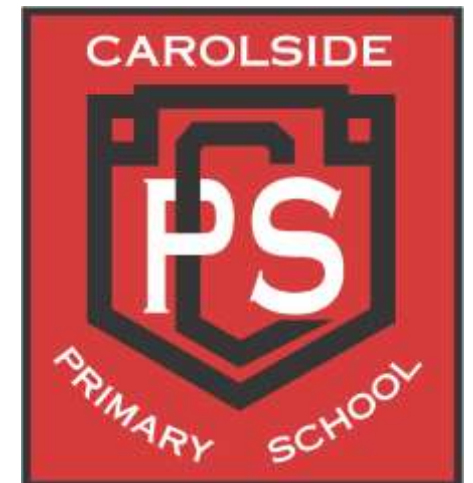


# Carolside Primary School

## Improvement Plan

Session 2021-22



## **East Renfrewshire Education Department Vision**

Everyone attaining, everyone achieving through excellent experiences.

### **School Vision**

A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness.

### **School Aims**

We aim to provide children with a variety of rich learning experiences which meet the needs of the whole child.

We aim to encourage all children to take responsibility for upholding their own and others' rights.

We aim to foster resilience within all of our pupils.

### **School Values**

Respect, friendship and honesty are important qualities we endeavour to develop in all our pupils.

### **Curriculum Rationale**

In Carolside our curriculum is designed to offer a wide range of learning experiences that provide breadth, depth, challenge and opportunities for children to lead their learning.

## Priorities

1. To improve outcomes for learners through effective teaching, learning, assessment and moderation.
2. To reestablish relationships across the school community with a focus on the emotional and physical wellbeing of all stakeholders.

### 3-Year Strategic Overview

Session 21/22	Session 22/23	Session 23/24
COVID Recovery		
Reestablish Curriculum Narrative and L & T		
Learner Journey		
Homework Policy		
Transitions		

Priority 1	To improve outcomes for learners through effective teaching, learning, assessment and moderation.			
NIF Framework Priority: <b>Improvement in attainment, particularly in literacy and numeracy; closing the attainment gap between the most and least disadvantaged children.</b>		Quality Indicators: <b>1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2</b>		
NIF Framework Drivers: <b>School Improvement; Performance Information; Assessment of children's progress; School leadership; Teacher professionalism</b>		Local Improvement Plan: <b>Everyone Attaining, Everyone Achieving, Excellent Experiences</b>		
Rationale for Change (Why?)	Action (How?) (Including Responsible Person)	Outcome and Impact (What?)	Resources and Timescale	Monitoring and Evaluation
Target 1: Establish a clear and shared understanding of attainment across all stages of the school.				
In response to the global pandemic, we are looking to have a full understanding of the impact of an alternative school/ELCC experience on learners.	<ul style="list-style-type: none"> <li>- Train teaching staff to access attainment information held in the SNSA portal, tracking database and ELCC tracking tool. (S Hughes, HT)</li> <li>- Analysis of school-wide attainment data, including SNSA, ST and CfE data. (EMIS Unit, HT, Teaching Staff, ELCC Staff)</li> <li>- Use the outcome of the analysis to ensure appropriate approaches to learning and teaching, including differentiation. (Class Teachers, ELCC Staff)</li> <li>- Use the outcome of the analysis to inform the structure of support for learning across all stages of the school. (G McDonald and Sfl Team)</li> </ul>	<p>All members of staff have a clear understanding of attainment in key curricular areas for all pupils in their class.</p> <p>Teaching staff plan to meet the individual needs of learners.</p>	<p>Aug/Sept 21</p> <p>SNSA Portal Tracking Database CfE Data</p>	<p>Attainment Data consistent with expectation and ERC targets</p> <p>Sfl Groups</p>
Target 2: Meet the needs of all pupils whose academic progress and/ or wellbeing has been impacted by the pandemic.				
Ongoing data analysis indicates that the wellbeing of some learners have been negatively	<ul style="list-style-type: none"> <li>- Use the outcome of data analysis to inform the structure of support for learning across all stages of the school. (G McDonald and Sfl Team)</li> <li>- Establish a range of interventions designed to meet the holistic wellbeing needs of learners. (G McDonald and Sfl Team, Class teachers, ELCC Staff)</li> </ul>	Children have equitable access to the appropriate academic and/or emotional supports that meet their needs.	<p>Aug - June</p> <p>SNSA Portal Tracking Database</p>	<p>Attainment Data</p> <p>Sfl Groups</p>

impacted by the pandemic.	<ul style="list-style-type: none"> <li>- Utilise PEF funding to assist with the above.</li> <li>- Provide CLPL for staff in the areas of Literacy Support, nurture and emotional wellbeing.</li> <li>- Broaden the range of external partners that can support pupils and their families. (G McDonald and Sfl Team, Class teachers, ELCC Staff)</li> </ul>	Staff are skilled in meeting the needs of learners.	CfE Data Reading Recovery	
Target 3: Define and deliver high quality learning and teaching that is consistent with the improvement narrative of the school and ELCC.				
Following the period of disruption brought about by the pandemic, we want to reestablish the key principles of high quality learning and teaching that promote enquiry, curiosity and leadership.	<ul style="list-style-type: none"> <li>- Revisit the improvement narrative that has run through recent School Improvement Plans, with a particular emphasis on leadership of learning, groupings &amp; differentiation and early years pedagogy. (Leadership Team)</li> <li>- Establish four short-life development groups whose purpose is to define the following in the areas of Literacy, Numeracy, Health &amp; Wellbeing and Leadership of Learning: <ul style="list-style-type: none"> <li>- What does professional reading, research and current practice in other contexts tell us about high quality learning and teaching in this area?</li> <li>- What are the key principles of high quality teaching and learning in this area for Carolside Primary and ELCC?</li> <li>- What do we need to develop in order to deliver this high quality learning and teaching in this area? (Teaching Staff, ELCC Staff)</li> </ul> </li> <li>- Share the findings of the Development Groups with the rest of the teaching staff group. (Development Groups)</li> </ul>	<p>All staff are familiar with the recent and current improvement agenda, as it relates to learning and teaching.</p> <p>High quality learning and teaching is consistently delivered across key curricular areas.</p> <p>Children experience a wide range of high quality experiences in school.</p>	<p>Aug - Feb</p> <p>SIP 19/20 SIP 18/19 SIP 17/18</p> <p>Professional Reading</p>	<p>Learning Rounds</p> <p>Quality Assurance</p> <p>Attainment Data</p>
Target 4: Develop a mechanism to record a strategic overview of our learners' journey through Experiences and Outcomes.				
In relation to developing the 'Context for Learning' approach, there is a need to record the learners' 'journey' through the curriculum utilising	<ul style="list-style-type: none"> <li>- Revisit the improvement narrative that has helped to establish the 'Context for Learning' approach to IDL. (Leadership Team)</li> <li>- Establish short-life development group whose purpose is to define the following in the area of IDL: <ul style="list-style-type: none"> <li>- What does professional reading, research and current practice in other contexts tell us about recording the learner journey through CfE?</li> <li>- What do we need to develop in order to create a mechanism for developing a strategic overview of learner progress through CfE from</li> </ul> </li> </ul>	<p>Learners are able to access their entitlement to the broad general education.</p> <p>Teaching staff access information that relates pupils' prior learning.</p>	<p>Aug - Feb</p> <p>SIP 19/20 SIP 18/19</p> <p>Professional Reading</p>	<p>Learning Rounds</p> <p>Quality Assurance</p> <p>UNCRC</p>

pupils' reflections on their own personal 'journey'.	<p>Early years to P7? (Teaching Staff)</p> <ul style="list-style-type: none"> <li>- Share the findings of the Development Groups with the rest of the teaching staff group. (Development Groups)</li> <li>- Reestablish class blogs in P1 to P3, and pupil profiles in P4 to P7, to create opportunities for pupils to record their individual learner journey. (Class teachers, Pupils)</li> </ul>	Pupils have a role to play in capturing their learning journey through the curriculum.	CfE	
Target 5: Create opportunities for class teachers to discuss and share standards.				
There continues to be a need to ensure that teaching staff understand and share standards, and make judgements about pupil progress in an evidence-based manner.	<ul style="list-style-type: none"> <li>- Revisit the 'Planning for Assessment' approach, ensuring that all members of the teaching staff have an understanding of the process and can make the appropriate logistical arrangements. (Teaching Staff)</li> <li>- Plan episode of learning collegiately with stage partners, with an emphasis on planning from the identified 'bundled' Es and Os. (Teaching Staff)</li> <li>- Carry out peer visits with stage partners with a focus on a target group of pupils. (Teaching Staff)</li> <li>- Use evidence gathered through the peer visit process to make evidence-based judgements of pupil progress at tracking meetings. (Teaching Staff)</li> </ul>	<p>Judgements made about pupil progress through CfE are evidence-based and moderated.</p> <p>Teaching staff are confident in the judgements that they make about pupil progress.</p>	<p>Aug - June</p> <p>LA and SG moderation guidance</p>	<p>Quality Assurance</p> <p>Tracking Meetings</p>
Target 6: Launch updated homework policy				
The updated homework policy was developed prior to the pandemic and is ready to be launched.	<ul style="list-style-type: none"> <li>- Share the work of the development group and the updated policy with the teaching staff, pupils and parents/carers (Development Group)</li> <li>- Implement the policy across all stages of the school. (Teaching Staff, Pupils, Parents/carers)</li> <li>- Evaluate the impact of the new approach. (Development Group)</li> </ul>	There is a consistent approach to homework across all stages of the school.	<p>Aug 21</p> <p>Homework Policy</p>	Quality Assurance

Priority 2	To reestablish relationships across the school community with a focus on the emotional and physical wellbeing of all stakeholders.			
NIF Framework Priority: <b>Improvement in children and young people's health and wellbeing.</b>		Quality Indicators: <b>1.4, 2.1, 2.5, 2.6, 2.7, 3.1</b>		
NIF Framework Drivers: <b>Our Priorities, School Leadership, Parental Engagement</b>		Local Improvement Plan: <b>Excellent Experiences</b>		
Rationale for Change (Why?)	Action (How?) (Including Responsible Person)	Outcome and Impact (What?)	Resources and Timescale	Monitoring and Evaluation
Target 1: Maintain robust procedures, protocols and logistical arrangements that limit the spread of COVID-19				
There remains a great deal of uncertainty regarding the pandemic, therefore we need to be responsive to the requirements of this.	<ul style="list-style-type: none"> <li>- Maintain, when required, routines and organisational arrangements in relation to the following: <ul style="list-style-type: none"> <li>- Social Distancing (if required)</li> <li>- Face Coverings (if required)</li> <li>- Soft start (if required)</li> <li>- Playground access and organisation (if required)</li> <li>- Weekly/daily school structure</li> <li>- Access to school grounds (if required)</li> <li>- Corridor and toilet protocols (if required)</li> <li>- Eating arrangements (if required).</li> </ul> </li> </ul>	Pupils, staff and visitors feel safe and there is reduced ability for the illness to be brought into the school.	Aug 21 - June 22  SG Return to Schools and Nursery Guidance  Risk Assessments	Operation and building risk assessments
Target 2: Create opportunities to foster relationships between stakeholders				
Following an 18-month	<ul style="list-style-type: none"> <li>- When appropriate, reestablish some of the parent/carer school</li> </ul>	Positive relationships	Aug - June	Stakeholder

<p>period of restrictions there is a need to create opportunities to foster positive relationships between stakeholders.</p>	<p>events, such as ‘Meet the Teacher’, drop-in sessions and ‘Open Days’. (Parents/carers, School Staff, ELCC Staff)</p> <ul style="list-style-type: none"> <li>- Consider, in light of recent events, which mechanisms of contact, communication and involvement best suits the needs of parents and carers. (HT, PC, Parents/Carers)</li> <li>- Create opportunities for the staff groups to spend time together as a group, should restrictions allow. (All Staff)</li> </ul>	<p>between stakeholders enhance the wellbeing of stakeholders.</p> <p>School programme is reestablished in a considered way.</p>	<p>SG Return to Schools Guidance</p>	<p>Questionnaires (Perceptual Data)</p>
<p>Target 3: Continue to develop a positive culture around times of transition</p>				
<p>The school’s current involvement in the West Partnership enquiry about transitions has provided a helpful focus on transitions across all stages of the school.</p>	<ul style="list-style-type: none"> <li>- Support families to have positive conversations with their child/ren around transitions by providing workshops and support materials. (J McGregor, S Hughes, L Gillian)</li> <li>- Increase staff awareness of the importance of positive conversations and practices to support children at times of transition (Teaching Staff, ELCC Staff)</li> <li>- Gather feedback from staff and pupils on changes made to stage to stage transition procedures during session 2020/ 21. (Teaching Staff, ELCC Staff, Pupils)</li> <li>- Create transition policy for Carolside Primary School. (All Stakeholders)</li> <li>- Consult all stakeholders in order to evaluate change made to transition experiences and measure impact of professional enquiry project - sessions 2020/21 -2021/22 (J McGregor, S Hughes, L Gillian)</li> </ul>	<p>Transitions across all stages of the school and ‘normalised’ and dealt with in a positive manner.</p> <p>Transitions are structured in a manner that responds to the needs of stakeholders.</p>	<p>Aug - June</p> <p>West Partnership Transitions Project</p>	<p>Refreshed Transitions Policy</p> <p>Stakeholder Feedback</p>