

Netherlee Primary School and Nursery Class

Improvement Plan 2021 - 2022



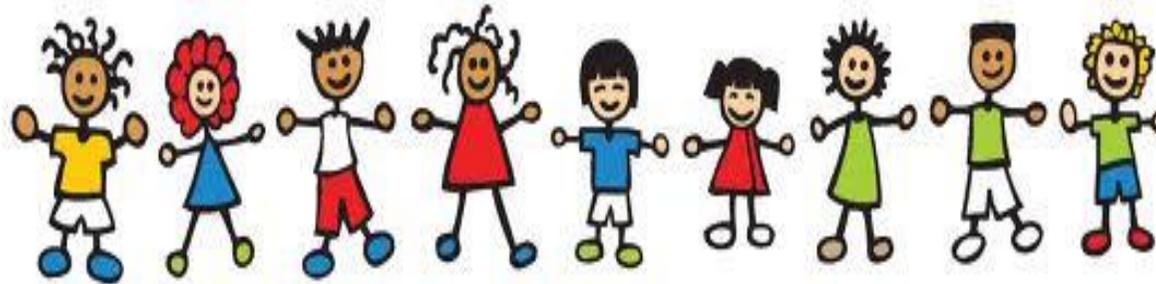
Courage and Compassion, Fairness and Friendship, Respect and Responsibility

Everyone Attaining, Everyone Achieving through Excellent Experiences

East Renfrewshire Education Department's Vision

Everyone Attaining, Everyone Achieving through Excellent Experiences

School and Nursery Vision



Our Netherlee Community; Working **With** and **For** Our Children

School and Nursery Values

Courage and Compassion, Fairness and Friendship, Respect and Responsibility

Curriculum Rationale

Our curriculum is designed to provide the very best learning opportunities and experiences for our children which supports them to achieve all that they can and to be creative, innovative and successful life-long learners. Our curriculum also encourages our children to be active, responsible citizens who make effective contributions to both their local and global communities.

Priorities

1. To provide innovative and creative teaching and learning approaches which focus on raising attainment with a particular focus on Literacy (Reading), Numeracy (Problem Solving), Modern Languages (French) and Expressive Arts (Art and Design, Drama, Music).
2. To continue to focus on Health and Wellbeing with a particular focus on pupil leadership, achievement and health and wellbeing.
3. To ensure that our provision is effective in meeting the needs and entitlements of *all learners and families*, is in line with our vision and values and has a particular focus on equity, equality, inclusion and diversity.

	2021 - 2022	2022 - 2023	2023 - 2024
Everyone Attaining Everyone Achieving Excellent Experiences	COVID-19 Continuing Recovery and Renewal Learning and Teaching and the Curriculum Health and Wellbeing PEF- Equality, Equity and Diversity	Employability/ My World of Work (Careers Standard) Financial Education Citizenship Sustainability The 4 Capacities Other areas from ERC Local imp Plan Expressive Arts (contd), STEAM, Sciences, Technologies H and W (PE- Outdoors) Modern Languages (Mandarin) Gold Sports Scotland Award (Re- Accreditation) Social Studies RME RRSA Reaccreditation for Gold	

Everyone Attaining, Everyone Achieving, Through Excellent Experiences

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

NIP: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people.

National Improvement Framework Driver: Teacher Professionalism, assessment of children's progress, performance information

CfE National Entitlements: Curriculum Areas and Subjects

Improvement Priority 1

To provide innovative and creative teaching and learning approaches which focus on raising attainment with a particular focus on Literacy (Reading), Numeracy (Problem Solving), Modern Languages (French) and Expressive Arts (Art and Design, Drama, Music).

Impact & Outcomes

Action and Personnel

Timescale

Resources

Evidence

Outdoor Learning firmly embedded providing enhanced curriculum at all stages.

Pupil voice features strongly within the planning of learning and teaching.

Aspects of play-based, pupil led, pedagogy are adopted, where appropriate, across the school. Enhanced opportunities for creative play within the early years.

Digital technologies are used successfully to support and enhance learning and teaching.

Pupils have an enhanced awareness of how to stay safe online.

Staff take ownership of reflecting on, and reviewing, their professional development and set meaningful targets linked to the Professional Standards.

In house CLPL supports and enhances the quality of teaching and learning.

Staff utilise a library of professional reading to support them in their role.

Supporting Innovative and Creative Practice

Continue to develop our teaching and learning approaches to ensure creativity, problem solving and innovation are experienced by all learners.

- Continue to develop outdoor learning experiences in R-Literacy, N-Problem Solving, French and Expressive Arts. **(JB, LW, MN, AM, LS, LMCK, LH)**
- Share Early Level best practice in Outdoor Learning with staff and parents and provide CLPL, in line with Virtual Nature School, across CfE levels. **(AK, PM, HK,MD)**
- Ensure learning experiences are creative and innovative by developing progressive “play”, pupil led learning pedagogy and systems at all stages which fully involve pupils in planning (Big Picture or Learning Walls) and leading their learning using the Triangular Planning Model and incorporating Teacher Observation. **(JB, AK)**
- Develop the use of Learning Journey Logs from nursery to P3. **(AK)**
- Embed increased teacher and pupil skills, including those developed during remote learning, in using a range of Digital Technologies and Resources to further enhance regular teaching and learning experiences, including digital toys in the Early Level. **(SB)**
- Ensure that our approaches to supporting pupils with ASN include access to appropriate digital technologies as tools and all are skilled in the use of these eg Dyslexia. **(SB, JR)**
- Include an age and stage appropriate focus for pupils, and parents, to understand how children can stay safe online. **(SB)**

Supporting Teacher Professionalism

Encourage, support and empower all staff to be self-reflective and to develop appropriate leadership skills and interests.

- Coaching principles will be incorporated through PRD to support teaching staff to identify an area to explore through Professional Enquiry, linked to the needs of the children in their class or their own professional development (PRD). **(LS, SB)**
- Develop an ongoing range of appropriate CLPL opportunities (in-house and cluster) and also a library of professional reading, in line with the Improvement Plan(s) priorities. **(LS, Cluster CLPL Coordinators)**
- Introduce a voluntary CLPL “Teach Meet” programme, designed and led by our IOC qualified teachers to share ideas, and engage in professional discussions. **(SB, AM, CMac, TE, SC)**

Terms 1-3 and ongoing

Terms 1-3

Outdoor Learning Guidance

Early Years Practitioners

Learning Logs

ERC Digi Hub

Digital toys

CEOP

PEF

ED Psych

QIO

‘Coaching and mentoring Matters’ Education Scotland

Professional Reading Library

Collegiate Sessions

Teach Meets

‘Interventions for Equity’

Planning Documentation

Professional dialogue at Meetings (minutes)

Observations

Pupil and Staff Feedback

Accreditation from Digital 360Safety Online

Professional Enquiry Documentation

PRD Targets and paperwork

CLPL/Collegiate Calendar

Attainment Data

Tracking Meeting Notes

Moderation Evidence

<p>Practitioners have increased confidence in the assessment of learning and in making accurate judgements across CfE levels E-4.</p> <p>Pupil experiences in Reading are of a consistently high quality.</p> <p>Increased attainment in Reading at all stages but particularly with children who require support and those who experience barriers to learning.</p> <p>Increased teacher confidence in the learning and teaching of French.</p> <p>Learners' experience authentic opportunities to explore French Culture and to use conversational French in meaningful ways.</p> <p>Problem Solving strategies are fully embedded within the high quality learning and teaching of mathematics, at all stages.</p> <p>High quality learning and teaching within the Expressive Arts Curriculum is experienced by all learners.</p> <p>Learners have enhanced opportunities to develop their skills and talents within Art and Design, Drama, Music and Dance.</p> <p>Learners are offered rich, authentic experiences within the Arts, exploring cultures from around the world.</p> <p>Pupils have regular opportunities to celebrate their achievements and diversity within the Arts, and to showcase these with parents and members of the wider school community.</p>	<ul style="list-style-type: none"> ➤ Encourage and support staff to engage in the Lesson Study approach, focusing on a self-chosen area of the SNIP in order to increase awareness of best practice and learning progression. (LT Stage Leaders) ➤ Adopt a more collaborative and empowering quality assurance approach where staff are fully involved in both the process and in high quality professional discussions. (YD) <p>Support Teacher Judgements Across CfE Staff regularly engage in moderation of pupil learning and teaching experiences.</p> <ul style="list-style-type: none"> ➤ Raise staff awareness of equity and equality issues and potential barriers to learning, which can impact on our Netherlee pupil attainment and achievement. (YD, PEF) ➤ Upskill staff on the use of the ERC Tracking Database in order to be able to identify key groups of learners in line with potential barriers above. (YD, ERC QIO, PEF) ➤ Revisit the ERC Learning, Teaching & Assessment Framework Document: A Planning Guide for Tracking Pace Through CfE Levels, with all teaching staff to ensure there is appropriate progression, pace and challenge of learning experiences. (JR, LS) ➤ Provide a range of both formal and informal opportunities for teachers and CDOs to moderate pupil work in line with identified SNIP Curricular Areas. (JB, MFs) ➤ Encourage staff to use the ERC LAR to support moderation and accurate teacher judgements by engaging in regular dialogue and moderation activity across CfE Levels.. (JB, MFs). <hr style="border-top: 1px dashed red;"/> <p>Literacy- Reading Promote excellent practice in the learning and teaching of Reading at all stages to enhance learners' experiences.</p> <ul style="list-style-type: none"> ➤ Review and update our use of Netherlee Reading Skills framework and ERC Literacy Framework to support progression across levels. (LW, MN, AM, PEF) ➤ Ensure the above is not solely resource driven and incorporates the regular use of real texts wherever possible. (LW, MN, AM). ➤ Provide a range of CLPL, including RR pedagogy, to ensure pupils experience progressive, high quality teaching and learning in Reading across all stages and levels. (LW, JM, MN, AM, PEF) ➤ Provide appropriate support and challenge to all learners, ensuring a focus on those requiring support and also those who are very able in reading. (LW, JR, JM, PEF) ➤ In line with the above, utilise the skills of our senior pupils and adult volunteers to support Paired Reading throughout. (LWt, PEF) ➤ Foster a "love for reading" ethos by creating a reading culture across the school and nursery. Ensure all children have access to quality personal reading material. Gather ideas from pupils, staff and parents. (LW, MN, AM, PEF) <hr style="border-top: 1px dashed red;"/> <p>Modern Languages- French Enhance teacher confidence and learners' experiences in Modern Languages (French).</p> <ul style="list-style-type: none"> ➤ Implement actions from the ERC Action Plan following the Thematic Review of Modern Languages. This will include reviewing the ERC Skills Framework to ensure progression of skills and eliminate repetition, particularly, but not solely, for P6 to S2. (LS, JB, SC, Cluster Language Leaders) 	<p>Terms 1-3</p> <p>Term 2 and ongoing</p> <p>Terms 1-3 and ongoing</p>	<p>Education Scotland</p> <p>ERC Tracking & Assessment Database and Learning, Teaching & Assessment Framework</p> <p>Netherlee Reading Skills Framework</p> <p>ERC Literacy Framework</p> <p>CfE Benchmarks</p> <p>Collegiate sessions</p> <p>Senior pupils and parental volunteers</p> <p>Netherlee French Policy</p> <p>Parent Council</p> <p>PTA</p> <p>ERC Modern Languages Action Plan</p> <p>French teaching resources</p> <p>ERC Maths Framework</p> <p>Problem Solving Resources</p> <p>Netherlee Art and Design Skills Framework</p>	<p>Updated Reading Policy and Skills Framework</p> <p>Updated French Policy</p> <p>Updated Problem Solving Policy</p> <p>Updated Expressive Arts Policy</p> <p>Displays</p>
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Everyone Attaining, *Everyone Achieving*, Through Excellent Experiences

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

NIP: Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

National Improvement Framework Driver: Performance Information, School Improvement, Assessment of Children's Progress

CfE National Entitlements: Opportunities for Personal Achievements

Improvement Priority 2

To continue to focus on Health and Wellbeing with a particular focus on pupil leadership, achievement and health and wellbeing.

Impact & Outcomes

Action and Personnel

Timescale

Resources

Evidence

Children have broad and rich learning experiences to support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential.

Our school ethos supports an enhanced culture of health and wellbeing and of GIRFEC. A culture of sharing and celebrating achievements is established.

Staff have greater awareness of individuals who require targeted intervention to ensure equity in wider experiences.

Staff share expertise and support each other to enhance their practice.

All pupils will benefit from leadership opportunities and from taking part in pupil groups at all stages.

Pupil Achievement

Develop our systems for recognising, celebrating and tracking achievement (including clubs). This will allow pupil talent to be recognised and celebrated and will also ensure equality and equity by supporting targeted children to participate.

- Pupil achievements will be visual on wall displays around the school and nursery and linked to our school values. **(LT Stage Leaders)**
- Support **all** pupils to share their “out of Netherlee” achievements in various agreed ways. **(LT, PEF)**
- Revisit and refocus on our Netherlee Vision and Values and use these, as well as our House System, as the foundation for Promoting Positive Behaviour, permeating a Rights Based Culture and ethos throughout the school and nursery. Diverse Values Mascots will be introduced and will feature throughout as class rewards. Possibly, set up a “Values Group” to review and build upon initial plans agreed on inset Day (Aug). **(LS, JR- PEF)**
- RR Netherlee Charters will be created linking each of our Values to Children’s Rights. **(LW, KL)**
- Create a CfE level planner for each of our values, with resources/ learning experiences which link to RRS. **(LW, KL, Values Group)**
- Track wider pupil achievement which supports **targeted** interventions (equity) with groups of children and individuals. Provide CLPL for staff on the use of the ERC Tracking Database to enable the tracking and recording of pupil achievements. **(ERC QIO, YD, PEF)**
- Engage in the John Muir Trust accreditation from P5 (Raise Awareness of JM and “100 things to do before you are twelve and a half”, P6 Discovery Level and P7 Explorer Level, to enhance learning outdoors, support sustainability, problem solving and school partnerships. Share with parents and community. **(SB, JR)**

Staff Achievement

Recognise, celebrate and utilise the range of staff skill, expertise and knowledge across all staff groups.

- Encourage staff to share knowledge and expertise with each other by displaying staff qualifications and information about their enhanced knowledge and areas of expertise in a prominent area of the school. **(LS, AK, AH, JR)**

Term 1 and ongoing

Term 1

Netherlee House System and Positive Behaviour Policies
 Reaccreditation Guidance RRSA
 Schools Values Group
 ERC Tracking Database
 Staff, children and parents input and feedback
 John Muir Trust resources
 Parent Council
 PTA
 Staff Achievements Display board
 PEF
 QIO

Achievement Displays
 Wider Achievement Database
 Evaluated Action Plans
 ECO Green Flag
 John Muir Trust Award
 Revised Progression Framework for Health and Wellbeing
 Self-evaluation evidence
 Twitter Posts
 Young Leaders’ Award

Everyone Attaining, Everyone Achieving, Through Excellent Experiences

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

NIP: Closing the attainment gap between the most and least disadvantaged children and young people.

National Improvement Framework Driver: School Leadership, Parental Engagement, School Improvement

CfE Entitlement: Ethos and Life of the School

Improvement Priority 3

To ensure that our provision is effective in meeting the needs and entitlements of all learners and families, is in line with our vision and values and has a particular focus on equity, equality, inclusion and diversity.

Impact & Outcomes

Action and Personnel

Timescale

Resources

Evidence

Stronger links and relationships established within our Netherlee community.

Children have greater knowledge of different cultural traditions in their community.

Children are supported and challenged to meet their individual needs.

Staff are aware of the cultural capital that helps children make progress.

School values and vision imbedded across school and nursery.

Children are equipped with the skills to overcome challenges in their lives.

Practitioners have increased confidence and understanding of strategies to support individual needs.

Increase parental involvement and engagement in school and nursery activities.

Equality and Diversity

Welcome and embrace diversity by raising awareness of the different cultures, festivals and home languages within our community, whilst fostering our children's sense of identity.

- Enhance P1/2 Learning Zones, using parent volunteers, to support play. This will include raising awareness and incorporating the different languages, festivals and cultures of our families. Parents/carers will be involved in planning, preparing and delivering multicultural resources and learning experiences. **(LS, PEF)**
- Continue to establish stronger links with parents/carers by using, and valuing, their cultural knowledge, beliefs and traditions during assemblies and all events for parents and also while learning about World Religions and Festivals in order to enhance the relevance and meaningfulness of our curriculum. Pupils will also feature strongly in this too. **(SB, AK, PTA, PEF)**
- In line with being a Rights Respecting, Gold Accredited School/ Nursery, continue to raise awareness of equality rights in line with Global Goals, Anti- Racism and Anti- Bullying Guidance. **(LW, KL, AK, PEF)**

Equality and Equity

- Ensure the terms "equality and equity" are fully understood by all staff, pupils and parents and the role we all play in striving to remove the barriers that our children/families may have in relation to this. **(YD, PC, PTA, PEF)**
- Use the 'Gender Equal Play' document and self-evaluation materials to encourage staff, children and parents to reflect on our own perceptions, bias and use of language. **(AK)**
- Develop an Equality Policy and share with staff and parents. **(AK, JR, PEF)**
- Consider the Cost of the School Day at Netherlee by making effective use of the CSD Toolkit and ensure that this is at the forefront of all of our considerations throughout the session. **(YD, JR, LS, PC, PTA, PEF)**

Meeting Learners Needs

- Develop opportunities for Nurture Staff to share expertise with colleagues. **(LS, PEF)**
- Provide regular opportunities for teachers and PSAs to visit and observe children in our Learning Centre to ensure consistency in approach and deeper understanding of learner needs. **(VB, MC, PEF)**
- Provide regular opportunities for Learning Centre staff to share and discuss pupil targets and progress with teachers. **(JR, PEF)**

Terms 1-4

Term 1 and ongoing

Terms 2-4

P1/2 Learning Zones

Parental Volunteers

Targeted Parents and Carers

'Show Racism the Red Card'

Anti-Bullying Policy

'Interventions for Equity' Education Scotland

Attendance Records

CSD Toolkit

ASN Overview

SfL shared drive

HGIOS Documentation

HGIOELC

PEF

Enhanced use of play areas within early years

Feedback from parents and pupils

RRSA Re-accreditati on

Netherlee Equality Policy

Wellbeing Plans

Gender Equal Play Policy

Supporting Pupils' Policy

Updated Homework Policy

'How to' videos created

	<p>➤ Finalise our DRAFT Supporting Pupils Policy, ensuring equity features throughout. Share with all. (JR, PEF)</p> <p><u>Parents as Partners</u></p> <p>Plan and implement opportunities to increase parental engagement and enhance partnership working by:</p> <ul style="list-style-type: none"> ➤ Consulting with all staff, pupils and parents to review Netherlee’s Homework Policy and Practice in order to support parents to be knowledgeable and confident in supporting learning at home whilst being mindful of equality issues and the H and W of all. (JR, LS, LW, PEF) ➤ Linking to the above and creating ‘How to...’ videos on Homework, Maths and Literacy. (SB, Pupils-PEF) ➤ Creating a staff and parent Netherlee Equalities Group. This group will form an action plan following consultation with stakeholders and by considering Cost of the School Day at Netherlee. (JR, JM, PEF) ➤ Forming Parent led ASN support groups to provide opportunities for parents to network, share ideas and support each other. (JR, LS,YD, JM PEF) ➤ Auditing our practice in line with ‘Go for Gold’ Family Focused Awards (School and Nursery) and ensure our practice meets the standards for accreditation. (LS, AK) ➤ Introducing ‘Stay and Play’ sessions in school and reintroduce these in Nursery. (AK, PEF) ➤ Reintroducing the ‘Chatter Café” (Coffee and Chat) Drop In’ Sessions to increase opportunities for ongoing, informal communication with parents. Use innovative, supportive methods of reaching out to the wide parent population to encourage a greater diversity in parents who attend and engage with these. (LT, PC PEF) 	<p>Term 1 (completed by October Week)</p> <p>Terms 2-4</p>	<p>QIO</p> <p>Ed Psych</p> <p>Netherlee Homework Policy</p> <p>Parent Council</p> <p>PTA</p> <p>Netherlee Equalities Group</p> <p>‘Family Focused Awards Documentation</p> <p>Assemblies</p> <p>School Website</p>	<p>Google Classroom</p> <p>ASN Support Group</p> <p>Go for Gold Award</p>
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