

**Education and Learning Directorate**

**School/ELC Annual School Improvement Planning**

**2023-2024**

**School: Sanquhar PS**

**Date: 29/6/23 (Recent update 7/03/24)**

**SCHOOL IMPROVEMENT PLAN 2023 – 2024** *(Limit the number of priorities to ensure they are manageable and achievable.)*

School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p style="text-align: center;"><b>Curriculum</b></p> <p>The structure and delivery of the curriculum will take good account of local and national circumstances, which will result in strong outcomes for all learners.</p>	<p><u>Rationale and Design</u></p> <ul style="list-style-type: none"> <li>- We work together as a school community to develop, promote and sustain an aspirational vision for our curriculum.</li> <li>- The curriculum has a clear vision and rationale shaped by the shared values of the school and its community. Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.</li> <li>- There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum. The structure of the curriculum provides equity of opportunity to maximise the successes and achievements of all our learners.</li> <li>- We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</li> <li>- Our creative and innovative</li> </ul>	<p><u>Rationale and Design</u></p> <ul style="list-style-type: none"> <li>- Create a community developed Curriculum Rationale (Oct 23)</li> <li>- Relevant curriculum design involving community and positive outcome focused (April 24)</li> <li>- Learning and teaching policy underpinned by refreshed curriculum (April 24)</li> </ul> <p><u>Development of the Curriculum</u></p> <ul style="list-style-type: none"> <li>- Review refreshed curriculum (April 24)</li> <li>- Seek partner involvement (Parents and Professionals) (April 24)</li> <li>- LfS embedded into Curriculum (April 24)</li> </ul> <p><u>Learning Pathways</u></p> <ul style="list-style-type: none"> <li>- Use of consistent Literacy and Numeracy Pathways (D&amp;G format) (April 24)</li> <li>- Creation of own IDL pathways (June 24)</li> <li>- P1 to 7 Skills activities (Personalisation and Choice) (Oct 23)</li> <li>- Outdoor Learning Development (June 24)</li> <li>- Review context for Learning (Topics,</li> </ul>

	<p>approaches to curriculum design support positive outcomes for learners.</p> <p><u>Development of the Curriculum</u></p> <ul style="list-style-type: none"> <li>- Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</li> <li>- We work well with partners to ensure creative and innovative approaches to curriculum development are encouraged and support positive outcomes for learners.</li> <li>- The development of our curriculum is underpinned by a coherent whole school approach to learning for sustainability.</li> </ul> <p><u>Learning Pathways</u></p> <ul style="list-style-type: none"> <li>- The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners.</li> <li>- Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners.</li> <li>- Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth,</li> </ul>	<p>Learning Environment, Resources) (June 24)</p> <p><u>Skills for Learning, Life and Work</u></p> <ul style="list-style-type: none"> <li>- <b>World of Work Careers Fair</b> (June 24)</li> <li>- <b>Purpose (2.2 HGIOS4) built into each lesson. Added to planning formats.</b> (June 24)</li> <li>- <b>Enterprise topic for every class</b> (Applying skills) (December 23)</li> </ul>
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	<p>depth, personalisation and choice, challenge and enjoyment and relevance.</p> <ul style="list-style-type: none"> <li>- We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</li> <li>- All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.</li> <li>- Learners demonstrate these skills at a high level in a variety of meaningful contexts.</li> </ul> <p><u>Skills for Learning, Life and Work</u></p> <ul style="list-style-type: none"> <li>- All staff and partners provide very good opportunities to develop children and young people's skills for learning, life and work in motivating contexts for learning.</li> <li>- We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work.</li> <li>- Our staff and partners provide well-planned opportunities for learners to develop an awareness of the world of work.</li> <li>- We emphasise enterprise and creativity across all areas of learning.</li> </ul>	
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NIF Priority		NIF Driver	HGIOS?4
Improvement in skills and sustained, positive school-leaver destinations for all young people  Improvement in attainment, particularly in literacy and numeracy.		Curriculum and Assessment Parent/carer involvement and engagement	2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.6 Transitions
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
Head Teacher	Part of Job Remit	Seesaw – £1185 HPD (EYSA to EYP) – £2,652 1.8 Learning Assistants - £37,300 Active Learn Primary – £618.78	April 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
<ul style="list-style-type: none"> <li>- Careers Fair</li> <li>- Curriculum Rationale development</li> <li>- Curriculum Design Working Group</li> <li>- Sharing skills (Adults)</li> <li>- Celebration Event (Linked to Cluster Digital Plan)</li> </ul>		<p><b>Being a Teacher in Scotland:</b></p> <ul style="list-style-type: none"> <li>• How do I know that my practice ensures that all learners can meaningfully engage and participate in effective and inclusive educational experiences?</li> <li>• How do I support care-experienced learners to have their needs met?</li> </ul> <p><b>Professional Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Do I understand how the strengths and limitations of different pedagogical approaches influence / impact / limit learners' learning and participation?</li> <li>• How do I ensure I enact the curriculum in ways that keep it alive and responsive to real-world challenges, and informed</li> </ul>	

	<p>by learners' views?</p> <ul style="list-style-type: none"><li>• How can I ensure diverse knowledge, views and experiences of colleagues, learners and families are valued and central to planning processes for assessment, teaching and learning?</li><li>• How do I work with colleagues to include multiple perspectives to enhance creativity and innovation in practice?</li></ul> <p><b>Professional Skills and Abilities:</b></p> <ul style="list-style-type: none"><li>• What inclusive pedagogical practices do I adopt to reflect real world themes?</li><li>• How can I create a classroom ethos where all learners are supported and challenged appropriately in their learning?</li><li>• How can I extend opportunities for participation, collaboration and learning together, which promote equality, diversity and belonging in my classroom?</li><li>• Recognising where learners with additional support needs require alternative approaches and seek support as necessary.</li></ul>
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School Priority /Improvement Area	Outcomes for Learners/School Community	Key Tasks
<p style="text-align: center;"><b>Health and Wellbeing</b></p> <p>Staff and partners will ensure that all children and young people are safe, well cared for and enabled to flourish. We will have a clear focus on ensuring wellbeing entitlements and protected characteristics to support all learners.</p>	<p><u>Arrangements to Ensure Wellbeing</u></p> <ul style="list-style-type: none"> <li>- The ethos and vision of the school strongly promotes equality, challenging all forms of discrimination.</li> <li>- Children tell us that they have been able to build up positive relationships with consistent adults whom they trust enough to talk to when they need help. They have access to a named person to help them who they can discuss personal issues with, whenever they want to. They feel that they are supported well to help themselves and are fully involved in decision-making.</li> <li>- Our policies for pastoral care are clear, appropriate and implemented. We have well-embedded systems in place to promote wellbeing across all aspects of the life of the school. These include highly-effective systems to support learners to make a complaint.</li> <li>- We use learning and teaching approaches and the curriculum to promote resilience, and responsible citizenship. These approaches are highly sensitive</li> </ul>	<p><u>Arrangements to Ensure Wellbeing (HGIOS?4 2.1)</u></p> <ul style="list-style-type: none"> <li>- RSHP planned and taught throughout session (April 24)</li> <li>- Rainbow Flag (June 24)</li> <li>- School Sports Award (Gold by June 24)</li> <li>- RRS Silver Award (Achieved Jan 24)</li> <li>- Recording on nurture access (June 24)</li> <li>- P1 to 3 Nurture Program (April 24)</li> <li>- HWB onto tracker (June 24)</li> <li>- Emotion Works, UNCRC and Restorative approaches underpinned by Values (June 24)</li> <li>- Access to STILL Scotland (June 24)</li> </ul> <p><u>Wellbeing (HGIOS?4 3.1)</u></p> <ul style="list-style-type: none"> <li>- Attendance monitoring and support (Ongoing)</li> <li>- Pupil and staff surveys about wellbeing (Termly)</li> <li>- Responsive curriculum development based on staff wants and needs</li> <li>- Wellbeing activities for staff and families (Extra-curricular) (Ongoing)</li> <li>- PE progressive pathways (June 24)</li> <li>- Extend Pupil Voice opportunities (June 24)</li> <li>- Learning Assistant playground training (Social games) (Jan 24)</li> </ul>

	<p>and responsive to the wellbeing of each child and young person.</p> <p><u>Wellbeing</u></p> <ul style="list-style-type: none"> <li>- Improving outcomes for children, young people, and their families.</li> <li>- A shared understanding of wellbeing and in the dignity and worth of every individual.</li> <li>- We know and can demonstrate that all our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</li> <li>- All staff and partners feel valued and supported.</li> <li>- Our learners benefit from the high-quality education which we provide for all children and young people.</li> <li>- Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</li> <li>- All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</li> <li>- We consider each child and young person as an individual with his/her own needs, risks and rights.</li> <li>- We ensure children and young</li> </ul>	
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	people are active participants in discussions and decisions which may affect their lives.		
<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOS?4</b>	
<p>Placing the human rights and needs of every child and young person at the centre of education.</p> <p>Improvement in children and young people's health and wellbeing.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>	<p><b>School and ELC Leadership Teacher and practitioner professionalism</b></p>		<p><b>2.1 Safeguarding and Child Protection</b></p> <p><b>3.1 Ensuring Wellbeing, Equality and Inclusion</b></p>
<b>Responsible/Lead Person</b>	<b>Time Allocations</b>	<b>Funding – including PEF</b>	<b>Expected Completion Date</b>
<p><b>Head Teacher</b></p> <p><b>Principal Teacher</b></p>	<b>Part of job remit</b>	<p><b>Emotion Works – £250</b></p> <p><b>Seesaw - £1185</b></p>	<b>April 2024</b>
<b>Parental and Learner Engagement Opportunities</b>		<b>Linkage to Framework for Inclusion</b>	
<ul style="list-style-type: none"> <li>- <b>Parent Council meetings</b> (Sharing developments and seeking thoughts)</li> <li>- <b>Schools Sports and RRS Journey shared</b> (Sway/Seesaw)</li> <li>- <b>STILL Scotland Coaching access for families</b></li> </ul>		<p><b>Being a Teacher in Scotland:</b></p> <ul style="list-style-type: none"> <li>• How do my practices acknowledge and negotiate tensions between competing rights? How do they acknowledge and balance tensions between intrinsic and extrinsic values in</li> </ul>	

<ul style="list-style-type: none"> <li>- Family active activities throughout session (Running club, yoga etc)</li> <li>- Targeted attendance support</li> </ul>	<p>education?</p> <ul style="list-style-type: none"> <li>• What are my responsibilities to address discrimination when it occurs?</li> <li>• What role do I play in ensuring my school maintains a rights respecting culture?</li> </ul> <p><b>Professional Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• In what ways can I share knowledge of inclusive practices to contribute to a flourishing learning community?</li> </ul> <p><b>Professional Skills and Abilities:</b></p> <ul style="list-style-type: none"> <li>• Creating a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised; inclusive and stimulating that offers appropriate support and challenge for all learners</li> <li>• How do I engage learners in sustaining a rights-respecting culture in the learning community?</li> <li>• How can inclusion support wellbeing? In what ways are my practices reflective of this?</li> </ul>
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School Priority /Improvement Area		Outcomes for Learners/School Community		Key Tasks	
Digital Literacy (See Cluster Improvement Plan)					
NIF Priority		NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Responsible/Lead Person	Time Allocations		Funding – including PEF		Expected Completion Date
Cluster Head Teachers, STEM (Digital) Leads					April 2024
Parental and Learner Engagement Opportunities			Linkage to Framework for Inclusion		