

**3 Year Plan – Strategic overview** [\(back to contents\)](#)

		<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Level or Specific Class Targets	Early	<ul style="list-style-type: none"> <li>▪ Early Level Transition and PLPs</li> <li>▪ Early level Nursery / P1 joint programmes / activities.</li> <li>▪ New Nursery Teacher – role and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ ICT Programme</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	First	<ul style="list-style-type: none"> <li>▪ Pace and moderation of learning (Composite classes)</li> <li>▪ Pupil PLPs First Level</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Second	<ul style="list-style-type: none"> <li>▪ P7/S1 transition (Cluster dev)</li> <li>▪ Active Learning P4-7</li> </ul>	<ul style="list-style-type: none"> <li>▪ P6/S1 transition (Cluster dev)</li> <li>▪ Active Learning Review</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Learning Centre	<ul style="list-style-type: none"> <li>▪ New PT – responsibilities e.g. liaison, timetables, SEEMIS IEPs</li> <li>▪ Development of Learning Centre as learning area / opportunity for whole school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review of Learning Centre programme.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
	Whole	<ul style="list-style-type: none"> <li>▪ GLOW – Parent Access (school being used a pilot)</li> <li>▪ Curriculum Design – Active Maths programme</li> <li>▪ Reporting formats.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum Design – Health and Wellbeing programme</li> <li>▪ Global Citizenship</li> <li>▪ Assessment – tracking, recording and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Curriculum Design - Literacy programme</li> <li>▪ Assessment – tracking, recording and reporting.</li> </ul>
Ongoing		<ul style="list-style-type: none"> <li>▪ Self-Evaluation – continuing development of robust self-evaluation procedures in Nursery, School and Learning Centre</li> <li>▪ 7 Principles of Curriculum Design – ongoing review of learning programmes and activities.</li> </ul>		

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## High Level Plan – Strategic overview [\(back to contents\)](#)

No.	Priority	Outcomes for learners	Lead Person(s)	Timescale	Measures of Success
<a href="#">1a</a>	<b>Early Level</b> Early Level Transition and PLPs Early level Nursery / P1 joint programmes / activities. New Nursery Teacher – role and responsibilities.	Joint planning and learning activities will enable children to move from Nursery to P1 with confidence – continuity of learning activities and staff. Planning for learning – joint planning with Nursery / P1 staff and tracking using PLPs – modify content for P1.	HT NT P1 staff	Aug 10 – May 11	Pupil PLPs in place – assist in identifying and tracking next steps. Pupil, parent and staff feedback.  1.1, 2.1, 2.2, 3.1, 5.1, 5.3
<a href="#">1b</a>	<b>First Level</b> Pace and moderation of learning (Composite classes) Pupil PLPs First Level	Liaison between classes will enable pupils to work together and share active learning activities – raise self-esteem and cooperative working. Increase personalization and choice. Tracking of pupil progress will assist teachers in managing pace and progress for all pupils. Identify learning needs and sharing of ideas.	HT CT P2-3	Aug 09 – Oct 10	Monitor planning and track pupil progress. Pupil PLPs (Work Webs) 1.1, 2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 5.7
<a href="#">1c</a>	<b>Second Level</b> P7/S1 transition (Cluster dev) Active Learning P4-7	Pupils more engaged in their own learning. Cross-curricular activities will make learning more meaningful. Flexibility in the curriculum will give greater opportunities for depth and following of pupil interests. Increased pupil motivation in their learning.	Acting DHT CTs	Aug 10 – May 11	All classes engaged in cross curricular learning activities – planning.  Pupils motivated by learning activities.  1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.3, 5.9
<a href="#">1d</a>	<b>Learning Centre</b> PT roles and responsibilities	Liaison and joint planning to meet needs of pupils in both mainstream and Learning Centre settings. Improved tracking of learning needs and progress. More involvement with parents. Improve care and learning needs of children with moderate support needs in the nursery and school. Use of SEEMIS for recording IEPs.	PT (LC) HT SfLT SLA	From Aug 10	Staff / pupil / parent feedback. Pupil IEPs.  1.1, 1.2, 2.1, 2.2, 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 6.1, 7.2, 8.1
<a href="#">2</a>	Introduction of new Active Maths programme.	Active Learning Opportunities in maths for all stages. Improved maths skills. Improved tracking of maths skills. Pupils engaged in stimulating activities to consolidate and challenge new skills. Pupils given more responsibility for their own learning.	HTs P1-3 DHT P4-7 CTs	Oct 10 – Mar 11	Pupil survey motivation and enjoyment of maths activities.  Increased attainment at all stages.  1.1, 2.1, 2.2, 5.1, 5.3
<a href="#">3</a>	Whole school Self-Evaluation procedures.	Ongoing review of Nursery and School policies, programmes and practice will help staff identify and target development needs to meet learners' needs.	All staff	Termly reviews	Self-Evaluation documentation. SIP. Feedback from stakeholders. 5.7, 5.9, 6.1, 6.2, 6.3, 7.2, 7.3, 9.1, 9.2, 9.3, 9.4

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No.	Priority	Outcomes for learners	Lead Person(s)	Timescale	Measures of Success
<a href="#">4</a>	<b>Whole Nursery/School Curriculum review – 7 Principles.</b>	<i>Children / pupils more involved in their own learning, increased opportunities for personalisation and choice. Improved pace of learning – identification of individual needs. Balanced and stimulating curriculum.</i>	HT CTs	Ongoing	<b>Class planning. Class observations – curricular activities. Pupil and staff feedback.</b>  1.1, 2.1, 5.1, 5.2, 5.3, 5.5, 5.6, 5.9, 9.1
<a href="#">5</a>	<b>Parent Involvement and Communication through GLOW.</b>	Enhanced communication and ICT within school and with home – newsletters and calendar. Parent access to specific information about their children – attendance statistics.	HT CTs	From Aug 10	Parent feedback.  2.2, 4.1, 5.5, 5.7, 5.9, 8.1, 9.1
<a href="#">6</a>	<b>3-18 Assessment – tracking and reporting.</b>	<i>Quality tracking will assist staff in planning to meet learners’ needs – review pace of learning and ensure all learners are challenged.</i>	HT CTs	? Waiting on advice.	<b>Tracking and reporting system to reflect 3-18 aims and values in place.</b> 1.1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 8.4, 9.4