

# Camdean Primary School

## School Improvement Plan & PEF Plan

### To raise attainment in Reading.

- To embed a consistent, weekly literacy approach, reflecting consistent approaches to the teaching of phonic/comprehension skills and frequency in all classes.
- Staff training workshops with a focus on the rigorous teaching of phonics
- To continue to provide opportunities for staff to participate in professional dialogue, professional reading and CPD relating to consistent reading pedagogy.
- Staff to fully embed the teaching approaches to phonics and spelling across the school, following the Fife Progression Pathways.
- Ensure there are consistent assessment and feedback approaches across the whole school and nursery linked to the Fife Progression.
- Consult with all stakeholders to audit the impact our reading strategy
- P1/EYO's staff to support the moderation of assessment across the early level.
- Continue to plan for use of the SEIC literacy guidance to support improvements in practice.
- Continue to build on use of observations to plan/assess learning in Nursery.

### To develop Camdean's Digital Literacy Programme and relevant resources across the school and nursery

#### Fife Digital Learning and Literacy Progression

Our children will experience a progressive, consistent skills pathway across all stages.

Digital technologies enhance learning and give young people the skills to understand, apply and create new digital solutions of their own and make informed choices across all areas of the curriculum.

Pupils experience increased use of digital literacy to raise attainment in Numeracy and Literacy.

#### Microsoft 365 School Award

Start process of applying for 365 award. Consistently the school will make effective use of Microsoft 365 including Teams. Within this, digitally literate learners will understand the importance of developing their own digital skills for learning, life and work.



### PEF Plan

#### Improve attendance

DHT and PT to monitor attendance rates across the identified learners and the school as a whole, on a weekly basis. Liaise with cluster colleagues as part of cluster attendance strategy, to share and implement strategies. Promote good attendance throughout school – during school assemblies and through newsletters, sharing attendance figures with parents.

#### Raise attainment in Reading

Read Write Inc Programme - Following rigorous assessment processes, children identified for Read Write Inc Groups – targeted and robust comprehension/phonics strategies to improve decoding, fluency, phrasing and comprehension. A 6-8-week programme, in line with RWI phonics assessments, with rotation around target groups and individuals. Focus groups and individuals to receive 3-4 targeted sessions weekly.

Planned interventions for parents to ensure they have a greater understanding of the pedagogy around early reading and writing, which will enable them to support their child's literacy development including, Reading/library sessions, Parental workshops - Provide parents with information on the methodologies of Read Write Inc and Talk for Writing

#### Raise engagement in learning

Leuven Scale carried out by class teachers to determine the barriers to learning.

GIRFEC - focus groups to take part in a planned activity once a week to improve resilience and develop relationships and social skills – cooking, baking, gardening, visits to Rosyth EATS and community garden/orchard.

Initiative such as Sport/Social groups, Creative Club, Nurture Hub, Playground roles, leaderships role and sports leaders - to address relationships with peers, develop sharing and turn-taking skills, build their resilience and coping strategies in challenging situations and address the emotional needs of children and encourage readiness to learn.