



Thornliebank Primary School and Nursery Class

Improvement Plan 2020-2021

Nurturing a thriving community of lifelong learners

VISION, VALUES AND AIMS

Our Vision, Values and Aims were revisited and updated during session 2019-2020, in consultation with all stakeholders. We are confident that these reflect the shared ambition and aspirations of everyone in our whole school community.

Vision

To support everyone to feel happy and safe, to make rich memories and to become independent lifelong learners.

Values

NURTURE, KINDNESS, RESPECT AND EFFORT

Aims

At Thornliebank Primary School and Nursery Class we aim to create a welcoming and exciting learning environment where we:

- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- Provide a safe, nurturing environment where children and staff are happy and confident as they aspire to achieve their goals
- Celebrate success, promote a growth mindset and instill every child with confidence
- Promote curiosity, enquiring minds and a commitment to lifelong learning
- Ensure equal opportunities and equity for all
- Work as partners in learning with children, parents, carers, families and the wider community
- Promote respect and care for the school environment and local community

In fulfilling these aims, we will enable all children to become successful learners, confident individuals, responsible citizens and effective contributors who are empowered to take their place in society, now and in the future.

Three Year Summary of Improvement Priorities 2018 – 2021

School Priority	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021
Everyone Attaining	<u>Literacy and English</u> <i>Reading</i> <u>Numeracy and Mathematics</u> <i>Learning, teaching and assessment</i>	<u>Literacy and English</u> <i>Reading and personal achievement</i> <u>Numeracy and Mathematics</u> <i>Growth Mindset</i>	<u>Planning for Assessment</u>
Everyone Achieving	<u>Teacher Professionalism</u> <i>Professional learning and enquiry</i> <u>Family Engagement</u> <i>Family Friendly accreditation</i>	<u>Empowerment and Collaboration</u> <i>Vision, Values and Aims</i> <i>Distributive leadership</i> <i>Family engagement</i>	<u>Recovery and Re-engagement</u>
Excellent Experiences	<u>Learning and Teaching</u> <i>Pedagogy, research and sharing practice</i> <u>Equity</u> <i>Early intervention and Literacy</i>	<u>Equity</u> <i>Early intervention and Literacy</i>	<u>Curriculum Rationale</u>
Embed/ Maintain		<i>Playful Pedagogy P1 & P2</i>	<i>Vision, Values and Aims</i>

Summary of School Improvement Priorities 2020-2021

EVERYONE ATTAINING: Planning for Assessment	<p>To raise attainment in Literacy and Numeracy with a particular focus on the poverty-related attainment gap, ensuring every child has the same opportunity to succeed, through:</p> <ul style="list-style-type: none">• Pupil Equity Fund (PEF) Plan• Regular opportunities to moderate practice and track attainment using the learning, teaching and assessment cycle• A focus on relevant aspects of the recently published ERC Framework for learning, teaching and assessment
EVERYONE ACHIEVING: Recovery and Re-engagement	<p>To support every member of the learning community to reconnect, build relationships and address wellbeing needs throughout the transition back to school following a period of closure, through:</p> <ul style="list-style-type: none">• Continuing to develop whole school approaches to Nurture• Further embedding our Promoting Positive Relationships and Behaviour policy• Universal and targeted interventions to promote whole class, group and individual wellbeing
EXCELLENT EXPERIENCES: Curriculum Rationale	<p>To develop a refreshed curriculum that clearly shares what we, as a learning community, want for our children and how we will work together to achieve this, through:</p> <ul style="list-style-type: none">• Involving all stakeholders in the consultation and improvement process• Considering local and national guidance and the factors unique to our school and nursery• Taking account of the four contexts for learning and cross-cutting themes such as equality, sustainability and creativity

School Priority: EVERYONE ATTAINING Planning for Assessment	National Improvement Framework Priorities: Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between most and least advantaged children and young people Improvement in children's and young people's health and wellbeing National Improvement Framework Drivers: Assessment of children's progress; Teacher professionalism; School improvement; Performance Information; School leadership	ERC Local Improvement Plan Expected Outcome/Impact: Improved literacy and numeracy attainment throughout the years of the broad general education; An improvement in the attainment of disadvantaged children and young people; An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities; An improvement in the percentage of young children reaching all of the expected developmental milestones on entry to primary school	HGIO5?4/ HGIOELC Quality Indicators: 1.2 Leadership of learning 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement	
Expected Outcome and Impact	Action & Responsibilities	Timescale	Resources	Monitoring & Evaluation
A shared understanding among all staff of the agreed Gradient of Learning in line with CfE Benchmarks in Literacy and Numeracy	<i>PEF Plan 2020-2021 (separate document)</i> <i>Regular opportunities to moderate practice and track attainment using the learning, teaching and assessment cycle</i> <ul style="list-style-type: none"> ➤ Use analysis of attainment and achievement data to develop teachers' understanding of their learners and their progress (QIO, SLT, teachers) ➤ Provide effective intervention for all children who require support (DHT, teachers, pupil support team) ➤ Make effective use of additional staffing e.g. Lowest 20%, PEF, COVID recovery (DHT, teachers, pupil support team) ➤ Further implement ERC Literacy Strategy and ERC Numeracy and Mathematics Strategy across all stages and evaluate the impact (SLT, teachers, CDOs) ➤ Continue to embed a reading culture across the nursery and school (all staff) ➤ Invest in Reading Recovery training for at least one teacher with a view to rolling out the approach this session and in the future (HT, identified teacher) ➤ Continue to use Number Talks in all classes to develop pupils' understanding of numbers and number processes (teachers) ➤ Develop a progressive programme of mental maths homework to reinforce concepts, skills and strategies learned in class (SLT, teachers) 	August 2020 – June 2021 September 2020 – June 2021 August 2020 – June 2021 September 2020 – March 2021 September 2020 – May 2021 October 2020 – May 2021 September 2020 – June 2021 September 2020 – June 2021	PEF Plan 2020-2021 ERC Tracking Database ELC Tracking Database Pupil Support Team staff Education Scotland: Learning, Teaching and Assessment Cycle ERC Framework for Learning, Teaching and Assessment ERC Literacy and English Strategy Pie Corbett's Reading Spine and Page Turners Book Banded Reading Resources ERC Numeracy and Mathematics Strategy TeeJay Maths resources Dumfries and Galloway: Mental Maths Strategies Collegiate Agreement and Calendar 2020-2021 GTCS Standard for Career-Long Professional Learning Education Scotland: Realising the Ambition HGIO5?4 and HGIOELC? Scottish Government: Health and Social Care Standards	Term 1 Aug – Dec 2020 Forward Planning Dialogue ASN Dialogue PRD meetings Quality Conversations Learning Walks P1 Baseline Assessments P1 Developmental Milestones Learning Loss Assessments Tracking meetings Peer Observations & Feedback Teacher Judgements
All staff will be confident in assessing and making accurate judgements in evaluating learners' progress in Literacy and Numeracy				Term 2 Jan – Mar 2021 Forward Planning Dialogue Teacher Judgements Learning Walks ASN Dialogue Interim PRD meetings Interim Quality Conversations P3, P5 & P7 Standardised Assessments Peer Observations & Feedback Tracking Meetings
Increased pace and challenge in children's learning in Literacy and Numeracy				
Improved attainment in Literacy and Numeracy, particularly for vulnerable children and those performing in the lowest 20%	<i>A programme of CLPL focusing on relevant aspects of the recently published ERC Framework for Learning, Teaching and Assessment</i> <ul style="list-style-type: none"> ➤ Revisit responses to self-evaluation activity completed last session and identify CLPL priorities (SLT) ➤ QIO support during collegiate sessions to evaluate aspects of the framework and identify next steps (QIO, teachers) ➤ Opportunities for teaching staff to share practice through professional dialogue, peer observations and feedback (teachers) ➤ Learning Walks, sharing of observed good practice and identification of next steps through professional dialogue (SLT, teachers) ➤ Supporting all staff to positively engage with the PRD process/ Quality conversations to identify priority areas for improvement and development (SLT) ➤ Signposting staff to relevant CLPL opportunities out with school and facilitating attendance at these and opportunities to feedback to colleagues (HT) 	August 2020 September 2020 – March 2021 September 2020 – May 2021 October 2020 – May 2021 September 2020 – June 2021 September 2020 – June 2021	TeeJay Maths resources Dumfries and Galloway: Mental Maths Strategies Collegiate Agreement and Calendar 2020-2021 GTCS Standard for Career-Long Professional Learning Education Scotland: Realising the Ambition HGIO5?4 and HGIOELC?	Term 3 Apr – June 2021 Forward Plan Dialogue Peer Observations & Feedback ASN Dialogue P1, P4 & P7 SNSA Learning Walks Teacher Judgements PRD meetings Quality Conversations Review of 2020-2021 SIP 2020-2021 Standards & Quality Report
All children will experience high quality learning, teaching and assessment based on a sound understanding of the learning, teaching and assessment cycle				

School Priority: EVERYONE ACHIEVING Recovery and Re-engagement	National Improvement Framework Priorities: Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between most and least advantaged children and young people Improvement in children's and young people's health and wellbeing National Improvement Framework Drivers: Assessment of children's progress; Teacher professionalism; School improvement; Parental engagement, School leadership	ERC Local Improvement Plan Expected Outcome/Impact: An ethos of high expectations and achievement in every school and service; A culture of self-evaluation and continuous improvement in all schools and services; A skilled and confident workforce; Higher levels of parental engagement in their children's learning and the life of the school	HGIOS?4/ HGIOELC Quality Indicators: 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	
Expected Outcome and Impact	Action & Responsibilities	Timescale	Resources	Monitoring & Evaluation
The six principles of nurture will be embedded in daily routines and learning, teaching and assessment to support all children to re-engage in learning on return to school	<p><i>Continue to develop whole school approaches to Nurture</i></p> <ul style="list-style-type: none"> ➤ Regularly revisit nurturing principles and implications on practice at class and school level (SLT, all staff) ➤ Designated Nurture/Wellbeing Teacher will work with small groups of identified children to support wellbeing (DHT, WbT) ➤ Continue to promote the importance of nurture with all stakeholders (HT) ➤ Nurturing principles will inform the revised Curriculum Rationale (HT, all stakeholders) ➤ Liaise with link Educational Psychologist to identify CLPL needs, plan and deliver input where required to ensure all staff have a sound understanding of nurturing principles (DHT, EdPsy) 	August 2020 – June 2021 September 2020 – June 2021 August 2020 – June 2021 August 2020 – February 2021 August 2020 – March 2021	Nurture UK resources Nurture/Wellbeing room School website & Twitter School newsletters PPR&B policy <i>'When the Adults Change, Everything Changes'</i> – Paul Dix	Term 1 Aug – Dec 2020 Collegiate sessions Pupil Wellbeing Self-Assessments Forward Planning Dialogue ASN Dialogue SLT meetings Neighbourhood Group meetings Cluster Management Group Wider Achievement Tracking JST meetings Class incident records PRD meetings Quality Conversations Family Friendly action plan
A consistent approach to Promoting Positive Relationships and Behaviour will support all children to successfully re-establish their place in the learning community and promote our core values	<p><i>Further embed our Promoting Positive Relationships and Behaviour Policy</i></p> <ul style="list-style-type: none"> ➤ Revisit policy and share summary version with all stakeholders (HT) ➤ Refresher of relevant reading material, including Paul Dix <i>'When the Adults Change, Everything Changes'</i> (all staff) ➤ Involve pupils in promoting the shared strategies and approaches throughout the learning community (teachers) ➤ Regularly reinforce the shared strategies and approaches at individual, group, class and whole school level (all staff) ➤ Consistently use rewards and recognition of achievements to promote positive relationships and behaviour (all staff) 	August 2020 September 2020 August 2020 – June 2021 August 2020 – June 2021 August 2020 – June 2021	ERC Compassionate and Connected Communities Education Scotland: Compassionate, Connected Classroom EmotionWorks ERC Healthier Minds Seasons for Growth BounceBack GTCS: Standard for Career-Long Professional Learning	Term 2 Jan – Mar 2021 Collegiate sessions Forward Planning Dialogue ASN Dialogue SLT meetings Neighbourhood Group meetings Cluster Management Group Wider Achievement Tracking JST meetings Class incident records PRD meetings Quality Conversations Famile Friendly action plan
Intelligent and progressive use of Health and Wellbeing resources such as EmotionWorks will support all stakeholders to re-engage in learning and the wider life of the school and nursery	<p><i>Universal and targeted interventions to promote whole class, group and individual wellbeing</i></p> <ul style="list-style-type: none"> ➤ Introduce and evaluate a range of recommended resources and approaches at whole-school, group and individual level to support recovery and re-engagement (all staff) <ul style="list-style-type: none"> ● ERC Compassionate, Connected Communities ● Education Scotland Compassionate, Connected Classroom ● Nurturing approaches and nurture provision ● EmotionWorks ● Healthier Minds ● Seasons for Growth ● Virtual assemblies and celebrating achievement ➤ Seek out and provide regular CLPL opportunities for staff that will have a direct impact on children's wellbeing (HT) ➤ Regular opportunities for staff to focus on their own mental and emotional wellbeing (SLT, all staff) 	August 2020 – June 2021 August 2020 – June 2021	Seasons for Growth BounceBack GTCS: Standard for Career-Long Professional Learning	Term 3 Apr – June 2021 Collegiate sessions Pupil Wellbeing Self-Assessments Forward Planning Dialogue ASN Dialogue SLT meetings Neighbourhood Group meetings Cluster Management Group Wider Achievement Tracking JST meetings Class incident records Family Friendly Accreditation visit PRD meetings Quality Conversations
Parents and carers will re-engage with their child's in-school learning and the wider life of the school, and will feel re-connected with and included in the learning community	<p>Neighbourhood/ cluster working on Family Friendly etc. accreditation (HT, NT, all staff)</p>	October 2020 – March 2021		

School Priority: EXCELLENT EXPERIENCES Curriculum Rationale	National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy; Closing the attainment gap between most and least advantaged children and young people Improvement in children's and young people's health and wellbeing National Improvement Framework Drivers: Assessment of children's progress; Teacher professionalism; School leadership; Parental engagement; School improvement	ERC Local Improvement Plan Expected Outcome/Impact: A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally; Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential; An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multi-cultural society and Scotland's place in it; A culture base on Getting it Right for Every Child	HGIOS?4/ HGIQELC Quality Indicators: 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and attainment 2.7 Partnerships 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	
Expected Outcome and Impact	Action & Responsibilities <p><i>Involve all stakeholders in the consultation and improvement process</i></p> <ul style="list-style-type: none"> ➤ Revisit refreshed vision, values and aims with all stakeholders (HT) ➤ Discussion with Parent Council re: purpose of Curriculum Rationale, key drivers etc. followed by online parent/carer consultation exercise (HT) ➤ Class activities focused around vision, values and aims linked with learning (teachers, CDOs) ➤ Draw together input from all stakeholders to create a draft Curriculum Rationale (SLT) ➤ Finalise Curriculum Rationale with a view to further developing learning pathways next session (HT, all stakeholders) <p><i>Consider local and national guidance and the factors unique to our school and nursery</i></p> <ul style="list-style-type: none"> ➤ Designated collegiate time to discuss development of Curriculum Rationale (HT, teachers, CDOs) <ul style="list-style-type: none"> • purpose • key drivers • ERC Local Improvement Plan • Curriculum for Excellence Refreshed Narrative • examples of good practice in other establishments and out with ERC <p><i>Take account of the four contexts for learning and cross-cutting themes such as equality, sustainability and creativity</i></p> <ul style="list-style-type: none"> ➤ Designated collegiate time to discuss contexts for learning, cross cutting themes and priorities for our curriculum (HT, teachers, CDOs) <ul style="list-style-type: none"> • Ethos and life of the school • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement 	Timescale <p>August 2020</p> <p>September 2020 – December 2021</p> <p>September 2020 – December 2021</p> <p>January 2021</p> <p>March 2021</p> <p>September 2020 – December 2020</p> <p>September 2020 – December 2020</p>	Resources <p>Thornliebank Vision, Values and Aims</p> <p>CfE Refreshed Narrative</p> <p>ERC Local Improvement Plan</p> <p>HGIOS?4</p> <p>HGIQELC</p> <p>Education Scotland website</p> <p>Education Scotland: Realising the Ambition</p> <p>Health and Social Care Standards</p>	Monitoring & Evaluation <p>Term 1 Aug – Dec 2020</p> <p>Collegiate sessions</p> <p>Parent Council meeting</p> <p>Pupil Forums</p> <p>Online parent/carer consultation</p> <p>Term 2 Jan – Mar 2021</p> <p>Collegiate sessions</p> <p>Parent Council meeting</p> <p>Pupil Forums</p> <p>SLT meetings</p> <p>Term 3 Apr – June 2021</p> <p>Collegiate sessions</p> <p>Parent Council meeting</p> <p>Pupil Forums</p>