



Fenwick Primary School 2023-24

School Improvement Committee: Reading Schools



	Aim including HGiOS QI	Links to School Improvement Plan	Agreed Action	Who is Responsible?	Target Completion Date	Evaluation/Next Steps
LEADERSHIP OF LEARNING	1.2.1 Form pupil-led school improvement Reading Schools committee	All pupils will continue to be involved in committee groups which link to key aspects of school improvement. Each group will have an action plan which will clearly state the aims of each group. Each plan will be regularly evaluated and actions/next steps will be progressively planned across the school year by means of achievable timescales	Committee to meet at regular points throughout the year. Committee to contribute to and develop action plan throughout the year.	Charlotte Wilson (Committee facilitator) Pupil committee members	Sept. 23 Ongoing	
	1.2.2 Pupils to become reading role models who share reading with peers and support peers to develop reading identities.	In line with the evaluations from our RRS Gold discussions, further promote and encourage independent thinking among pupils by giving them increased ownership in terms of linking with their local community	Sharing what pupils have read at whole school events (e.g. assembly) Create a pupil-led book recommendation display.	SLT Pupils Pupil committee members	Dec. 23 Oct. 23	
	1.2.3 Staff to become reading role models who share what they are reading and normalise reading for enjoyment.	Promote and encourage all staff to showcase and share personal skills and abilities as a means of adding meaningful contexts to the curriculum and as another way of enhancing CLPL across the whole staff team	Provide pupils with opportunities to see staff reading (during reading for enjoyment times) Create a 'guess the reader' display with all staff. Recommended reading display in staff room.	Class Teachers Charlotte Wilson Judith Ross	Dec. 23 Oct. 23 Oct. 23	
	1.2.4 All staff to develop an awareness of the importance/benefits of reading for pleasure.	Link staff personal PRD work to whole school priorities where appropriate and strategically make connections with SIP development calendar and committee groups to maximise impact for staff, pupils and the whole school in relation to continuous improvements.	Teacher Reading Schools leaders to attend Reading Schools CLPL session/webinar and feed back to wider staff. Wider staff to be directed towards Reading Schools CLPL for own professional development. Staff to use Scottish Book Trust resources to widen knowledge around reading for pleasure.	Charlotte Wilson Judith Ross Fiona Sweeney Charlotte Wilson Judith Ross	Dec. 23 Sept. 23 Oct. 23	
	1.2.5 Develop staff knowledge of contemporary children literature.	Promote and encourage all staff to showcase and share personal skills and abilities as a means of adding meaningful contexts to the curriculum and as another way of enhancing CLPL across the whole staff team	Display in NCCT/reading resource room detailing recommended contemporary children's literature relevant to each stage (to be updated termly in line with IDL topics/class learning). Include signpost to current booklists and other resources.	Fiona Sweeney	Oct. 23	

LEADERSHIP OF CHANGE	1.3.2 Create pleasurable and relaxed areas for reading for enjoyment.	Provide pupils with the opportunity to lead learning across the curriculum by tasking them with the development and re-design of the school garden to create a new 'Wellbeing Garden'. The aim is to provide our whole school community with an outdoor space for promoting and nurturing positive physical and mental wellbeing.	Create classroom book corners and/or 'reading buckets' Provide each class with cushions/blankets etc. to allow pupils to relax when reading.	Pupil committee members Charlotte Wilson/ Pupils committee members	Nov. 23 Dec. 23	
	1.5 To ensure all learners have access to high quality reading materials.	Build on the wide range of partnerships and joint working that has been established this session in relation to our World of Work Fayre, STEM and Science activity/information days. In doing so, we must strive to maintain the excellent engagement of our parents as partners to establish maximum parental involvement in relation to developing our curriculum	Provide every class with a class library. Make links with mobile library and arrange school visits. Involve pupils in choosing books for their class library. Regularly updating/rotating books in class libraries ensuring they are contemporary, diverse and relevant to the pupils. Encourage all pupils to explore a range of genres. Download Bookzilla app on all class ipads (upper school).	Class Teachers Fiona Sweeney Class Teachers Class Teachers / Pupil Committee Members Charlotte Wilson	Nov. 23 Oct. 23 Dec. 23 Sept. 23 Oct. 23	
CURRICULUM	2.2.1 Provide regular opportunities to read for pleasure.	Pupils will have more opportunities to try different activities and learn new skills. Hence, they will become more independent and confident in terms of undertaking and taking on new challenges. This will build resilience ahead of transition and residential trips for the P7 pupils	Every class to timetable regular reading for enjoyment slots throughout their week. Reading for enjoyment to be included in homework tasks.	Class Teachers Class Teachers	Sept. 23 Dec. 23	
	2.2.2 Use novels/books as an interdisciplinary learning opportunity.	Children will be able to lead learning in new areas and motivation to learn new skills for life and work will help shape their future aims and provide positive views in relation to transition and undertaking different subjects at secondary school.	Every class to use at least one novel/book as the basis of their interdisciplinary topic throughout the year.	Class Teachers	Dec. 23	
LEARNING, TEACHING AND ASSESSMENT	2.3.1 Class teachers to read aloud to their class.	Promote and encourage all staff to showcase and share personal skills and abilities as a means of adding meaningful contexts to the curriculum	All class teachers to regularly read aloud to their class.	Class Teachers	Dec. 23	
	2.3.2 Learner conversations around reading.	Link staff personal PRD work to whole school priorities where appropriate and strategically make connections with SIP development calendar and committee groups to maximise impact for staff, pupils and the whole school in relation to continuous improvements.	All staff to provide regular recommendations for individual learners in line with their interests.	All staff	Dec. 23	
	2.3.3 Pupil social networks	In line with the evaluations from our RRSA Gold discussions, further promote and encourage independent thinking among pupils by giving them increased ownership in terms of linking with their local community	Set time for peer discussion following ERIC time. Pupil paired discussion focusing on what they are currently reading.	Class Teachers Pupils	Oct. 23	
	2.3.4 Opportunities for pupils to respond to what they are reading.	Children will be able to lead learning in new areas and motivation to learn new skills for life and work will help shape their future aims and provide positive views in relation to transition and undertaking different subjects at secondary school.	Pupils to keep reading journal/drawing in their thinking it through jotters. Pupil book review/recommendations to be published on class blogs.	Pupils Pupils & Class Teachers	Dec. 23	

FAMILY LEARNING	2.5.1 Raise the profile of reading with families.	Ensure that there are regular opportunities for parental engagement such as open mornings/afternoons, themed HWB days and 'Meet the Teacher' events as part of both formal and open-door policy implementation.	Provide access to reading materials to take home.	Class Teachers	Dec. 23	
			Engage with families about reading projects within the school and incorporate fun family reading activities into homework tasks.	Class Teachers Pupil committee members	Nov. 23	
			Book Bug Family Bag and Read, Write Count Initiative to be promoted through an open morning/afternoon and homework activities.	Pupil committee members, Miss Stevenson/ Mrs Sweeney	Nov. 23 (Book Wk Scotland: 13-19 Nov.)	
RAISING ATTAINMENT & ACHIEVEMENT	3.2.1 Generate excitement around reading for pleasure.	Ensure all successes are recognised and celebrated appropriately	Link school values award certificates to reading successes.	Class Teachers	Dec. 23	
			Utilise the school values based house points system in recognition of reading progress.	Class Teachers		
	3.2.2 Monitor progress.	Pupils will have more opportunities to try different activities and learn new skills. Hence, they will become more independent and confident in terms of undertaking and taking on new challenges. This will build resilience ahead of transition and residential trips for the P7 pupils	Use Reading Schools attitude survey to assess pupils' interest, engagement and confidence within reading for pleasure.	Pupil committee members	Sept. 23	
			Monitor the impact of our Reading Schools journey through Reading Schools pupil attitude survey.	Class Teachers	Sept. 23 & Dec. 23	