

Mauchline Primary School and Early Childhood Centre – Summary Improvement Plan

Raising Attainment, particularly in Literacy and Numeracy	Ensuring the health and wellbeing of all young people
<ul style="list-style-type: none"> • Ensure a consistent and robust approach to planning learning, teaching and assessment in writing. • Ensure children have regular opportunities to take their literacy and numeracy learning outdoors. • Ensure children experience appropriate pace and challenge in learning. • Teaching staff will participate in a book study, 'The Elephant in the Classroom: Helping Children Learn and Love Maths'. • Continue to plan opportunities for families to become familiar with approaches to learning and teaching in numeracy through online resources and 'Sharing our Learning' events. • Continue to embed 'Communication Friendly' and inclusive strategies and achieve Communication Friendly Accreditation. • Further parental engagement opportunities in the ECC 	<ul style="list-style-type: none"> • Staff to participate in further professional learning to reinforce aspects of trauma informed practice, nurture, regulation and raise awareness to prevent bullying; utilising the Respectme online learning. • Review the HWB planners and agree our approach, whilst condensing the planners and removing any repetition from the curriculum. • Continue to use the Glasgow Motivation Wellbeing Profile (GMWP) to measure wellbeing and plan supports. • Utilise the Mental Health a Whole School Approach Framework again this session as a whole school community to self-evaluate and plan next steps in supporting children's mental health. • Continue our journey towards the Gold Rights Respecting Schools Award. • Share finalised Positive Relationships Policy. • PEF funded Wellbeing room will continue. • Identify a wellbeing support area in the ECC and include in staff planning rota to ensure nurture support and a safe base.
Closing the poverty related attainment gap	Increased in sustained positive destinations and employability skills
<ul style="list-style-type: none"> • To allow for a more accurate comparison of attainment data with a similar school, the BGE online Benchmarking Tool will be utilised. • Continued focus on rigorous and accurate assessment and analysis of relevant data to inform planning and interventions. • Continue to support our most vulnerable children in the ECC with targeted interventions and support. • Classroom Assistant (PEF) appointed to support pupils with writing who reside in Q1 (SIMD 1-2) and are off-track. • Continue to further 'poverty proof' our school in collaboration with all stakeholders and utilise the Financial Inclusion Team and the HEART model to get support to families at the right time. 	<ul style="list-style-type: none"> • Embed cyber resilience and internet safety skills. • Develop teacher confidence in delivering progressive learning and teaching in STEM. • Review our interdisciplinary planners to combine global citizenship, sustainable development education, global goals, rights based learning and outdoor learning. • Provide further opportunities for pupil leadership and link with the wider community, including: participate in intergenerational activities; supporting with community events; inviting parents/carers and members of the local community or local businesses to participate in a whole school World of Work week, linking to the work completed this session for STEM. • Utilising outdoor areas, such as the local woods, to further build on the current provision within the ECC and extend this within the school.