




St Mark's Primary

School Improvement Priorities 2017-2020

| 2017-2018 | 2018-2019 | 2019-2020 |
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| Leadership and Self-Evaluation | | |
| <ul style="list-style-type: none"> Approaches to self-evaluation Interrogation and analysis of assessment data Collegiate working and professional learning Staff wellbeing and pastoral support Fully embed the Rights Respecting School Agenda | <ul style="list-style-type: none"> Learners involved in self-evaluation Revised quality assurance Staff involved in self-evaluation | <ul style="list-style-type: none"> |
| Learning, Teaching and Assessment and Parental Engagement | | |
| <ul style="list-style-type: none"> Curriculum rationale Professional learning and classroom culture Engaging families in learning Developing as a community of faith and learning | <ul style="list-style-type: none"> Development of the curriculum: <ul style="list-style-type: none"> Interdisciplinary Learning Mathematics and Numeracy <i>Problem Solving and Enquiry</i> Learning pathways: <ul style="list-style-type: none"> STEM/Creativity Literacy and English Language <i>Reading</i> Learning and engagement: <ul style="list-style-type: none"> Building the Learning Power Outdoor Learning Planning, tracking and monitoring: <ul style="list-style-type: none"> Tracking Health & Wellbeing Gradient of Learning Forward Planning – One Note? Targeted support: <ul style="list-style-type: none"> Pupil Equity Fund Planning Engaging families in learning | <ul style="list-style-type: none"> Learning pathways: <ul style="list-style-type: none"> Literacy and English Language <i>Writing</i> <i>Talking and Listening</i> (2020-2021) Skills for learning, life and work Targeted support: <ul style="list-style-type: none"> Pupil Equity Fund Planning |
| Raising Attainment | | |
| <ul style="list-style-type: none"> Attainment in literacy and numeracy for all learners, in particular those most disadvantaged Digital literacy | <ul style="list-style-type: none"> Attainment in literacy and numeracy Digital innovation | |

| Leadership and Management | |
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| How good is our leadership and approach to improvement? | |
| Quality Indicator | Themes |
| 1.1 Self-evaluation for self-improvement | ➤ Collaborative approaches to self-evaluation |
| 1.2 Leadership of learning | ➤ Impact of career-long professional learning |
| 1.3 Leadership of change | ➤ Developing a shared vision, values and aims relevant to the school and its community |
| 1.5 Management of resources to promote equity | ➤ Management of resources and environment for learning |

| | Outcome/ Impact | Action | Responsibility | Timescale | Resources | Monitoring/ Evaluation |
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| A | Learners Involved in Self-Evaluation Learners are meaningfully involved in school self-evaluation, auditing practice and contributing to the process of improvement. | Learners to be involved in:- Learning Conversations/ Online Survey Class Blogs (P1-P7) E-Portfolios (P4-P7) Contribution to school self-evaluation including learning visits Pupil Committees School Improvement Planning Contributing to Showcase Events | Leadership Team Class Teachers P4-P7 Class Teachers Leadership Team Class Teachers and PTs All staff PT 2 | Termly Weekly Weekly Termly Monthly April & August Termly | HGIOS 4 Learner Participation in Educational Settings 3-18 How good is OUR school? Part 1 How good is OUR school? Part 2 | Learner feedback Parent/ carer feedback Class Blogs E-Portfolios |
| B | Quality Assurance Improved consistency in quality assurance approaches across 3-18 curriculum. | Introduce revised Quality Assurance calendar Introduce online forward planning including Cluster learning pathways HGIOS 4 challenge questions used during Professional Dialogue meetings to ensure consistency and high expectations Develop enhanced use of data analysis for impact on experiences for learners including CfE Judgements, DM, Baseline, Standardised Test, National Assessments, Ethnicity, EaL, ASN and SIMD. | Leadership Team PT 3 Leadership Team and Class Teachers Leadership Team and Class Teachers | August Inservice Termly (3) Termly (3) As per QA Calendar | Quality Assurance Calendar OneNote Online Forward Plans | Professional dialogue Learning Visits Pupil dialogue |
| C | Staff Involved in Self-Evaluation Professional Enquiry All staff routinely engage in career-long professional learning (CLPL) and develop enquiring and coherent approaches which build and sustain practice. | Practitioners using the model of professional learning : Reflection on practice Experiential learning Cognitive development Collaborative learning Share Cluster practice CLPL Calendar including resources Leadership All staff undertake lead roles to motivate, support and inspire others Developing in Faith Reflect on the educational vision on which St Mark's Primary is founded Evaluate how we are being faithful to the faith mission which it receives from the Church Plan particular ways for the school to develop as a Catholic community of faith and learning Report annually on our development as a Catholic school to members of the wider faith community – parents, parish and Diocese. | PT 1 PT 1 All Pastoral Pupil Committee PT 2 Term 2 Working Group | Professional Enquiry Term 2 share impact May inservice? Education Endowment Foundation (EEF) Sutton Trust Cluster Calendar Leadership Overview | GTC Standards HGIOS 4 Collegiate Time PSA Meeting Times/ Assembly Developing in Faith Catholic School Evaluation and Planning SCES | Professional learning record Portfolio of evidence Self-evaluation |

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| | |  Introduce role of <i>Research Lead</i> to share up to date guidance and practice | PT 3 | | TES, Education Scotland, Current literature | |
| D | Management of Resources Create, sustain and enhance a motivating environment for effective learning |  Manage digital technologies proactively and efficiently through the creation of a digital learning store.  Monitor use of resources to ensure all learners experience a variety digital technologies | ICT Coordinator ERC Digital Officer Digital Pupil Group | From August Termly Audits | ERC Digital Innovation Hub HGIOS 4 | |














| Learning Provision | |
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| How good is the quality of care and education we offer? | |
| Quality Indicator | Themes |
| 2.2 Curriculum | <ul style="list-style-type: none"> ➤ Rationale and design ➤ Development of the curriculum |
| 2.3 Learning, teaching and assessment | <ul style="list-style-type: none"> ➤ Learning and engagement ➤ Planning, tracking and monitoring ➤ Effective use of assessment |
| 2.7 Partnerships | <ul style="list-style-type: none"> ➤ Collaborative learning and improvement |











| | Outcome/ Impact | Action | Responsibility | Timescale | Resources | Monitoring/ Evaluation |
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| A | Curriculum Rationale Curriculum with clear vision and rationale shaped by the shared values of the school and its community. Active collaboration ensures the school and community have ownership of the vision, values and aims. | Vision Workshop to create rationale and design taking into account:- <ul style="list-style-type: none"> ➤ Learners' entitlements ➤ Four capacities ➤ Uniqueness of our setting ➤ Equity of opportunity ➤ Opportunities for achievement at every stage ➤ Maximising successes and achievements for all ➤ The four contexts for learning ➤ Cross-cutting themes – equality, enterprise, creativity, sustainable development and international engagement ➤ Display created by learners, staff, parents and partners | DHT Pupil Committee All Staff | October Inservice Complete display by end of Term 2 | CfE Posters HGIOS 4 Pg 34 National Improvement Hub Developing in Faith Catholic School Evaluation and Planning SCES | Pupil dialogue Class/ school displays Monitoring of achievements Learning visits Professional dialogue |
| B | IDL and Pedagogical Developments Improved approaches to inter-disciplinary learning. Enhanced learning experiences for children and young people. | <ul style="list-style-type: none"> ➤ Clarify the concept of IDL, including simplifying its core purpose. ➤ Outline a series of practical, progressive steps to implement IDL. ➤ Create an IDL planning format. ➤ Further CLPL through the use of Building the Learning Power (BLP) online tool | ERC EDO PT 3 PT 1 | Staff Meeting T1 Staff Meeting T1 Staff Meeting T1 | BtC 3 CfE Briefing Document 4 and 11 National Improvement Hub | Monitoring of IDL planners Pupil dialogue Displays Work scrutiny Professional dialogue |
| C | Learner Voice Further opportunities for pupil leadership and involvement in learning. | Continue to involve pupils in learning via:- <ul style="list-style-type: none"> ➤ Big picture/ child led planning ➤ Homework ➤ Development of Golden Time and House Afternoons ➤ Participation in learning visits ➤ Pupils leading Lunch Time Clubs and Golden Time activities ➤ Learning (Reading and Numeracy) Buddies ➤ Pupil Committees | PT 3 PT 3 House Captains/ PT2 Leadership Team PT 3 All | August Inservice Termly/ T1 WG From August Termly From September Weekly Weekly Monthly | Learner Participation in Educational Settings 3-18 | Pupil dialogue Professional dialogue Parent/ Carer dialogue at Coffee and Chat events Pupil Committee displays |
| D | Assessment Ensure assessment is an integral part of learning and teaching | Staff workshops on:- <ul style="list-style-type: none"> ➤ What is an AifL school? ➤ Moderation, Learning Intentions and Success Criteria ➤ Effective Questioning ➤ Effective Feedback ➤ Formative Assessment ➤ Self and Peer Assessment | J Andrews CT CT CT CT | August Inservice Assembly Focus – Oct Assembly Focus – Nov Assembly Focus – Dec | ERC AifL Workshops Teaching and Learning Communities | Learning visits Jotters/ Work scrutiny Pupil dialogue |




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| E | <p>Literacy and English: Reading Improved outcomes and reduced inequalities in literacy development.</p> <p>Improved teacher confidence and competence in teaching Literacy and English.</p> <p>Ensure all staff have high aspirations for all learners.</p> <p>Increased pace and challenge in children's learning impacts positively on attainment.</p> <p>Consistent and effective approaches to skills development.</p> <p>Increased attainment of 2% with a particular focus on SIMD 1-4 learners</p> | <ul style="list-style-type: none"> Share ERC Literacy Strategy and deliver CLPL on the teaching of reading Share ERC's revised Literacy and English frameworks Support staff to develop an understanding of how children learn and develop, including development of phonological awareness and reading recovery strategies Continue to develop physical literacy opportunities to ensure literacy experiences are firmly embedded in children's play experiences both indoors and outdoors Ensure that provocations used in P1 and P2 stimulate interest, curiosity and investigation Introduce and implement Early Years Tracking Database Identify P1 pupils who are not able to start formal phonics teaching Provide additional input to develop understanding of early phonological awareness Introduce <i>Learning Buddies</i> to provide additional practise and reinforcement of skills Implement the use of First News in P4-P7 Develop a progressive programme of skills to develop KAL from Early to Second Level Develop enhanced experiences through the use of digital technologies | <p>PT 3 PT 3 Literacy Leaders(ERC CLPL input)</p> <p>S Nelson/ Working Group</p> <p>P1 and P2 CT</p> <p>DHT DHT/ Sfl</p> <p>DHT</p> <p>PT 3</p> <p>ICT Coordinator</p> | <p>October Inservice</p> <p>October Inservice</p> <p>Term 1 Working Group</p> <p>From August</p> <p>TBC June and August</p> <p>From September</p> <p>September</p> <p>Term 1</p> <p>Set up My City – Term 1 Homework WG</p> | <p>ERC Literacy Strategy</p> <p>Literacy & English Frameworks</p> <p>ERC Literacy Strategy CLPL materials</p> <p>Muddy Movers</p> <p>Into Reading – Phonological Awareness</p> <p>Teacher's Toolkit</p> <p>First News Ed Pax</p> <p>Education City – My City</p> | <p>Professional dialogue</p> <p>Learning visits</p> <p>Pupil dialogue</p> <p>Work scrutiny</p> <p>Assessment data</p> <p>CfE judgements</p> |
| F | <p>Numeracy and Mathematics Consistent and effective approaches to skills development.</p> <p>All staff have high aspirations for all learners.</p> <p>Increased pace and challenge in children's learning impacts positively on attainment.</p> <p>Increased attainment of 2% with a particular focus on SIMD 1-4 learners</p> | <ul style="list-style-type: none"> Share ERC's Numeracy Strategy and deliver CLPL on the teaching of numeracy and mathematics Share ERC's revised numeracy and mathematics frameworks Revisit common language and methodology of numeracy and mathematics with all members of staff Use of concrete materials Differentiation and challenge Opportunities to ensure numeracy experiences are firmly embedded in children's play experiences both indoors and outdoors Participate in Scottish Maths Week Introduce <i>Learning Buddies</i> to provide additional practise and reinforcement of skills Provide additional support for identified P7 pupils from SLHS numeracy & mathematics teacher Family Learning – provide a Pizza Maths event for every level Develop enhanced experiences through the use of digital technologies | <p>PT 2</p> <p>PT 2</p> <p>Maths Champion</p> <p>Working Group</p> <p>S Nelson</p> <p>SLHS & P7 Class Teachers</p> <p>PT 2, Maths Champ</p> <p>ICT Coordinator</p> | <p>October Inservice</p> <p>October Inservice</p> <p>Term 1</p> <p>Term 1</p> <p>Term 1 WG</p> <p>September From September</p> <p>From August</p> <p>Term 2</p> <p>Set up My City – Term 1 Homework WG</p> | <p>ERC Numeracy Strategy</p> <p>ERC CLPL</p> <p>Making Maths Count</p> <p>Num & Mathematics Framework</p> <p>St Luke's Cluster Common Language and Methodology</p> <p>Teacher's Toolkit</p> <p>Education City – My City</p> | <p>Professional dialogue</p> <p>Learning visits</p> <p>Pupil dialogue</p> <p>Work scrutiny</p> <p>Assessment data</p> <p>CfE judgements</p> <p>Feedback from Parents/ Carers</p> |

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| G | Health and Wellbeing Provision of opportunities to develop knowledge, understanding and skills for life and active participation. An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. | <ul style="list-style-type: none"> Track health and wellbeing to ensure progression and avoid duplication of experiences Introduce and track the Daily Mile Ensure progressive teaching of food and nutrition Continue good practice/ team teaching visits with staff from St Luke's PE department Continue to engage in School Improvement Partnerships (SIPP) and the use of collaborative enquiry methods for specific underperforming groups:- * SIPP focus with Carlibar – Using Reading Recovery approaches with P4-7 pupils. Improve attainment and achievement of learners from ethnic minority groups <ul style="list-style-type: none"> Embed ERC Bilingual/ EAL Learners Guidelines Additional support for Bilingual/ EAL learners with writing (PEF) Support Polish parents/ carers with homework activities | Cluster HWB PT 1 & Term 2 Working Group C Falconer & Catering Staff Class Teachers & SL HS PE Department DHT Class Teachers DHT EAL PSA PT 3 & EAL PSA | Term 2 WG August – June TBC September Ongoing August – June Term 2 | ERC HWB Action Plan Online Planning Better Eating. Better Learning | Attainment data CfE Judgements Pupil dialogue Parent/ Carer feedback Uptake of P1-P3 Free Meals |
| H | Partnerships Higher levels of parental engagement in their children's learning and in the life of the school Parents are meaningfully engaged in school self-evaluation and contribute to the process of improvement. | <ul style="list-style-type: none"> Introduce and implement ERC Parental Engagement Strategy Continue to work towards Family Centred Approaches Award Provide CLPL opportunities where appropriate Ensure a representative group of parents are consulted on different aspects of school Parents share skills and talents to support children's learning across the school Develop school website to support learning at home Use Twitter to promote hints and tips to support learning at home | DHT DHT DHT HT/ DHT DHT PT 3 DHT | Achieve by June 2019 Termly Termly Term 2 Ongoing | ERC Strategy Family Centred Audit Family Room Calendar School Website and Twitter feed | Staff feedback/evaluations Attainment data Pupil Feedback Accreditation of awards Family Centred Approaches Action Plan |
| I | Music Pupils in the lowest 20%, SIMD and FME avail themselves of the instrumental music service | Provide opportunities to develop musical talents including: <ul style="list-style-type: none"> Continue to develop skills of learners playing the ukulele Continue to develop skills of learners playing the pipes and drums Introduce keyboard and guitar lessons Encourage the uptake of ERC Instrumental Services P6 pupils to lead P3 Ukulele Lunch Time Club Further development of Senior Choir (P5-P7) Establish a Junior Choir to be led by Primary 7 pupils Forge new links for cluster liaison with SLHS, enhancing transition (Music/ Drama Dept) High school instrumental pupils to play and teach at Homework Cafe | P Adams I McDonald PT 1, Class Teacher PT 3 P6 pupils & PT 3 C Falconer&A Guy P7 pupils & PT 1 PT 1 | From August 2018- June 2019 | Guidance from ERC Instrumental Services | Pupil dialogue Achievements tracking Feedback from performance |

| Successes and Achievements | |
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| How good are we at improving outcomes for all our learners? | |
| Quality Indicator | Themes |
| 3.1 Ensuring wellbeing, equality and inclusion | ➤ Wellbeing |
| 3.2 Raising attainment and achievement | ➤ Attainment in literacy and numeracy ➤ Overall quality of learners' achievement |
| 3.3 Increasing creativity and employability | ➤ Digital literacy ➤ Increasing employability skills ➤ Creativity Skills |

| | Outcome/ Impact | Action | Responsibility | Timescale | Resources | Monitoring/ Evaluation |
|---|--|---|---|--|---|--|
| A | Wellbeing Ensuring wellbeing improves outcomes for learners. | Provide social, emotional and mental health intervention:-  Implement Bouncing Back with Primary 7 pupils  Roll out We Eat Elephants programme in P3 and link to Relationships Policy  Implement Paths  Implement Creative Therapies (PEF)  Introduce early morning homework club (PEF)  Introduce Family Wellbeing Service (Family Support Worker) to support targeted learners and families (2 days per week) (PEF)  Provide Therapeutic Support Programme (8 pupils for 8 weeks) (PEF) | PT 1 L Robertson DHT PT 1 Children 1 st DHT Family Worker Family Worker DHT | August Inservice August Inservice From August | www.bouncingback.info - http://www.bouncingback.info PATHS Family Wellbeing Service and Kit Bag | HWB Wheel – evaluate with pupils each term Pupil dialogue Professional dialogue Attainment data |
| B | Improved attainment in literacy Reading A focus on identified components from summative assessments analysis raises attainment by 2% with a particular focus on SIMD 1-3 learners. |  Evaluate support and challenge to raise attainment through: analysis of data, improved professional dialogues, target setting and improved learning and teaching in literacy. Knowledge about language (KAL)  <u>Understanding</u> Reciprocal Reading Literacy Circles Literacy Rich Environment  <u>Analysis</u> Critical Literacy  5 Minute Box Intervention (P1-P3 learners)(PEF)  Reading Recovery Intervention teacher (RRT) (PEF)  Supported literacy development for targeted pupils | PT Literacy and English PT 3 C McAnally S Nelson S Paterson G McKay PSA A Guy/ L Fawcett | October Inservice October Inservice October Inservice October Inservice October Inservice Interventions from August | ERC Literacy Strategy CLPL resources | Jotter/ work scrutiny Pupil dialogue Attainment data Parental feedback |

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| C | Improved attainment in numeracy A focus on identified components from summative assessments analysis raises attainment by 2% with a particular focus on SIMD 1-3 learners. | Evaluate support and challenge to raise attainment through: analysis of data, improved professional dialogues, target setting and improved learning and teaching in numeracy.  Measurement and time  Information handling  Mental maths  Fractions  Problem solving (application of strategies across the curriculum)  5 Minute Box Intervention (P1-P3 learners)(PEF)  ERC Numeracy and Mathematics CLPL | PT 2 Maths Champion Working Group PSA Teachers | Term 1 October inservice 8 sessions from Jan-April | Progressive teaching of Fractions ERC Numeracy Strategy CLPL resources | Jotter/ work scrutiny Pupil dialogue Attainment data Parental feedback |
| D | Overall quality of learners' achievement Provision of opportunities for personal achievement for learners. |  Gather achievements twice a session via Achievements Talking and Listening Homework  Track and analyse achievements via the ERC Tracking Database  Plan and provide opportunities for personal achievement  Encourage parents/ carers to share out of school achievements  Showcase learning through pupil led assemblies and Class Discovery Days  Celebrate achievements at awards ceremonies  Celebrate staff achievements | PT 3 & KR K Robertson All All HT HT | September and February Ongoing Termly Termly | ERC Tracking Database Opportunities for Achievement Overview Awards display Reception Plasma | ERC Achievements tracking database Active Schools Tracking Parental/ pupil feedback |
| E | Assessment and Moderation Further moderation work ensures consistency in teacher judgements of pupil progress. | Moderation Facilitators and DHT to lead:  School activity – Child's Wellbeing Plan  Cluster activity  Authority activity  Further CLPL for Moderation Facilitators | DHT MF MF | Term 1 Nov & Jan February 2019 | National Improvement Hub NAR and LAR Moderation Cycle | Evaluation of planning Professional dialogue Staff feedback Tracking/Target setting meetings/minutes |
| F | Digital Literacy Develop the skills and confidence of teachers; Improved access to digital technology for all learners; Digital technology is a central consideration in all areas of curriculum and assessment delivery. Development of innovative approaches allow learners to take further responsibility for their learning. |  Digital Leaders to lead all staff in gaining Digital Schools Award  Develop the digital skills and confidence of staff by providing CLPL  Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.  Develop confidence and use of ActivPanel - CLPL  Update school policy for Digital Learning  Continue to roll out BYOD – P6 and P7  Develop enhanced experiences through Digital Literacy including ERCs 24/ 7 Library | Digital Leaders ICT Coordinator ERC Digital Schools Officer Digital Pupil Group PT 3 | By end of Term 1 Staff Meeting x 6 – 2 per term September 2018 Staff Meeting (1hr) | ERC Digital Innovation Hub Falkirk Council Guidance 24/7 Library | CLPL calendar Achieving Digital Schools Award Learning visits Audit use of digital resources |
| G | Increasing Employability Skills Improved pupil ability in articulating the language of learning and their range of skills across the four contexts result in reflective comments on their skills for learning, life and work. |  Improve staff knowledge and understanding of the importance of skills for life, learning and work in learners' experiences  Implement <i>My World of Work</i>  Learners to capture achievements and skills in e-portfolios and P1-P3 solution  create a database of local employers/businesses to support DYW  Develop out of class and out of school opportunities with a focus on skills  Develop IDL enterprising projects for Christmas Fete | PT 1 P4-P7 Class Teachers Working Group LT PT 1 | Staff Meeting Term 1 Term 1 Term 1 From August Termly | The Career Education Standard (3-18) Learning Resource My World of Work BIC 4 & 5 J Rowantree Report: Closing the Attainment Gap ERC DYW Implementation Plan St Ninian's example | Monitoring of eportfolios and P1-P3 solution. DYW Database |

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| H | Creativity Skills Learners are encouraged to take ownership of their own learning and thinking. |  Develop a STEAM Room to provide excellent experiences  Work with cluster colleagues to develop meaningful STEAM activities (Work of cluster committee – share and embed)  Outdoor Learning Committee comprising of pupils, teachers, parents and partners explore ideas, identify problems and seek and justify solutions in the development of the St Mark's playground | Creativity Coordinator/ Working Group Outdoor Learning Coordinator/ Working Group | Term 1 – Term 3 Term 1 – Term 3 | Research Education Scotland Research Good practice visits | Learning visits Pupil dialogue |
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Working Groups Session 2018-2019

| Term 1 | | | |
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| Start WB 3 September – Finish by WB 12 November. Report back at Staff Meeting on 14 November | | | |
| Homework | P1-P7 Profiling | HWB Tracking | Playful Pedagogy |
| Karen Cumming Ashley Guy | Katrina Flaherty Clare McAnally | Gillian Hamilton | Christine Healey Carlyn Coyle Paula Hemphill James McKenna Gillian McKay |
| Term 2 | | | |
| Start WB 14 January – Finish by 13 March. Complete by the end of Term 2 | | | |
| Professional Enquiry | School Improvement Plan (SIP) | Standards and Quality Report | |
| All teachers | LT | LT | |
| Term 3 | | | |
| Start WB 22 April– Finish by 29 May. Report back at Staff Meeting on 5 June | | | |
| Numeracy and Mathematics | | STEAM ROOM | |
| Lindsay Kelly Louise Robertson | | Gillian Hamilton Janey McIntyre | |