



# St. Mark's Primary School

## School Improvement Plan

Session 2021-2022



East  
Renfrewshire  
COUNCIL

### A Vision for Building Back Better and Fairer

This school improvement plan sets out a hopeful, ambitious and equitable vision of improvement for the community of St. Mark's Primary School. We are moving from a period of recovery into a period of renewal, with a clear focus on delivering a revised curriculum that is underpinned by *relationships, rigour and relevance*.

### Relationships

The Charter for Catholic Schools sets out the importance of “honouring the life, dignity and voice of each person, made in the image of God”. This defines our mission as a school and informs our approach to relationships with every member of our school community. Healthy relationships provide the foundation for a positive and productive learning environment and we will continue our commitment to prioritising the physical, mental and emotional wellbeing of our children, staff and families. We know from the Scottish Government's [Equity Audit](#) that vulnerable children and families were most negatively affected by the two periods of school closure in 2020 and 2021. We will re-double our efforts in tackling inequities to ensure that our most vulnerable children have the resources, support and opportunities to flourish. School improvement priorities will consolidate the very good work that is already underway on nurturing and trauma-informed approaches across our school. We will continue to improve the school environment, indoors and outdoors, with a view to creating the optimum conditions for our children to play, learn and deepen their relationships with each other and with nature.



“East Renfrewshire’s children should grow up loved, respected and be given every opportunity to fulfil their potential. We want them to be safe, equal and healthy, have someone to trust, have friends, but most of all HOPE.” *At Our Heart: The East Renfrewshire Approach to Improving Children and Young People’s Wellbeing*



**Rigour**

Our vision focuses on high quality approaches to teaching and learning. Getting relationships right is also about fully understanding our learners and delivering consistent learning and teaching experiences. We recognise reading skills as the key to unlocking every area of the curriculum. We will continue our relentless pursuit of raising attainment in reading with an ongoing focus on early intervention, phonological awareness, reading recovery and whole school progressive approaches to the teaching of reading. This will be underpinned by building up a stronger reading culture across the school community, with an emphasis on enjoyment and choice. In addition to this universal offer, we will continue to provide targeted support for learners with identified needs to ensure that everyone is progressing in their reading. Cluster improvement work will focus on reading and we will draw on the collective skills and experience of our cluster colleagues to accelerate the pace of change in this area.

This rigour will also be demonstrated in our pedagogical approaches and by further extending our approaches to assessment. The supportive, dynamic and collegiate style of our staff team will continue to be a catalyst for learning, teaching and assessment practice that is both reflective and effective. We will better include learners in discussions around progress and achievement. Our children will be able to more confidently articulate the skills they are developing and their next steps in learning, utilising the independence, resilience and creativity that they demonstrated during remote learning.



“Research confirms that educational attainment is key to a successful future and so we must continue to raise the attainment bar for all learners .....We need to have a renewed focus on improving the attainment of particular groups of learners, particularly for children and young people who, because they experience significant disadvantage in their lives, do not achieve their educational potential.” [Advancing Excellence and Equity in Education in East Renfrewshire](#)



## Relevance

The [Refreshed Narrative of Curriculum for Excellence](#) reminds us that the process of curriculum making is a continuous process. Our curriculum should reflect the context of our school and the circumstances of our children and families at any given time. Following the recent consultation exercise on our curriculum rationale, our children, staff and parents were unanimous in their view that learning experiences must provide greater relevance in order to fully engage learners. Using the context of our 60<sup>th</sup> anniversary as the basis for our revised rationale, we will foreground learning experiences that explore the past, present and future of St. Mark's. Children will immerse themselves in the rich history of our local area, celebrate the diversity and talent of our present day school community and look to the future with hope and expectation about the difference they will make in Barrhead and beyond.

Science, Technology, Engineering, Expressive Arts and Maths (STEAM) will be a driver of our renewed curriculum. In the year that world leaders will visit Glasgow for the COP26 global summit, we will empower our children to be global citizens who recognise their role in learning for a better world. In order for the children to fully understand, care for and connect to their world, they will spend more time outdoors. Their entitlement to daily contact with nature will be met by a progressive outdoor learning curriculum, complemented by visits to local greenspace. Opportunities to travel further afield will also be prioritised to give children a breadth of outdoor learning experiences across Scotland.

Building on the success of interdisciplinary learning topics from last year, such as Primary 7's 'Black Lives Matter' topic, we will continue to listen carefully to the children's interests and be responsive in our planning of learning. This will include our approaches to playful pedagogy with our younger learners. They will benefit from a renewed focus on learning experiences that promote curiosity, creativity and enquiry, while protecting time for a robust, rigorous approach to the teaching of literacy and numeracy.

All of our children will be encouraged to celebrate their successes and challenge themselves to widen the scope of their achievements. This will be supported by the introduction of the 'Make Your Mark' achievement award. This newly developed award scheme will track children's achievements across the year and guarantee them a range of signature experiences that build their confidence and capability.

With current health and safety guidance preventing parents from attending events in school, we will continue to seek creative ways to connect, consult, share with and support all families. This plan sets out our strategic priorities and provides detail about the renewal process for our school. As always, if there is anything that you wish to discuss in relation to the plan, please contact the school through the usual channels.

**Anthony Hutcheson, Head Teacher**



## East Renfrewshire Education Department Vision

Everyone attaining, everyone achieving through excellent experiences.

### School Vision

In St Luke's Cluster we nurture every child's unique God given talents to enable them to flourish in a climate of high expectations, innovation and creativity.

### Values

We value love, faith and understanding.

### Aims

To inspire the moral purpose of learning and teaching to; unleash potential, raise attainment, promote equity and transform the life chances of each and every learner, especially those most in need of support

Improvement Plan Priorities 2021-22		
LEADERSHIP & MANAGEMENT	<ul style="list-style-type: none"><li>• Implement ongoing guidance on ‘Reducing risks (of Covid-19) in school settings’</li><li>• Publish and implement revised curriculum rationale</li><li>• Develop moderation approaches</li><li>• Launch ‘Make Your Mark’ achievement award</li><li>• Improve analysis and evaluation of intelligence and data</li></ul>	
LEARNING PROVISION	<ul style="list-style-type: none"><li>• Extend range of assessment approaches</li><li>• Raise attainment in reading</li><li>• Raise attainment in numeracy and maths</li><li>• Improve playful pedagogy</li><li>• Strengthen approaches to skills development</li><li>• Embed outdoor learning</li><li>• Enhance personalised support</li></ul>	
SUCSESSES & ACHIEVEMENTS	<ul style="list-style-type: none"><li>• Support staff wellbeing</li><li>• Promote inclusion and equality</li><li>• Develop creativity and employability skills</li><li>• Consolidate Learning for Sustainability (LfS) accreditation and awards</li></ul>	
School Improvement Priorities 2020-2023		
2020-21	2021-22	2022-23
Literacy: Improving Reading Skills	Literacy: Develop consistency of whole school reading approaches	Literacy: Strengthen approaches to Talking and Listening
Numeracy and Maths: Embed ERC strategy/ collaborative maths starters	Numeracy and Maths: Develop concrete, pictorial, abstract approaches	Numeracy and Maths: Improve links to STEAM, Parental Engagement
Embed formative assessment approaches	Extend range of assessment approaches with focus on skills development and pupil agency	Focus on differentiation and personalised support
Refresh curriculum rationale	Publish and implement revised rationale	Enhance whole school approaches to Learning for Sustainability

## LEADERSHIP & MANAGEMENT

How good is our leadership and approach to improvement?

Quality Indicators:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of learning
- 1.3 Leadership of change

Local Improvement Plan:

- A culture of self-evaluation and continuous improvement in all schools
- A skilled and confident workforce
- A positive culture of health and wellbeing in every school and service

National Improvement Framework Priority:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing

National Improvement Framework Drivers:

School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism

Developing in Faith:

- A commitment to the search for wisdom in life and the pursuit of excellence, through the development of each person's unique God-given talents
- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children

### PRIORITIES 2021-22

- Implement ongoing guidance on 'Reducing risks (of Covid-19) in school settings'
- Publish and implement revised curriculum rationale
- Develop moderation approaches
- Launch 'Make Your Mark' achievement award
- Improve analysis and evaluation of intelligence and data

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Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Implement ongoing guidance on 'Reducing risks (of Covid-19) in school settings'	<ul style="list-style-type: none"> <li>See actions in Scottish Government guidance</li> </ul>	Head Teacher SMT Class Teachers PSAs	Aug 2021 onwards	All signage, cleaning materials, PPE as provided by Facilities Mgt/ Health and Safety	Monitor risk assessments  Staff surveys
Publish and implement revised curriculum rationale	<ul style="list-style-type: none"> <li>Publish online revised rationale</li> <li>Include rationale as standing item on pre-planning dialogue meetings</li> <li>Include revised rationale in Parent Open Afternoons</li> </ul>	Head teacher  SMT, Teaching Staff  Teaching Staff	Aug 2021   Sep 2021	<a href="#">CfE Refreshed Narrative</a>  <a href="#">Building Back Better</a>  <a href="#">Fresh approaches to interdisciplinary learning</a>	Self evaluation activities  Learner conversations  Parent surveys  Professional dialogue
Develop moderation approaches	<ul style="list-style-type: none"> <li>Introduce Quality Assurance Moderation Support Officer role to support in-school, cluster and local authority moderation activities</li> <li>All teaching staff to attend "Sharing Standards" CLPL sessions</li> <li>Moderation Facilitators to attend refresher training</li> </ul>	QAMSO, C Carwood  Teaching Staff	Aug 2021 onwards  Sep 2021  Oct 2021	Education Scotland QAMSO training programme  ERC CLPL resource	Self evaluation activities  Professional dialogue  Data discussions
Launch 'Make Your Mark' achievement award	<ul style="list-style-type: none"> <li>Working party to launch achievements trackers to staff</li> <li>Class teachers to support pupils to update termly trackers</li> <li>Information leaflet to be sent to parents to make them aware of</li> </ul>	S. Cockbain - PT SMT, Teaching Staff	Aug 2021 onwards		Pupil surveys  Learner conversations



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	<p>opportunities for children to earn award through activities outside school</p> <ul style="list-style-type: none"> <li>Children assessed at start and end of year to ascertain progress in achievements</li> </ul>				
Improve analysis and evaluation of intelligence and data	<ul style="list-style-type: none"> <li>Refine approaches to data analysis in order to carefully track the impact of interventions on both attainment and pupil wellbeing</li> <li>Collaborate with cluster colleagues to moderate approaches to analysis of interventions</li> </ul>	SMT and Teaching Staff	Sep 2021 onwards		<p>Quality Assurance</p> <p>S.A./ SNSA Data 2020-21</p> <p>Minutes of professional dialogue and tracking meetings</p>

## LEARNING PROVISION

### How good is the quality of the care and education we offer?

<p>Quality Indicators:</p> <ul style="list-style-type: none"> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> <li>2.4 Personalised support</li> </ul>	<p>Local Improvement Plan:</p> <ul style="list-style-type: none"> <li>Improved reading, writing and mathematics throughout the years of the broad general education</li> <li>An improvement in the attainment of disadvantaged children and young people</li> <li>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.</li> </ul>
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<p>National Improvement Framework Drivers:</p> <p>School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism</p>

## Developing in Faith:

- A commitment to the search for wisdom in life and the pursuit of excellence, through the development of each person's unique God-given talents
- A commitment to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children

**PRIORITIES 2020-21**

- Extend range of assessment approaches
- Raise attainment in reading
- Raise attainment in numeracy and maths
- Improve playful pedagogy
- Strengthen approaches to skills development
- Embed outdoor learning
- Enhance personalised support

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Extend range of assessment approaches	<ul style="list-style-type: none"> <li>• Embed formative assessment through ongoing professional learning and enquiry-based approaches</li> <li>• Improve consistency of formative assessment approaches across all classes through peer support and lesson study approach</li> <li>• Utilise in-house assessment videos to train new or returning members of staff on agreed approaches</li> <li>• Continue to build on approaches to allow children to articulate next steps in their learning.</li> </ul>	N.Harvey (PT)  SMT  Teaching Staff	August 2021 – June 2022	Dylan William 'Embedded Formative Assessment'  Formative Assessment videos  Formative Assessment Toolkit posters	Staff Survey  Lesson Study  Professional Enquiry  Learning Visits  Peer observations  Learner conversations

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	<ul style="list-style-type: none"> <li>Continue to build on approaches to increase staff confidence in facilitating effective cooperative learning.</li> <li>Provide opportunities through CLPL and peer observations to increase staff confidence in ensuring children take ownership of their learning.</li> <li>All classes to have a formative assessment toolkit wall display</li> <li>Develop high quality assessments demonstrating breadth, challenge and application across curricular areas (e.g. STEAM)</li> </ul>				
Raise attainment in reading	<ul style="list-style-type: none"> <li>Implement whole school reading approach, as designed by Reading Skills Working Party</li> <li>Build a culture of reading through Scottish Book Trust Reading Schools accreditation framework</li> <li>Re-establish Reading Recovery for identified Primary 2 pupils, alongside P2 Daily Literacy Learning, P3 TRAIL, 'Playing with Sounds' phonological awareness programme and Together Better Readers.</li> </ul>	<p>J. Neil (DHT) Teaching Staff PSAs</p> <p>Lucy Cosstick and Gillian Gourlay (PTs of Literacy)</p> <p>Teaching staff / Pupil Leaders</p> <p>Reading Recovery Teacher / P2 staff / Teaching Support team / PSAs</p>	<p>August 2021 – June 2022</p> <p>August 2021 – June 2022</p> <p>August 2021 – June 2022</p>	<p>Big Cat Resources  PM Benchmarking kit</p> <p><a href="#">Reading Schools Accreditation Resources</a></p> <p><a href="#">Scottish Book Trust learning resources</a></p>	<p>Forward Planning and evaluation</p> <p>Learning visits</p> <p>Pupil Dialogue</p> <p>Moderation</p> <p>Assessment data: P1 baselines/ Reading assessments/</p>

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					Standardised Tests / SNSA
					Reading Recovery / DLL / TBR reporting
Raise attainment in numeracy and maths	<ul style="list-style-type: none"> <li>Collaborate with PT Maths and partners to build capacity in delivering ERC Numeracy and Maths strategy</li> <li>CLPL for staff in concrete, pictorial, abstract approach to maths</li> <li>Provide opportunities to share learning and teaching with parents and strategies to support home learning</li> </ul>	<p>P. Berry (PT) / A. Kelly (PT) / Maths Champion / Teaching staff</p> <p>J. Neil (DHT)</p> <p>J. Neil (DHT) / A. Kelly (PT) / Teaching Staff</p>	<p>August 2021 – June 2022</p> <p>August 2021 – Dec 2022</p> <p>Sept 2021 – June 2022</p>	<p><a href="#">ERC Numeracy and Mathematic Guidance for Practitioners</a></p> <p><a href="#">Maths Champion Glow Group</a></p> <p>Primary Maths for Scotland Teacher Guide</p> <p>CLPL: Count on us / ERC CPD</p> <p>Blogs / Google Classroom / Seesaw / Connect: Family Engagement for Improvement</p>	<p>Forward Planning and evaluation</p> <p>Learning visits</p> <p>Moderation</p> <p>Assessment data: P1 baselines/ Numeracy and Mathematics Assessments/ Standardised Tests / SNSA</p> <p>Parent Surveys</p>
Improve playful pedagogy approaches in Primaries 1 and 2.	<ul style="list-style-type: none"> <li>CLPL for infant staff with a focus on implementing a playful pedagogy approach in primaries 1 and 2.</li> <li>To develop a balance of teacher-led, teacher-initiated and child-led activities in</li> </ul>	<p>A Kelly (PT)</p> <p>Teaching staff PSAs</p>	<p>August 2021 – June 2022</p>	<p>CLPL: A Kelly, courses led by Deirdre Grogan</p> <p>Professional Reading: Fisher, J. (2013) Starting from the Child: Teaching and</p>	<p>Observations using Leuven Scale</p> <p>Pupil dialogue</p> <p>Staff survey</p>

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	<p>primaries 1 and 2 in Literacy and Numeracy.</p> <ul style="list-style-type: none"> <li>• Specific focus on developing staff confidence in making meaningful observations using Leuven Scale of wellbeing and involvement, 'tuning' into child-led activities and developing a shared sustained thinking approach during child-led learning.</li> <li>• Provide CLPL inputs which focus on developing playful pedagogy into primary 2.</li> <li>• Identify and make use of resources to enhance teacher-initiated tasks in Primary 2.</li> <li>• Primary 1 and 2 teachers to visit other establishments to observe playful pedagogy in action.</li> <li>• CLPL opportunities for pupil support assistants to upskill on playful pedagogy approaches.</li> </ul>			<p>Learning in the Foundation Stage Robertson, J. (2017) Messy Maths: A Playful, Outdoor Approach for Early Years</p> <p>Blogs / Google Classroom / Seesaw</p>	<p>Forward plan evaluations</p> <p>Learning visits</p> <p>P1 Big Books</p> <p>Baseline, Developmental Milestones and SNSA</p>
Strengthen approaches to skills development	<ul style="list-style-type: none"> <li>• Coach all children to better articulate skills development and next steps in learning</li> <li>• Introduce cluster learning dispositions in partnership with St. Luke's</li> <li>• Principal Teacher and Class Teacher to undertake</li> </ul>	<p>N. Harvey (PT)</p> <p>L. McAlpine</p> <p>C. McPherson (Visible Learning Coach)</p>	<p>August 2021 – February 2022</p>	<p>Mindset Teams Primary Science Accreditation</p> <p>Visible Learning and Building Learning Power resources</p>	<p>Learner conversations</p> <p>Learning Visits</p> <p>Self evaluation activities</p>



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	<p>professional learning project to further embed a Growth Mindset culture across the school</p> <ul style="list-style-type: none"> <li>All classes to have a 'Learning Journey' wall with links to skills and Growth Mindset approaches</li> </ul>			CLPL: N. Harvey and L. McAlpine	
All learners will have regular opportunities to participate in high quality outdoor learning experiences during the school day and during playtimes.	<ul style="list-style-type: none"> <li>Continue to deliver outdoor learning as a progressive, curriculum-led entitlement for all learners.</li> <li>Outdoor Learning Curriculum Development group to provide updated resources for all classes</li> <li>Further staff CLPL on Outdoor Learning looking at specific areas of the curriculum.</li> <li>Further support from Learning through Landscapes Scotland to audit school ground and work with pupils and staff to raise the profile of outdoor learning with parents and local community.</li> <li>Establish a pupil group who will focus on raising the profile of outdoor learning across the school.</li> <li>Parent involvement in outdoor learning experiences through invitations to attend outdoor</li> </ul>	<p>A Kelly (PT)</p> <p>Teaching staff</p> <p>PSAs</p> <p>SLT</p>	August 2021 – June 2022	<p>CLPL opportunities: Learning through Landscapes</p> <p>Muddy Movers: A Kelly</p> <p>Loose Parts Play resources</p> <p>Outdoor Learning class resource box</p> <p>Outdoor learning activity cards</p> <p>Parents / local community</p>	<p>Teaching, support staff and pupil surveys</p> <p>Learning visits</p> <p>Forward plan evaluations</p> <p>Pupil dialogue</p>

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	<p>learning opportunities and days of action in the school playground.</p> <ul style="list-style-type: none"> <li>• Make effective use of loose parts play to enhance playground experience for all pupils.</li> <li>• Participate in Outdoor Classroom Day linking to Laudato Si'.</li> <li>• Outdoor learning accreditations and awards.</li> <li>• More opportunities for children to access identified green spaces in the local area.</li> </ul>				
Enhance personalised support	<ul style="list-style-type: none"> <li>• Develop whole school nurturing and trauma-informed approaches</li> <li>• Provide ongoing targeted support through 'The Greenhouse' and 'Treasure Island'</li> <li>• Implement targeted support for EAL groups throughout the school (measured at the start and end of year to chart progress in language acquisition and competence).</li> <li>• Develop trauma-informed supports, including the implementation of counselling skills approaches with specific</li> </ul>	<p><u>S. Cockbain (PT)</u></p> <p><u>SMT</u></p> <p><u>Teaching staff</u></p> <p><u>Support staff</u></p>	<p><u>August 2021 – June 2022</u></p>	<p>Dyslexia and Inclusive Practices Modules from Dyslexia Scotland.</p> <p>Inclusive Education Modules available from the Autism Toolbox</p> <p>Seasons for Growth resources</p>	<p>Strengths and Difficulties Questionnaire used to monitor progress of children in Greenhouse Room</p> <p>Boxall assessments and "SDQ" used to monitor progress children in nurture room.</p>

	<p>pupils and the facilitation of Seasons for Growth groups.</p> <ul style="list-style-type: none"> <li>To audit and implement approaches across the school to ensure that practices are dyslexia friendly.</li> <li>To support the understanding of neurodiversity across the school through staff professional study, for example Autism toolbox or completion of modules in dyslexia.</li> </ul>				
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## SUCCESSES & ACHIEVEMENTS

### How good are we at improving outcomes for all learners?

<p>Quality Indicators:</p> <ul style="list-style-type: none"> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement</li> </ul>	<p>Local Improvement Plan:</p> <ul style="list-style-type: none"> <li>Improved reading, writing and mathematics throughout the years of the broad general education</li> <li>An improvement in the attainment of disadvantaged children and young people</li> <li>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.</li> </ul>
<p>National Improvement Framework Priority:</p> <ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> </ul>	<p>National Improvement Framework Drivers:</p> <p>School improvement, Performance information, Assessment of children's progress, School leadership, Teacher professionalism</p>
<p>Developing in Faith:</p> <ul style="list-style-type: none"> <li>A commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.</li> </ul>	

**PRIORITIES 2020-21**

- Support staff wellbeing
- Promote inclusion and equality
- Develop creativity and employability skills
- Consolidate Learning for Sustainability (LfS) accreditation and awards

Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
<ul style="list-style-type: none"> <li>• Support staff wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce wider range of staff wellbeing activities with focus on physical and mental health</li> <li>• Increased focus and understanding of the importance of staff wellbeing and its links with pupil wellbeing (as part of Compassionate Connected Communities).</li> </ul>				
<ul style="list-style-type: none"> <li>• Promote inclusion and equality</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2 Diversity focus as part of 60<sup>th</sup> anniversary celebrations</li> <li>• Complete Cost of the School Day audit with the school community.</li> <li>• Update school resources to reflect diversity (books, play resources and art materials).</li> <li>• Introduce Equalities Policy.</li> <li>• Create annual calendar of religious festivals to be recognised and celebrated in classes</li> </ul>	N. Harvey (PT) S. Cockbain (PT) Teaching Staff PSAs	August 2021 – June 2022	Cost of the School Day Toolkit Tracking Database Rights Respecting Schools Silver Award Action Plan Recognising Children's Rights Participation booklet	Pupil and parent surveys Learner conversations Self evaluation activities Monitoring of database Audit of class charters

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	<ul style="list-style-type: none"> <li>Tracking and monitoring of ethnic minority groups to ensure equity of experiences.</li> <li>Refresh Rights Respecting Pupil Committee to work towards achieving the Silver Award</li> <li>Deepen and widen knowledge and understanding of the UN Convention on the Rights of the Child across the school community</li> <li>Each class to display a class charter linked to the rights</li> <li>All staff to link positive behaviour approaches with language of Rights Respecting Schools</li> </ul>				
<ul style="list-style-type: none"> <li>Develop creativity and employability skills</li> </ul>	<ul style="list-style-type: none"> <li>Deliver staff CLPL on the DYW framework and the inclusion of DYW as a standing item on the agenda for professional dialogue meetings</li> <li>Increase staff confidence in teaching STEAM subjects – in particular Science, Technologies and Engineering through team teaching and sharing of resources</li> </ul>	<p>N. Harvey (PT)</p> <p>A.Guy</p> <p>STEAM Working Group</p>	<p>August 2021 onwards</p>	<p>DYW Framework</p> <p>STEAM Working Group resources</p>	<p>Forward Planning and evaluation</p> <p>Professional Dialogue</p> <p>Learner conversations</p> <p>Learning Visits</p> <p>Questionnaires</p>



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	<ul style="list-style-type: none"> <li>CLPL on teaching of STEAM subjects</li> </ul>				
<ul style="list-style-type: none"> <li>Consolidate Learning for Sustainability (Lfs) accreditation and awards</li> </ul>	<ul style="list-style-type: none"> <li>Continue in our Laudato Si' journey, linked to the Glasgow COP 26 summit, and to raise awareness of this in our local community</li> <li>Begin 2 year Eco-Schools Scotland Green Flag Action Plan</li> <li>Increase involvement in British Council Connecting Classrooms programme with partner school in Rwanda</li> </ul>	<p>Eco Schools Coordinator (N. Harvey)</p> <p>A Kelly (PT)</p> <p>J Neil (DHT)</p>	<p>August 2021 – June 2022</p>	<p>Climate Action Week training and resources.</p> <p><a href="#">Connecting Classrooms</a></p>	<p>Forward Planning and evaluation.</p> <p>Measure success of Action Plan areas.</p>