; when this is arranged by Local Authority Framework for Inclusion Leads).</p>	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> Placing the human rights and needs of every young person at the centre of education. Improvement in children and young people's health and wellbeing. 	<ul style="list-style-type: none"> Teacher Professionalism Parental Engagement 	1.7 Leadership of learning: Children leading learning 2.1 Safeguarding and child protection : Arrangements for wellbeing 2.4 Personalised support: Universal support; Targeted support; Removal of barriers to learning 2.5 Family Learning: Early intervention and prevention 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
See above Key Tasks.	See above Key Tasks.	Release staff to undertake any further training on interventions as highlighted in the audit; D&G funding to release PT for Nurture training.	May 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Parental engagement calendar through the year; Consultation with Parent Council/Forum and Pupil Council; Learners developing and implementing parent sessions and parental support materials.		Reflect on inclusive practice and identify any issues to be addressed; Further develop inclusive practice as needed.	

DUMFRIES HIGH SCHOOL CLUSTER IMPROVEMENT PLAN 2023/24

CLUSTER IMPROVEMENT AREA	OUTCOMES FOR LEARNERS	KEY TASKS
To improve attainment and confidence in numeracy through a consistent use of Developing Number Knowledge across the cluster.	<p>Attainment and confidence in numeracy will improve for almost all learners over time.</p> <p>Hand on information from primary to secondary will reference learners' progress through DNK phases. As a result, secondary colleagues will ensure appropriate pace and challenge for learners. Meaningful assessment information shared at Primary 7 will enable effective planning in S1.</p> <p>As learners transition to secondary, numeracy strategies will be familiar and new learning build upon consistent pedagogy across cluster primaries.</p>	<p>Head Teachers or school leads to access training in September 2023 and access the SWAY training materials with staff groups. Head Teachers / Leads to sign for training: sign up here Allocate development time within the 35h WTA for cluster improvement.</p> <p>To adopt DNK across the cluster with Structuring Number for Addition and Subtraction strand as minimum requirement. This means teaching, assessment and tracking. Phases 7 to 11 are referred to as Addition and Subtraction.</p> <p>Reference to DNK strategies in planning and classroom practice in S1 rolling through to S3 in future years.</p> <p>Scrutiny of attainment data across the transition for a sample of learners. Cluster to identify short life working group to coordinate the gathering of relevant data. To be repeated annually.</p> <p>Moderation of learning and teaching event in February 2024 at The Bridge. Tuesday 13th February 9.15 to 11.15am. Use reflective questions to prompt professional dialogue (see below for suggested reflective questions)</p> <p>June 2024 Primary 7 teachers complete the record of phases spreadsheet.</p> <p>The latest Phase Assessment Booklet to be passed on from P7 to S1 in June 2024.</p> <p>All resources can be found in DNK Team.</p>
NIF PRIORITY	NIF DRIVER	HGIOS?4
Improvement in attainment, particularly in literacy and numeracy.	<p>School Leadership</p> <p>Teacher professionalism</p> <p>Curriculum and assessment</p> <p>Performance information</p>	<p>1.2 Leadership of learning</p> <p>2.2 Curriculum</p> <p>2.3 Learning, Teaching and Assessment</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p>