

**Education and Learning Directorate**  
**School/ELC Annual School Improvement Planning**  
**2024-2025**



**School: Laurieknowe Primary**

**Date: June 2024**


## SCHOOL IMPROVEMENT PLAN 2024 – 2025 Priority 1

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks	
<p>Raise levels of attainments and achievement by securing high quality teaching and learning across all ages and stages.</p>	<p>Learner's outcomes will improve as a result of our drive to secure consistently higher quality of teaching and learning, including pedagogical approaches and working in partnership with families.</p> <p>Stretch Aim is to achieve 80% ACEL and 'at expected' in all stages.</p>	<p>(1) To fully embed the recently agreed 'Teaching, Learning and Assessment Guidance' (TLA) into practice and the Quality Assurance Framework. Continue to ensure that the Working Time Agreement and Collegiate Calendar offer protected time for effective QAF activities, ensuring that this work is able to evidence progress through school's self-evaluation and staff's PRD / PDR.</p> <p>(2) In support of 'TLA Guidance' and improving pedagogical approaches work to establish a Digital Skills Progression Framework. Seek support and collaborative opportunities with other schools in cluster or region more widely, as part of looking outwards and achieving a broader consensus on progress. Seek guidance from QAC Team on which schools would be most appropriate for this.</p> <p>(3) From the Family Feedback Survey' (May 2024), 43% of those who left suggestions for what should be on our SIP this year suggested a replacement for Class Dojo. Their reasons were varied, but many of them commented on the desire to know more about the learning that is and will be taking place each term and how they can support this at home. Families would like more opportunities to communicate with teachers. To address this, we are going to launch a new Laurieknowe Glowblog/ Website and introduce the Parents Portal. We have been looking into both of these option in the run up to writing this year's SIP and concluded that these would be a good first step, without the need to commit to a high cost platform. We would then be able to use these strategies to improve communication between school and home in order to engage parents more effectively in support of learning and outcomes.</p> <p>(4) In support of improving outcomes for targeted group of learners review current attendance monitoring and support practices. Look for good practice in similar schools. Build in responsibility at all levels within school. Identify barriers to attendance and what supports can be implemented to improve. ** School attendance to date is 94%, D&amp;G target is 95%, However we have a small group of learners whose attendance fluctuates through the year, and others who attendance is of more significant concern. Seek to collaborate and co-ordinate good practice in order to improve this outcome for learners. PEF will support this activity.</p> <p>(5) P7 teacher(s) will be involved in cluster wide project, working with Dumfries Academy to develop and Transition Project – Solar Punk Island from daydreambelievers.co.uk. This idea was shared at Education Scotland's Curriculum Design Webinars.</p>	
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria	
<ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in skills and sustained, positive school-leaver destinations for all young people</li> </ul>	<p>School leadership Teacher and practitioner professionalism Parental/carer involvement and engagement Curriculum and assessment School improvement</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of change 2.3 Learning, teaching and assessment. 2.5 Family Learning 2.7 Partnerships</p>	

• Improvement in attainment, particularly in literacy and numeracy		Performance information	3.2 Raising attainment and achievement 3.3 Increasing creativity and employability.	
Responsible/Lead Person		Time Allocations	Funding – including PEF	Expected Completion Date
(1) HT/ SLT Lead. All teaching staff have responsibility.		TBC from SWTAG meeting but in 23-24: 14hrs allocate to moderation. 21 hrs allocated to assessment / pupil progress. 2hrs each for PRD/PDR. In addition to time during the school day was built in for lesson observations and feedback, SLT led scrutiny of planning & jotters.	For all tasks:  PEF funded 0.5 FTE teacher to release Principal Teacher to be part of SLT lead across all QAF activities.	Ongoing through 2024-25
(2) PTs / SLT lead with working group of teachers identified.		4 hours of Development / Collegiate Time 4 hours management time (SLT to facilitate out of class/or lead)		End Term 3 (Easter)
(3) DHT / SLT Lead. All staff have responsibility		45 mins training – L. Fugaccia. 2 hours dedicated on first INSET. 1 hours at start of each term for forward. Time as requested from staff to maintain expected communications. SLT management time to building this capacity. Exact amount yet to be determined.		Glowblog: Sept '24 * ongoing. Parent Portal: Nov '24 & ongoing. Parental Engagement Calendar – Sept '24 and ongoing.
(4) SLT with support from all staff including admin and where required partner agencies.		1 hour each week for PTs 2 hours every 6 weeks for SLT Part of time allocation of admin staff.		Establish new procedures and Target group – Sept. Regular review and monitoring every 6 weeks.
(5)DHT at Dumfries Academy (DD) working with DA staff and P7 cluster teachers.		TBC. Details will be available on Cluster Improvement Plan.		Cluster will fund this project, including supply costs for 'buying teachers' out of class.
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion		
Parents / Families	Learners	<p><b>Present</b> - All children and young people should learn in environments which best meet their needs. All children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school.</p> <p><b>Participating</b>- All children and young people should have their voices heard in decisions about their education. All children and young people will have the opportunity to participate and engage as fully as possible in all aspects of school, including trips and extracurricular activity.</p> <p>All children and young people should be enabled and supported to participate in their learning.</p> <p><b>Achieving</b> – All children and young people should be achieving their full potential. All children and young people should have access to a varied curriculum tailored to meet their needs.</p> <p><b>Supported</b> - All children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships.</p>		
(1) Parent council updates. Family Feedback. Family 'Sharing the learning' sessions.	(1) Pupil voice will become part of the QAF. They will be able to contribute to evaluation on the quality of TLA.			
(2) Parent Council. Document shared with wider forum. Some will see this in action during sharing the learning sessions.	(2) Pupils will contribute to the developed framework. Begin to assess their own progress against it. Experience increase T&L with digital technology.			

<p>(3) Parent Council. Initial 'how to' sessions / info. Parent will be supported to engage with both platforms. Family feedback.</p>	<p>(3)Pupils will contribute to Glowblog for their own class and be able to use it as source of key information.</p>	<p>All children and young people should be supported to overcome barriers to learning and achieve their full potential.</p>
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**SCHOOL IMPROVEMENT PLAN 2024 – 2025 Priority 2**

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks	
<p>To identify the foundations on which a new curriculum provision at Laurieknowe should be built.</p> <p>This is an overview timeline of the Curriculum Refresh work we'll undertake over the next 3 years.</p>  <p>Curriculum Design Timeline 2024 - 2027</p>	<p>Our learners and their families will experience and collaborate with school to establish the foundations of a curriculum fit for our community.</p> <p>Stretch Aim is to achieve 80% ACEL and 'at expected' in all stages.</p>	<p>(1) Collegiate professional learning on curriculum design to include: Overview of key documentation. Knowledge of our school's context. Working through Education Scotland's Curriculum Design Toolkit. Establish links between Context, VVA and the founding framework which guides our approach to TLA at Laurieknowe. This professional learning and dialogue is not tasked with establishing the details of what we teach, but our pedagogical and ethical approach which we will undertake because we believe it will best meet the needs of our community.</p> <p>(2) Building on the action plan and success of the development of Play Pedagogy in P1 &amp; P2, working group to establish a framework which guides how play will be used through to P4. This working group will collaborate with PT of Play Pedagogy and look for opportunities to see how this works in other schools (QAC Team may support in identifying appropriate schools). There will be a need for professional learning using the 'Play Toolkit' current P1 &amp; P2 staff to support collegiate working and development.</p> <p>(3) Working with wider cluster, teachers in P5-7 will be collaborating to develop a 'Skills Framework for Second Level'. This will include collaboration with Dumfries Academy. The Skills framework will reflect national documentation and guidance (Skills 4.0) and frameworks which some of our cluster already have in place. This framework will be more of an overview so that cluster schools can then personalize it to fit their curriculum and context.</p> <p>(4) Inclusive Practice Lead (GR) will work to improve the provision of our Nurture Room and Inclusion Hub (* If building works allow these to be separate spaces again). This will be working in partnership with Inclusion Team and the Inclusion Framework and PTs of Inclusive Practice. The aim is that these spaces offer children ongoing access to a more personalized provision and to begin the work of establishing how to link this provision with learning taking place in classrooms. GR will establish the learning environment, plan the provision, manage resources and co-ordinate planning with the teachers of pupils who are using the space. GR will also continue to support Inclusive Practice amongst our whole staff team.</p> <p>(5) In 2022-23 staff working groups developed guidance on 'Outdoor Learning' and 'Visits and Visitors', we need to take these document together in order to put guidance in place for expected provision of these experiences. We want to achieve consistency in experience which is lacking currently, and is demonstrated in our records and through the feedback of both families and pupils themselves. Alongside this is looking for opportunities for professional learning on 'Outdoor Learning'. We'll seek someone with expertise in this area to guide us on how to improve our playground so that it builds increased opportunities, we'll work with partner agencies to continue and improve our provision of experiences out of the classroom, including seeking to offer residential experiences (cost will be a barrier to the timeframes of this offer).</p> <p>(6) Continue journey toward Rights Respecting Gold – not planned to achieve in this session but to go for it in 2025-26</p>	
NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education.</li> <li>Improvement in children and young people's health and wellbeing.</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people.</li> </ul>		<ul style="list-style-type: none"> <li>School and ELC leadership</li> <li>Teacher and practitioner professionalism</li> <li>Curriculum and assessment</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self-evaluation for self-improvement</li> <li>1.2 Leadership of Learning</li> <li>1.3 Leadership of change</li> <li>1.5 Management of resources to promote equity.</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment.</li> <li>2.7 Partnerships</li> <li>3.1 Ensuring wellbeing, equality and inclusion.</li> <li>3.3 Increasing creativity and employability.</li> </ul>

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
(1)HT leading supported by SLT and Staff Team.	INSET day	£200 for reading materials. Potentially further costs for sourcing professional learning opportunities.	May 2025
(2)PT (KP), supported by SLT & Staff Team.	TBC - Time allocate to this working group will run simultaneously with 'Skills Framework task. (see below)	PEF funded 0.5 FTE teacher to release Principal Teachers to be part of SLT lead across activities.	December 2024
(3)HT – supported by M.A (Troqueer) with P5-7 teachers form cluster.	TBC – negotiated with other Cluster schools. Although would likely be 4- 6 hrs of collegiate time.	Cluster funding to support 'buy out' IF needed, but also resources / materials required for the project.	December 2024
(4) GR – Inclusive Practice Lead. Supported by DHT (LL) and staff team more broadly.	GR will be allocated 1.5 hrs each week as 'leadership time'.	PEF used to 'buy in ' 0.5 FTE teacher to allow GR to be non-class committed in order to lead Inclusion and Nurture provision across school. £300 approx. to continue Boxall Subscription from Sept.	Ongoing to be reviewed for SQR.
(5)PT (RN), supported by SLT and Staff Team.	5 hours of collegiate Development time. Management time for supporting and monitoring	PEF funded 0.5 FTE teacher to release Principal Teachers to be part of SLT lead across activities.	Easter 2025
(6) DHT	Management Time	NA	Session 2026
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Parent/ Families	Learners	<p><b>Present</b> - All children and young people should learn in environments which best meet their needs. All children and young people should be fully engaged in the life of their school, through the inclusive ethos, culture and values of the school.</p> <p><b>Participating</b>- All children and young people should have their voices heard in decisions about their education. All children and young people will have the opportunity to participate and engage as fully as possible in all aspects of school, including trips and extracurricular activity. All children and young people should be enabled and supported to participate in their learning.</p> <p><b>Achieving</b> – All children and young people should be achieving their full potential. All children and young people should have access to a varied curriculum tailored to meet their needs.</p> <p><b>Supported</b> - All children and young people should benefit from the ethos and culture of the school, inclusive learning and teaching practices and relationships. All children and young people should be supported to overcome barriers to learning and achieve their full potential.</p>	
(1) (2) (3) Sharing info sessions. Participation in 'working group'. Feedback Survey. Parent Council	(1) (2) (3) Pupil voice, consultations, discussions at class and assembly times		
(4) Parent Council update, Learning conversations / open days/ sharing the learning events/ family feedback survey.	(4) some learners will experience the provision first hand/ other as part of groups or during Wellbeing Wednesday.		
(5) Sharing info sessions. Participation in 'working group'. Feedback Survey. Parent Council	(5) Pupil voice, consultations, discussions at class and assembly times		
(6) In addition to above – participation in the 'Rights Group'.	(6) In addition to above – participation in the 'Rights Group'.		