



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.	Charlotte Wilson (Committee facilitator)	Sept. 23	Minutes displayed on committee notice board in PE hall.	
			Committee to contribute to and develop action plan throughout the year.	Pupil committee members	Ongoing		
	1.2.2 Pupils to become reading role models who share reading with peers and support peers to develop reading identities. <u>Silver Action</u> Pupils to support one another in more formal ways.	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)	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	
			Paired reading project - P4/5 & Hallhouse - P5/6 & ECC	P4/5 & P5/6 pupils, Mrs Ross & Mrs Wilson		Feb. 24	
			Pupils to lead a lunchtime reading club	Committee members & Mrs Wilson		Feb. 24	
	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)	Class Teachers		Dec. 23	
			Create a 'guess the reader' display with all staff.	Charlotte Wilson		Oct. 23	In corridor 19/9/23
			Recommended reading display in staff room.	Judith Ross		Oct. 23	
	1.2.4 All staff to develop an awareness of the importance/benefits of reading for pleasure. <u>Silver Action</u> All staff to engage critically with extended opportunities to develop their awareness of the benefits of reading for learners.	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 stages. (CW)
			Staff to use Scottish Book Trust resources to widen knowledge around reading for pleasure.	Judith Ross		Oct. 23	
			Involve the staff team (teachers and CAs in training around reading for pleasure)	J. Ross, F. Sweeney, C. Wilson		Feb. 24	

RESOURCE MANAGEMENT TO PROMOTE EQUITY	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.	Class Teachers	Nov. 23	Mobile Library visiting school fortnightly as of 25 th October 23. ECC and each class allocated a time slot during these visits. (FS)
	Silver Actions Extend access to contemporary reading materials.		Make links with mobile library and arrange school visits.	Fiona Sweeney	Oct. 23	
			Involve pupils in choosing books for their class library.	Class Teachers	Dec. 23	
			Regularly updating/rotating books in class libraries ensuring they are contemporary, diverse and relevant to the pupils.	Class Teachers / Pupil Committee Members	Sept. 23	
			Encourage all pupils to explore a range of genres. Download Bookzilla app on all class ipads (upper school).	Charlotte Wilson	Oct. 23	
		Provide all learners with the opportunity to join the local library for access to books, other reading materials, ebooks and audiobooks.		Feb. 24	Bookzilla downloaded on P5/6 ipads.	
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.	Class Teachers	Sept. 23	
			Reading for enjoyment to be included in homework tasks.	Class Teachers	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	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 overview
	Silver Actions Extend book projects undertaken in each class.		Classes to share their novel study work with the rest of the school.		Feb. 24	
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	
			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	
	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.

	<p><u>2.3.3</u> Pupil social networks</p> <p><u>Silver Actions</u> Create formal learner social networks</p>	In line with the evaluations from our RRSAs Gold discussions, further promote and encourage independent thinking among pupils by giving them increased ownership in terms of linking with their local community	<p>Set time for peer discussion following ERIC time.</p> <p>Pupil paired discussion focusing on what they are currently reading.</p> <p>Hold a reading café or reading quiz.</p>	<p>Class Teachers</p> <p>Pupils</p>	<p>Oct. 23</p> <p>Feb. 24</p>	
	<p><u>2.3.4</u> Opportunities for pupils to respond to what they are reading.</p>	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.	<p>Pupils to keep reading journal/drawing in their thinking it through jotters.</p> <p>Pupil book review/recommendations to be published on class blogs.</p>	<p>Pupils</p> <p>Pupils & Class Teachers</p>	<p>Dec. 23</p>	
FAMILY LEARNING	<p><u>2.5.1</u> Raise the profile of reading with families.</p> <p><u>Silver Actions</u> Offer further opportunities to promote reading for pleasure to families.</p>	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.	<p>Provide access to reading materials to take home.</p> <p>Engage with families about reading projects within the school and incorporate fun family reading activities into homework tasks.</p> <p>Book Bug Family Bag and Read, Write Count Initiative to be promoted through an open morning/afternoon and homework activities.</p> <p>Hold special reading events (e.g. an evening reading by the campfire)</p>	<p>Class Teachers</p> <p>Class Teachers Pupil committee members</p> <p>Pupil committee members, Miss Stevenson/ Mrs Sweeney</p>	<p>Dec. 23</p> <p>Nov. 23</p> <p>Nov. 23 (Book Wk Scotland: 13-19 Nov.)</p> <p>Feb. 24</p>	Incorporated into homework grids.
RAISING ATTAINMENT & ACHIEVEMENT	<p><u>3.2.1</u> Generate excitement around reading for pleasure.</p> <p><u>Silver Actions</u> Celebrate reading in wider groups or as a whole school.</p>	Ensure all successes are recognised and celebrated appropriately	<p>Link school values award certificates to reading successes.</p> <p>Utilise the school values based house points system in recognition of reading progress.</p> <p>Invite learners to a book bistro/other reading event.</p> <p>Gift books to learners (e.g. Christmas/birthdays etc).</p>	<p>Class Teachers</p> <p>Class Teachers</p>	<p>Dec. 23</p> <p>Feb. 24</p>	
	<p><u>3.2.2</u> Monitor progress.</p>	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.	<p>Use Reading Schools attitude survey to assess pupils' interest, engagement and confidence within reading for pleasure.</p> <p>Monitor the impact of our Reading Schools journey through Reading Schools pupil attitude survey.</p>	<p>Pupil committee members</p> <p>Class Teachers</p>	<p>Sept. 23</p> <p>Sept. 23 & Dec. 23</p>	Alternative survey created by pupil committee was carried out prior to Reading Schools Funding application.