



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
	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 progresslyely planned across	Committee to meet at regular points throughout the year.	Charlotte Wilson (Committee facilitator)	Sept. 23	Minutes displayed on committee notice board in PE hall.
		the school year by means of achievable timescales	Committee to contribute to and develop action plan throughout the year.	Pupil committee members	Ongoing	
	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 RRSA 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)	SLT Pupils	Dec. 23	Reading Schools Assembly – every class to have representatives present what they are reading, what they enjoy/don't enjoy (Judith & Charlotte)
			Create a pupil-led book recommendation display.	Pupil committee members	Oct. 23	
	Silver Action Pupils to support one another in more formal ways.		Paired reading project - P4/5 & Hallhouse - P5/6 & ECC	P4/5 & P5/6 pupils, Mrs Ross & Mrs Wilson	Feb. 24	
വ			Pupils to lead a lunchtime reading club	Committee members & Mrs Wilson	Feb. 24	
SHIP OF LEARNING	1.2.3 Staff to become reading role models who share what they are reading and normalise reading for	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)	Class Teachers	Dec. 23	
	enjoyment.		Create a 'guess the reader' display with all staff.	Charlotte Wilson	Oct. 23	In corridor 19/9/23
LEADERSHIP			Recommended reading display in staff room.	Judith Ross	Oct. 23	
<u>'97</u>	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.	Charlotte Wilson Judith Ross Fiona Sweeney	Dec. 23	CW and JR attended introduction to Reading Schools CLPL on 29.8.23 Check with GE what she attended? Reading Schools Shared Practice: Interdisciplinary Book Projects
			Wider staff to be directed towards Reading Schools CLPL for own professional development.	Charlotte Wilson	Sept. 23	E-mail sent to all staff on 19/9/23 directing towards CLPL and suggested CLPL for specific
			Staff to use Scottish Book Trust resources to widen knowledge around reading for pleasure.	Judith Ross	Oct. 23	stages. (CW)
	Silver Action All staff to engage critically with		Involve the staff team (teachers and CAs in			
	extended opportunities to develop their awareness of the benefits of reading for learners.		training around reading for pleasure)	J. Ross, F. Sweeney, C. Wilson	Feb. 24	

			Read more widely about the pedagogy and	J. Ross, F. Sweeney,	Feb. 24
			research surrounding reading for pleasure.	C. Wilson	
			3 3 1		
			Engage with colleagues and share work	C. Wilson	Feb. 24
			via social media or face-to-face meetings.	_	
	<u>1.2.5</u>	Promote and encourage all staff to showcase and share personal skills and abilities as a means of adding	Display in NCCT/reading resource room	Fiona Sweeney	Oct. 23
	Develop staff knowledge of	meaningful contexts to the curriculum and as another way	detailing recommended contemporary		
	contemporary children literature.	of enhancing CLPL across the whole staff team	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.		
	Silver Action				
	Ensure staff have access to		Invite local librarian in to discuss new		Feb. 24
	contemporary children's literature		children's reading materials available to		
			staff and to ensure that all staff have a		
			class library card.		
			class library card.		
			"		
			Have a 'borrow box' containing		
			contemporary children's reading materials		Feb. 24
			in the NCCT room that staff can help		
			themselves to to top up their class library.		
	1.3.2	Provide pupils with the opportunity to lead learning across	Create classroom book corners and/or	Pupil committee	Nov. 23
		the curriculum by tasking them with the development and	'reading buckets'	members	
	Create pleasurable and relaxed	re-design of the school garden to create a new 'Wellbeing	reading buckets	members	
	areas for reading for enjoyment.	Garden'. The aim is to provide our whole school community with an outdoor space for promoting and nurturing positive		Charlotte Wilson/	
川		physical and mental wellbeing.	Provide each class with cushions/blankets		
		priyereal and memal newsenge	etc. to allow pupils to relax when reading.	Pupils committee	Dec. 23
≰				members	500.20
OF CHANGE	Silver Action		Plan reading sessions outdoors.		
ᅵ닝	Create opportunities for learners to		3		
	read outside the classroom.		Have a playground library.		
T-1			riave a piayground library.		
RS S					
			Incorporate reading into school events and		
LEADERSH			celebrations.		
	1.3.3		Generate excitement around reading by		Feb. 24
	Take part in national events and		taking part in Book Week Scotland		
	celebrations.				
	oologiations.		Take part in World Book Day		
			Take part in world book bay		

	<u>1.5</u>	Build on the wide range of partnerships and joint working that has been established this session in relation to our	Provide every class with a class library.	Class Teachers	Nov. 23	
EQUITY	To ensure all learners have access to high quality reading materials.	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	Make links with mobile library and arrange school visits.	Fiona Sweeney	Oct. 23	Mobile Library visiting school fortnightly as of 25 th October 23. ECC and each class allocated a time slot during these visits. (FS)
TO PROMOTE	relation to developing our curriculum	Involve pupils in choosing books for their class library.	Class Teachers	Dec. 23	Siot during those visits. (1 0)	
			Regularly updating/rotating books in class libraries ensuring they are contemporary, diverse and relevant to the pupils.	Class Teachers / Pupil Committee Members	Sept. 23	
RESOURCE MANAGEMENT			Encourage all pupils to explore a range of genres. Download Bookzilla app on all class ipads (upper school).	Charlotte Wilson	Oct. 23	Bookzilla downloaded on P5/6 ipads.
RESOURC	Silver Actions Extend access to contemporary reading materials.		Provide all learners with the opportunity to join the local library for access to books, other reading materials, ebooks and audiobooks.		Feb. 24	
	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	Class Teachers	Sept. 23	
M D			homework tasks.	Class Teachers	Dec. 23	
CURRICULUM	2.2.2 Use novels/books as an interdisciplinary learning opportunity. Silver Actions	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	Planning Period 1: P1/2 Julia Donaldson Collection P2/3 The Lighthouse Keeper's Lunch P4/5 Danny Champion of the World P5/6 Street Child linked in with Victorians topic P6/7 Wonder linked to whole class HWB
	Extend book projects undertaken in each class.		Classes to share their novel study work with the rest of the school.		Feb. 24	overview
G AND	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	
LEARNING, TEACHING ASSESSMENT	Silver Actions Widen learners experiences of hearing stories being read aloud.		Invite members of the community to read to the children (e.g. mystery readers, library staff, sports people, local figures and other role models)		Feb. 24	
LEARNIN	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	Librarian from mobile library also supports this.

		In line with the evaluations from our DDCA Cold		TOL	0	
	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	Set time for peer discussion following ERIC time.	Class Teachers	Oct. 23	
		in terms of linking with their local community	Pupil paired discussion focusing on what	Pupils		
	Cilvan Actions		they are currently reading.		F 1 04	
	Silver Actions Create formal learner social networks		Hold a reading café or reading quiz.		Feb. 24	
	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	Pupils to keep reading journal/drawing in their thinking it through jotters.	Pupils	Dec. 23	
		secondary school.	Pupil book review/recommendations to be published on class blogs.	Pupils & Class Teachers		
	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	Incorporated into homework grids.
RNING			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	incorporated into nomework grids.
FAMILY LEARNING			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.)	
	Silver Actions Offer further opportunities to promote reading for pleasure to families.		Hold special reading events (e.g. an evening reading by the campfire)		Feb. 24	
	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	
ACHIEVEMENT			Utilise the school values based house points system in recognition of reading progress.	Class Teachers		
∞	Silver Actions Celebrate reading in wider groups or as a whole school.		Invite learners to a book bistro/other reading event.		Feb. 24	
ATTAINMENT			Gift books to learners (e.g. Christmas/birthdays etc).			
RAISING ATT	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	Alternative survey created by pupil committee was carried out prior to Reading Schools Funding application.
			Monitor the impact of our Reading Schools journey through Reading Schools pupil attitude survey.	Class Teachers	Sept. 23 & Dec. 23	