



School Improvement Plan

Session 2022/2023



**Our Vision:**

Working Together to Achieve Our Goals

**Our Values:**

Fairness, Honesty, Kindness

**Our Aims:**

Be Safe

Be Respectful

Be Determined



## SUMMARY OF PLAN

	<b>Year 1 2020/2021</b>	<b>Year 2 2021/2022</b>	<b>Year 3 2022/2023</b>
<b>Priority 1</b>	Literacy - Reading	Learning for Sustainability IDL/RRS/Outdoor	Additional Support for Learning- Nurture/Language for Communication/Transitions
<b>Priority 2</b>	Mathematics - Number	Feedback	Formative Assessment- feedback(oral,digital)
<b>Priority 3</b>	Health and Wellbeing – Empowerment and Resilience	Additional Support for Learning - Transitions	Literacy – Talking and Listening
<b>Continued Focus</b>	Whole school self-evaluation for self- improvement	Mathematics - Number	Learning for Sustainability IDL/RRS/Outdoor/Global citizenship/ECO
	Big Writing	Literacy - Reading	Mathematics - Number
	Assessment and Moderation	Health and Wellbeing – Empowerment and Resilience	Health and Wellbeing – Empowerment and Resilience

# Strategic Overview 2022/23

## Empowering Leadership to raise attainment

**Overarching Strategic Aim:** Consistent approach to talking and listening to improve attainment across the curriculum

**Expected Outcome and Impact:**

- ✓ Staff engage in professional reading and discussion
- ✓ The development of TLC to support consistency and share practice in the explicit teaching of talking and listening skills
- ✓ Talking and Listening policy in line with ERC
- ✓ Culture that nurtures pupil voice

## Strategic Implementation Learning for Sustainability

**Overarching Strategic Aim:** Develop a whole school approach to learning for sustainability that is robust, demonstrable, evaluated and supported by leadership at all levels

**Expected Outcome and Impact:**

- ✓ All stakeholders have a clear understanding of the schools vision and approaches to Learning for Sustainability
- ✓ Staff are confident in their delivery of coherent, high quality experiences that weave together global citizenship, sustainable development education and outdoor learning
- ✓ Learners work towards becoming effective contributors and responsible citizens

## A Collaborative Approach to meeting Learners needs

**Overarching Strategic Aim:** Consistency in language and nurturing approaches across the school

**Expected Outcome and Impact:**

- ✓ Strong relationships with family centre
- ✓ Effective transitions to P1
- ✓ Consistent use of self-regulation/language scripts
- ✓ Strong links with EPS
- ✓ Consistent use of nurture principles
- ✓ Playful pedagogy approaches consistently used from P1-P2 Staff are confident and skilful during transitions
- ✓ Learners' experiences are high quality and progressive, based on effective and consistent pedagogy
- ✓ Resource alignment, including time for communication and planning processes
- ✓ Parents and carers are knowledgeable and understanding about how the school supports children with ASL needs

Learning Provision				
How good is the quality of care and education we offer?				
Quality Indicators	NIF Priorities			
✓ Curriculum	<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> <li>✓ Improvement in children's and young people's health and wellbeing</li> <li>✓ Improvement in employability skills and sustained, positive school leaver destinations for all young people.</li> </ul>			
✓ 2.3 Learning, Teaching and Assessment				
✓ 2.4 Personalised support				
Impact and Outcomes	Action	Timescale	Resources	Evaluation
<p><b>Literacy</b> Staff's depth of knowledge, skills and pedagogy approaches will increase leading to an improvement in the quality of teaching and learning in talking and listening</p> <p>Increase attainment in literacy judgements by 2%</p> <p>Pupils will be able to communicate effectively, articulate their progress and identify next steps</p>	<ul style="list-style-type: none"> <li>➤ All practitioners to engage in CLPL for talking and listening to introduce pedagogical approaches that can support the closing of the poverty related attainment gap.</li> <li>➤ Implement ERC talking and listening guidance</li> <li>➤ Implement oracy framework</li> <li>➤ Establish early language intervention groups</li> <li>➤ Embed Big Talk in partnership with parents</li> <li>➤ Parental literacy curriculum evening</li> <li>➤ Further develop the assessment of talking and listening skills</li> </ul>	August 2022 – June 2023	HT Literacy Support Team Literacy Working Group ERC framework CLPL in Dialogic classroom, oracy framework, word aware Chatterbox Training for PSAs	Quality assurance  Parent questionnaires  Pre and post pupil assessments
<p><b>Numeracy</b> Staff's depth of knowledge, skills and pedagogy approaches will increase leading to an improvement in numeracy attainment by 2%</p> <p>Pupils have an accurate understanding of their progress through a range of learning experience to improve confidence with number work.</p> <p>Develop Parental Engagement to support pupils learning</p>	<ul style="list-style-type: none"> <li>➤ Maths champion to collaborate with teachers to plan and deliver Number Talks across P4-P7</li> <li>➤ Outdoor learning teacher to collaborate with teachers to plan and deliver the teaching of SEAL across P1-P3</li> <li>➤ Staff to engage in CLPL to develop their understanding of the use of concrete materials and visual approaches</li> <li>➤ Staff plan and trial flexible grouping</li> <li>➤ Timely and accurate feedback given to pupils</li> <li>➤ Number workshops delivered to parents</li> </ul>	August 2022 – June 2023	DHT Maths champion <a href="#">Concrete Materials and Visual Approaches (sharepoint.com)</a>  Whiterose maths videos  Staff CLPL on CPA approaches	Number talks assessments (p4-to p7)  SEAL Assessments(P1-P3)  Quality assurance  Parent questionnaires
<p><b>Technologies</b> Cyber resilience and internet safety is embedded across the school to support learners and parents safely navigate the digital world.</p> <p>Pupils have understanding of digital wellbeing</p>	<ul style="list-style-type: none"> <li>➤ Series of cyber resilience and internet safety lessons delivered across all stages</li> <li>➤ Update digital learning policy to incorporate CRIS</li> <li>➤ Regular support and feedback is given to staff so that they, their students and parents are fully and regularly informed on all aspects of CRIS</li> <li>➤ Practitioners have a range of support tools/resources for themselves and for their students to help develop and sustain good cyber hygiene</li> </ul>	August 2022 – June 2023	DHT Digital leaders  ICT team	Digital well-being award  <b>Focus Groups</b>

## Leadership and Management

### How good is our leadership and approach to improvement?

Quality Indicators	NIF			
1.1 Self-evaluation for self-improvement	Improvement in attainment			
1.2 Leadership of learning	Closing the attainment gap			
Impact and Outcomes	Action	Timescale	Resources	Evaluation
<p><b>Assessment</b> Digital tools are used to enhance the high quality feedback received by learners, from their teachers and peers, to gain a deeper understanding of their learning and improve attainment.</p> <p>Learners' make use of digital tools and platforms to gather and record their achievements in and out of school. They understand how these achievements help them to develop knowledge and skills for life, learning and work.</p> <p>Pupils are able to articulate their next steps in their learning</p>	<ul style="list-style-type: none"> <li>➤ Learners use digital devices and tools to gather and record achievements in and out of the classroom in a variety of accessible formats, text, audio, video,</li> <li>➤ There is a consistent approach to how learners gather and record achievements and submit work across the school.</li> <li>➤ Learners understand the purpose of their learning, including why they are using digital technologies.</li> <li>➤ Staff and learners are responding to feedback and using the facilities within digital tools to show how they have responded and made improvements.</li> <li>➤ Learners are eager and active participants who are fully engaged, resilient, highly – motivated and interact well during activities which involve using digital technologies</li> <li>➤ Staff provide timely feedback to learners using rich media –</li> <li>➤ Learners can see how they are progressing and are able to identify and communicate about their next steps</li> <li>➤ Digital provides an evidence trail of learning; from initial feedback to improved outcomes</li> <li>➤ Learners use digital tools to give accessible feedback to their peers e.g. audio</li> <li>➤ Learners work collaboratively on docs/word/slides etc and give feedback when and where it is appropriate to their peers</li> <li>➤ Staff engage in professional reading and discussion through TLC</li> <li>➤ Develop self-efficacy with pupils</li> <li>➤ Feedback is task related and not ego related</li> </ul>	<p>August 2022 – June 2023</p>	<p>DHT Digilearnscot CLPL</p> <p>HGIOS and HGIORs</p> <p>IOC research 2020/2021</p> <p>Seesaw</p> <p>Video/audio/screen annotations</p> <p>TLC groups_Feedback working party</p> <p><i>Formative assessment A Little Guide for teachers</i> by Shirley Clarke</p>	<p>Pupil focus groups Monitoring of pupils' work Learning and Teaching visits Pupil profiles Pupil led achievement assemblies</p>
<p>Improved staff confidence in the analysis of data</p> <p>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities.</p>	<ul style="list-style-type: none"> <li>➤ Staff know how to access data from SEEMIS</li> <li>➤ Staff are able to identify trends / gaps, draw conclusions through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity group</li> </ul>	<p>August 2022 – June 2023</p>	<p>In-service from QI team HT All teaching staff</p>	<p>Termly Professional dialogue within quality assurance calendar Pre and post Staff questionnaire</p>

## Successes and Achievements

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

Quality Indicators	NIF			
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> <li>✓ Improvement in attainment particularly in literacy and numeracy</li> <li>✓ Closing the attainment gap</li> <li>✓ Improvement in children's and young people's health and wellbeing</li> <li>✓ Improvement in employability skills</li> </ul>			
3.2 Raising Attainment and Achievement				
3.3 Increasing Creativity and Employability				
Impact and Outcomes	Action	Timescale	Resources	Evaluation
<p>A strong climate of nurture and inclusion is embedded in the school ethos. The principles of GIRFEC (Getting It Right for Every Child) are embedded in all practices</p> <p>Pupils have well developed skills to engage in restorative practice, develop citizenship and communicate in groups.</p>	<ul style="list-style-type: none"> <li>➤ A physical environment that enhances and promotes opportunities for speech, language and communication for all pupils.</li> <li>➤ Consistent adult talk that encourages and promotes participation from all learners.</li> <li>➤ National nurturing schools award</li> <li>➤ Pivotal training – restorative scripts</li> <li>➤ Embed nurture principles across school</li> <li>➤ Embed Compassionate and connected classroom in the upper school</li> <li>➤ Place 2 be mental health champion training</li> <li>➤ Link with Talking and Listening improvement priority</li> </ul>	Aug – June 2023	HT Inclusion Working Group Wellbeing intervention groups Know me to teach me Nurturing Classroom CLPL	Pre and Post Wellbeing survey  Nurturing Schools Award Accreditation
<p>The whole learning community has a shared understanding of wellbeing and the children's rights.</p>	<ul style="list-style-type: none"> <li>➤ Update any school policies to ensure they reflect children's rights</li> <li>➤ Silver Award Accreditation</li> <li>➤ Create opportunities for children to promote their rights on a local and global scale.</li> <li>➤ Parents/Carers to be included in the Rights Respecting Steering Group</li> </ul>	Silver Acc. Visit Oct 2022	Principal teacher RRS Steering Group (involving parents/carers) UNCRC Toolkit	Silver Accreditation Evaluation of practice and steps towards Gold Minutes from Meetings Class observations
<p>Develop pupil's knowledge, understanding and active participation in a global multicultural society and Scotland's place in it.</p>	<ul style="list-style-type: none"> <li>➤ Look outwards at other establishments for examples of good practice</li> <li>➤ Create a diversity policy, which makes more explicit links with UNCRC articles Use cross curricular opportunities to discuss racism, gender equality and inclusion more often to incorporate into daily practice.</li> <li>➤ Evaluate the cultural diversity of the school environment, including displays, texts and resources.</li> <li>➤ Build cultural events into the yearly calendar</li> <li>➤ Increase opportunities for children to lead the learning/present/share information about their own culture and background.</li> </ul>	August 2022- June 2023	Principal teacher Inclusion Working Group ER'S Social Justice Strategy Improving Gender Balances and Equalities Resources from Education Scotland Equality and Equity Toolkit Global Story lines section. Range of culturally diverse texts	Class displays and environments Feedback from children/parents/staff
<p>Foster a sense of creativity and community across our school.</p> <p>Develop pupils skills for learning, life and work and how all these achievements relate to the world of work</p> <p>Establish links with those in our school community, outside agencies and businesses that support skills development across levels.</p>	<ul style="list-style-type: none"> <li>➤ Regeneration of DYW skills groups</li> <li>➤ Review existing pathways and evaluate their continued relevance</li> <li>➤ Develop new plans that are creative, ambitious and engaging</li> <li>➤ Ensure each pathway has links to community/external agency/stakeholders</li> <li>➤ Planned learning experiences demonstrate opportunities for the development of creativity skill</li> <li>➤ Link to talking and listening improvement priority</li> </ul>	October 2022- March 2023	Principal Teacher Current DYW planners Cluster approach to DYW Inclusion working group	Staff evaluation Link with talking and listening skills for rigorous and robust pre and post data