

Maidenhill Primary School & Nursery Class



Improvement Plan 2020-2021

Our Aspiration for Excellence, Equity and Empowerment

At Maidenhill Primary School & Nursery Class we will strive to ensure every member of our school community reaches their potential through excellent, equitable, empowering experiences. To ensure we 'Get it Right for Every Child' we aim for our young people to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

We will pursue excellence, equity and empowerment in all aspects of our work. Improving the quality of learning and teaching, enhancing the wellbeing of all learners and engaging our wider community in learners' experiences will be fundamental to all that we do. The experiences we provide will aim to:

- Engage children in opportunities to develop their skills and knowledge, enabling them to be *Successful Learners*.
- Promote respect and social justice for all, encouraging our children to be *Responsible Citizens*.
- Build on our learners' capacity to lead their own learning and recognise and celebrate the diversity of their abilities and achievements, supporting them to be *Confident Individuals*.
- Create opportunities for leadership, pupil voice and community involvement, inspiring them to be *Effective Contributors*.

We will employ a number of strategies to ensure that we are successful in our drive towards excellence, equity and empowerment:

- Rigorous self-evaluation will be used to identify strengths and areas for development.
- Inequity will be identified, targeted and tracked.
- Leadership will be supported and encouraged at all levels.
- Partnership working between home, school and the wider community will be valued and developed.
- Curriculum development will be ongoing and will respond to the needs of our learners.
- The pedagogy and culture of learning and teaching will be central to staff development.

Vision, values and aims tbc.

Key Areas for School Development & Improvement

2020-2021	2021-22	2022-23
<p>Curriculum Design <i>Learners' journey- Broad General Education, recovery planning, promoting wellbeing</i></p> <p>Literacy & Language <i>Recovery planning, core skills, writing</i></p> <p>Numeracy & Mathematics <i>Recovery Planning, Core Skills</i></p> <p>Family and Community Engagement <i>Promoting Wellbeing; family and community Health & Wellbeing</i></p> <p>Learning and Teaching</p>	<p>Curriculum Design <i>Learners' journey- Broad General Education, developing the young workforce/ life-long learning</i></p> <p>Literacy & Language <i>Talking & Listening</i></p> <p>Health & Wellbeing</p> <p>Sciences and Technologies</p> <p>Family and Community Engagement <i>School improvement and evaluation; developing the young workforce/ life-long learning</i></p> <p>Learning and Teaching</p>	<p>Curriculum Design</p> <p>Literacy & Language <i>Reading</i></p> <p>Numeracy & Mathematics</p> <p>Expressive Arts</p> <p>Religious & Moral Education</p> <p>Family and Community Engagement</p> <p>Learning & Teaching</p>

Strategic Aim 1: To narrow the attainment gap in Literacy caused by the current Coronavirus pandemic and improve outcomes in this area for all children

OUTCOME & IMPACT	ACTION	TIME SCALE	RESOURCES	HOW WILL SUCCESS BE EVALUATED?	NIF Drivers/ HGIOS4 HGIOSELCLIP
<p>Section A Our curriculum and learning and teaching at all stages have a clear focus on core skills in reading and writing. Expectations for learners in Literacy remain high. Gaps in learning are quickly identified and addressed through a consistent and skilful approach to recovery learning and through effective universal and targeted supports.</p>	<p>A.1 Form short-life working group, including practitioners, pupils and parents, to evaluate and consider next steps in the recovery learning of Literacy. (LA) A.2 Form peer support partnerships within and beyond the school to identify best practice in the learning and teaching of reading and writing across our recovery learning programme. (LA, AMcD) A.3 Develop Recovery Learning Position Statement, including clear and consistent guidance for staff and parents, in the learning and teaching of literacy skills. (LA, working group, AS) A.4 Enhance and develop approaches to assessment and moderation in Literacy to allow practitioners to make increasingly informed and confident professional judgements and to quickly identify barriers to/ gaps in learning. (LA, AMcD, working group) A.5 Enhance practitioner skills in observation from nursery-P2 through the use of 'Learning Stories' to support gathering evidence of learning in Literacy and identifying next steps for individual learners. (LA, AS, early years staff) A.6 Provide targeted support for identified children in the lowest 20% for Literacy or those deemed to have significant gaps in learning resulting from the Coronavirus pandemic through 'supported study' model. (LA, AMcD, all staff)</p>	<p>Aug 20 Aug 20 Aug 20 From Sept 20 From Sept 20 From Sept 20</p>	<p>INSET Aug 20 Collegiate time Aug-Sept Collegiate time Sept-Dec (supported study) Time for peer visits and dialogue (and any associated class cover) Assessment resources, as required</p>	<p>Minutes of working group meetings Stakeholder self-evaluation data Analysis of learning and teaching visits Pupil learning conversations and dialogue Clearly identified strengths and areas for improvement Practitioner professional dialogue Pupil attainment analysed against national standards, ERC and Mearns Castle Cluster Gradients of Learning</p>	<p>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information, Teacher Professionalism QIs 1.1, 1.2, 1.3, 2.3, 2.4, 3.2 Children and young people raise their educational attainment and achievement</p>
<p>Section B Learners and families have plentiful opportunity and support to engage in and make personal connections to texts. There is a clear progression in the learning and teaching of higher order reading skills. They are confident in identifying effective features of text and clear links can be evidenced through a progressive approach to developing children's own writing.</p>	<p>B.1 Analyse ERC standardised assessments, baseline and developmental milestones data and CfE professional judgements in Reading and Writing. Identify areas for development and improvement and gaps in attainment. (All teaching staff) B.2 Staff curriculum development collegiate time used to: <ul style="list-style-type: none"> Develop whole school approaches to guided reading and teaching comprehension strategies, including higher order thinking skills. Initiate and promote staff professional learning opportunities based on the Three Sharings. Form Literacy working group of staff representatives to devise a progressive and coherent planning framework that links reading and writing. (LA) B.3 Provide parental workshops/ virtual drop-in sessions to provide family learning opportunities focusing on comprehension strategies. (LA, working group) B.4 Early years practitioners develop approaches to supporting children in development of phonological awareness through blended learning programme. (LA, AS, early years staff)</p>	<p>Sept 20 Nov 20-March 21 Jan 21 Oct 20-March 21</p>	<p>Collegiate time Sept-March (plus May, if required) ERC Literacy Strategy ERC Skills Framework Central printing ERC Video Vault</p>	<p>Minutes of working group meetings Stakeholder self-evaluation data Analysis of learning and teaching visits Pupil learning conversations and dialogue Clearly identified strengths and areas for improvement Practitioner professional dialogue Formative and summative assessment data Overall improvement in attainment in ERC standardised testing in reading for Session 20-21</p>	<p>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information, Teacher Professionalism, Parental Engagement QIs 1.1, 1.2, 2.2, 2.3, 2.5, 2.6, 3.2 Children and young people raise their educational attainment and achievement</p>

Strategic Aim 2: To narrow the attainment gap in Numeracy and Mathematics caused by the current Coronavirus pandemic and improve outcomes for all children in this area

OUTCOME & IMPACT	ACTION	TIME SCALE	RESOURCES	HOW WILL SUCCESS BE EVALUATED?	NIF Drivers/ HGIOS4 HGIOSEL/ LIP
<p>Section C Our curriculum and learning and teaching at all stages have a clear focus on core numeracy skills and the four processes. Expectations for learners in Numeracy remain high. Gaps in learning are quickly identified and addressed through a consistent and skilful approach to recovery learning and through effective universal and targeted supports.</p>	<p>C.1 Form short-life working group, including practitioners, pupils and parents, to evaluate and consider next steps in the recovery learning of Numeracy and Mathematics. (AS) C.2 Form peer support partnerships within and beyond the school to identify best practice in the learning and teaching of numeracy through recovery learning. (AS, AMcD) C.3 Develop Recovery Learning Position Statement, including clear and consistent guidance for staff and parents, in the learning and teaching of core Numeracy & Mathematics skills (AS, AMcD, working group) C.4 Enhance and develop approaches to assessment and moderation in Numeracy & Mathematics to allow practitioners to make increasingly informed and confident professional judgements and to quickly identify barriers to gaps in learning. (AS, AMcD, working group) C.5 Enhance skills in observation through the use of 'Learning Stories' from nursery-P2 to support gathering evidence of learning in Numeracy and identifying next steps for individual learners. (AS, early years staff) C. 4 Provide targeted support for identified children in the lowest 20% for Numeracy & Mathematics or those deemed to have significant gaps in learning resulting from the Coronavirus pandemic through 'supported study' model. (AS, AMcD, all staff)</p>	<p>Aug 20 Aug 20 Aug 20 From Sept 20 From Sept 20 From Sept 20</p>	<p>INSET Aug 20 Collegiate time Aug-Sept Collegiate time Sept-Dec (supported study) Time for peer visits and dialogue (and any associated class cover) Assessment resources, as required</p>	<p>Minutes of working group meetings Stakeholder self-evaluation data Analysis of learning and teaching visits Pupil learning conversations and dialogue Clearly identified strengths and areas for improvement Practitioner professional dialogue Pupil attainment analysed against national standards, ERC and Mearns Castle Cluster Gradients of Learning</p>	<p>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information, Teacher Professionalism QIs1.1, 1.2, 1.3, 2.3, 2.4, 3.2 Children and young people raise their educational attainment and achievement</p>
<p>Section D There is a clear progression in the learning and teaching of core numeracy skills. Children have opportunities to develop their understanding through concrete, pictorial and abstract thinking. Opportunities for interactive and investigative application of skills are maximised. Families are confident in supporting their children's numeracy skills through our blended learning programme.</p>	<p>D.1 Analyse ERC and SNSA standardised assessments, baseline and developmental milestones data and CFE professional judgements in Numeracy and Mathematics. Identify areas for development and improvement and attainment gaps. (All teaching staff) D. 2 Initiate and promote staff professional learning opportunities and enquiry on how children learn to recognise and use numbers. (AS, Maths Champion, NLCDO) D.3 Make full use remote learning resources, including video tutorials, to support learning and teaching of core numerical concepts. (AS, Maths Champion, LA) D.4 Staff curriculum development collegiate time used to: <ul style="list-style-type: none"> Review formats for planning for assessment in Numeracy through a blended learning approach. Develop whole school approaches to teaching for conceptual understanding of number, focusing on the use of concrete, pictorial and abstract. Develop whole school approaches to support open-ended enquiry of number through adult initiated experiences. Develop approaches to children learning and applying core numeracy skills through interactive, practical experiences, making full use of outdoor learning across the blended model. Develop approaches to supporting children in development of pre-numerical thinking strategies through recovery learning programme. D.5 Establish working party to: <ul style="list-style-type: none"> Identify a common standard of best practice to be embedded in all pupil experiences and establish our Numeracy Policy. Provide parental workshops/ virtual drop-in sessions to provide family learning opportunities focusing on conceptual understanding of number. </p>	<p>Sept 20 From Sept 20 From Sept 20 Nov20-Mar 21 Nov 20-Mar 21 Jan 21</p>	<p>Collegiate time Sept 20-March 21 (plus May, if required) Messy Maths/ Dirty Teaching ERC Numeracy & Mathematics Strategy ERC Skills Framework Central printing ERC Video Vault Various outdoor learning resources</p>	<p>Minutes of working group meetings Stakeholder self-evaluation data Analysis of learning and teaching visits Pupil learning conversations and dialogue Clearly identified strengths and areas for improvement Practitioner professional dialogue Formative and summative assessment data Overall improvement in attainment in ERC standardised testing in Numeracy & Mathematics for Session 20-21</p>	<p>School Leadership, Assessment of Children's Progress, School Improvement, Performance Information, Teacher Professionalism, Parental Engagement QIs 1.1, 1.2, 2.2, 2.3, 2.5, 2.6, 3.2 Children and young people raise their educational attainment and achievement</p>

Strategic Aim 3: To promote and enhance the emotional health and wellbeing of our children, staff and families

OUTCOME & IMPACT	ACTION	TIME SCALE	RESOURCES	HOW WILL SUCCESS BE EVALUATED?	NIF Drivers/ HGIOS4 HGIOSEL/ LIP
<p>Section E Our vision, values and aims shape the ethos and culture of whole-school life. They are aspirational, coherent, meaningful and relevant to the context of our school and wider community. They guide and give impetus to positive and nurturing relationships at all levels. Emotional health and wellbeing are prioritised through these relationships at all times, but particularly during the period of recovery.</p>	<p>E.1 Coordinate review of previous vision, values and aims stakeholder consultation (Session 19-20). Pupil reps to prepare a proposal of identified vision, values and aims for final feedback. <i>(AMcD, Pupil Council, House Captains)</i> E.2 Coordinate launch event to introduce and celebrate vision, values and aims and to highlight their relevance ethos, culture, relationships and wellbeing. <i>(AMcD, Pupil Council, House Captains, Parent Council)</i> E.3 Re-form Positive Relationships Working Group of staff, pupil and parent representatives to:</p> <ul style="list-style-type: none"> Develop whole school approaches to promoting positive relationships. Identify practical guidance within Promoting Positive Relationships Policy. Link guidance and policy to the school's assembly programme and our Health & Wellbeing Curriculum. <i>(AMcD, working group)</i> <p>E.4 Develop and launch house system, 'Time to Talk', 'Big Worry/ Little Worry' and peer support initiatives for all stakeholders. <i>(LT, Pupil Council, House Captains, all staff)</i></p>	<p>Sept 20 Oct 20 Oct 20- Dec20 From Aug 20</p>	<p>INSET Aug 20 Collegiate time Sept 20 INSET Oct 20 ERC Parental Engagement Strategy Pivotal resources</p>	<p>Minutes of working group meetings Minutes of Pupil Council and House Captain meetings Vision, Value and Aims stakeholder interim review- May 21 Pupil learning conversations and dialogue Pupil self-reporting evidence Clearly identified strengths and areas for development</p>	<p>School Leadership, , School Improvement, Parental Engagement, Teacher Professionalism QIs 1.1, 1.3, 1.4, 2.4, 2.5, 2.6, 2.7, 3.1 Children and young people are cared for, protected and their wellbeing safeguarded</p>
<p>Section F There is a clear progression in the learning and teaching of metacognitive skills to promote and enhance emotional health and wellbeing. Children have opportunities to share feelings, identify emotional triggers and responses and develop strategies to manage these. A universal curricular approach supports emotional responses to loss and bereavement. Families are confident in supporting their child's emotional wellbeing and resilience and can identify how best to support their own emotional wellbeing.</p>	<p>F.1 Establish staff working group to:</p> <ul style="list-style-type: none"> Identify a pathway of metacognitive skills development that will support emotional wellbeing and resilience from early to third levels. Identify relevant resources and partnership links. Provide practical guidance on learning, teaching and assessment. Provide guidance and support, including digital resources, for parents and families. Develop initiatives that promote the use of outdoor learning to enhance emotional wellbeing and maximise the involvement of parents and the community. Develop initiatives to promote emotional wellbeing and resilience amongst staff. <i>(AMcD, working group, Ed Psych, AJ, DS, LM)</i> <p>F.2 Implement a programme of universal support from nursery- P7 to address responses to loss. Seek opportunities for professional learning to allow for more targeted support in this area. Provide opportunities for children and families to share experiences (see E.4). <i>(AMcD, working group, Emotional Wellbeing Champion, Ed Psych)</i> F.3 Launch Emotional Wellbeing Week initiative as an initial focal point and celebration. <i>(AMcD, working group)</i></p>	<p>Sept 20- Feb 21 Feb INSET From Sept 20 Feb 21</p>	<p>Collegiate time Sept 20- Feb 21 Feb INSET Psychological Services ERC Loss and Bereavement Strategy ERC Healthier Minds Prince and Princess of Wales Hospice resources Muddy Movers Forest Schools Programme Emotion Talks Bounce Back Training in Seasons for Growth and Mental Health First Aid</p>	<p>Minutes of working group meetings Stakeholder self-evaluation data Analysis of learning and teaching visits Pupil learning conversations and dialogue Clearly identified strengths and areas for improvement Practitioner professional dialogue Family Wellbeing Survey- Feb 21 JST minutes Psychological Services Assessment data</p>	<p>School Leadership, Assessment of Children's Progress, School Improvement, Parental Engagement, Teacher Professionalism QIs 1.1, 1.3, 1.4, 2.4, 2.5, 2.6, 2.7, 3.1 Children and young people are cared for, protected and their wellbeing safeguarded</p>