

Carnegie Primary School



School Improvement Plan 2020-2021

Session 2020 -2021 Recovery Action Plan for COVID 19

National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing				
Focused Priority: Relationships- supporting strong and resilient relationships for and between children, staff and families.				
QI (HGIOS 4)			HGIOELC	
Improving Wellbeing, Equity and Inclusion (3.1) Family Learning (2.5)			N/A	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> All classes to be running Seesaw to share learning between home and school Blended learning model in place to support home learning should the need arise. Emotion works used consistently across all classes HWB Curriculum pathways implemented and monitored Targeted support and interventions in place to meet the needs of the most vulnerable School aims/wellbeing indicators well understood by children and families Continued professional learning for staff in relation to wellbeing 	<p>By October 2020</p> <p>August 2020</p> <p>October 2020</p> <p>INSET 1 and throughout session</p> <p>September 2020 and ongoing throughout session</p> <p>September 2020, termly updates</p> <p>INSET 1 and termly training and professional reading</p>	<p>Buddy system established with experienced teaching staff leading training sessions with staff new to platform</p> <p>SLT developed plan. Shared with all staff within first 2 weeks of term</p> <p>Donna Parker (DHT) to deliver training for all staff on INSET day 1</p> <p>Laura McPherson (DHT) to deliver update for all staff on INSET day 1</p> <p>PTs in Literacy and Numeracy to work alongside Support for Learning team to support CTs.</p> <p>All staff led by DHT, Laura McPherson</p>	<p>100% of class teachers using seesaw in their class to share learning at home</p> <p>75% engagement of children and families who engage with seesaw more on a weekly basis.</p> <p>Positive feedback from parents on level of communication between home and school</p> <p>Resilient and confident learners leading to high levels of attendance (+90%) and pupil engagement</p> <p>Improved health and wellbeing for our most vulnerable children leading to improved attainment and reduction in attainment gap (by 3%)</p> <p>Professional learning of staff which is targeted and relevant (feedback from staff)</p>	<p>Positive relationships between home and school.</p> <p>Through effective channels of communication families have a sound knowledge and understanding of what their children are learning and how to support them at home</p> <p>A shared understanding of our school aims (the wellbeing indicators) which enables us to support children to be resilient learners</p> <p>Reduced attainment gap between the most and least disadvantaged</p> <p>Staff more skilled in meeting the wellbeing needs of their learners.</p>

<ul style="list-style-type: none"> Teachers and pupils confident in the extended use of Teams to support learning in class and to access home learning tasks on a weekly basis. 	<p>Ongoing throughout session</p>	<p>SLT to support staff to identify their own priorities and deliver training on local/national priorities</p> <p>Training delivered by SLT All CTs to lead class based learning and teaching</p> <p><u>PEF funding</u> PT Literacy and PT Numeracy to support identified pupils and lead high quality staff training through collaborative teaching and staff development.</p>	<p>Extended use of Teams to engage children and families in home learning. Teachers feeling confident in use of Teams (feedback) Increased engagement of pupils in use of Teams.</p>	
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Ongoing Evaluation

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National Improvement Framework Priority: Closing the attainment gap between the most and least disadvantaged children and young people				
Focused Priority: Culture- Building a strong culture of professional learning and pedagogical enquiry Developing the identity of our school, building on our vision, values and aims				
QI (HGIOS 4)			HGIOELC	
Leadership of Learning (1.2) Leadership of Change (1.3)			N/A	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> Staff to undertake a practitioner enquiry using the PDSA model and present their findings and evidence to colleagues PTs to work collaboratively with class teachers to develop learning and teaching in literacy and numeracy Engagement with Pedagogy team focusing on quality pedagogy in literacy. Continue to develop leadership at all levels building a strong pupil and parent voice. School vision, value and aims well understood by pupil and parents. 	<p>Started by early term 2 completed by end term 3</p> <p>Throughout year. 6 weekly review Oct/Dec/March 2020.</p> <p>September 2020 to March 2021</p> <p>October 2020</p> <p>December 2020</p>	<p>Class teachers to work in group or on their own to undertake a practitioner enquiry.</p> <p>Sarah Nicholson, PT Literacy Ashley Paterson, PT Numeracy</p> <p>Pedagogy Team Sarah Nicholson, PT Literacy</p> <p>Shannon Philp (Pupil Council lead) Vicky Grey (ECO lead) Sarah Nicholson (RRSA lead) DHTs (Pupil Voice Groups)</p> <p>SLT</p> <p><u>PEF funding</u> PT Literacy and PT Numeracy to support identified pupils and lead high quality staff training through</p>	<p>Quality of learning and teaching improved leading to increased levels of attainment and engagement. (3%)</p> <p>Closing of attainment gap and improved attainment for our children living in deprivation. (5%)</p> <p>Feedback and data gathered and provided by Pedagogy team</p> <p>Classes regularly engaged in quality learning outdoors (weekly)</p> <p>P1 and P2 engaged in quality learning through play pedagogy</p>	<p>Shared vision, values and aims embedded across the school community leading to better behaviour, better engagement, better attendance and better learning.</p> <p>A shared commitment to reduce the attainment gap for our most disadvantaged learners.</p> <p>All stakeholders empowered to lead learning and change which improves outcomes for learners.</p> <p>Culture of learning outdoors and through play</p>

		collaborative teaching and staff development.		
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Ongoing Evaluation

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National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children				
Focused Priority: Learning: Improve learning and teaching in literacy. Embed staff training in numeracy. Develop curriculum pathways in Technologies and IT to ensure high quality experiences for all learners.				
QI (HGIOS 4)			HGIOELC	
Learning Teaching and Assessment (2.3) Curriculum (2.2) Raising attainment and achievement (3.2)			N/A	
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> Staff engagement with pedagogy team via online webinars followed by 1-to-1 coaching sessions to develop knowledge and expertise in teaching literacy. Collaborative teaching across the school for literacy and numeracy to consolidate learning and implementation of new approaches. Improve pupil access to quality literacy resources via Accelerated Reader and high quality class novels Moderation framework built into collegiate calendar to ensure rigorous discussion about learning, teaching and pupil progress. Audit to identify teacher needs in relation to professional learning in IT. IT resource to be audited across the school. 	<p>September 2020-March 2021</p> <p>Reviewed October 20, December 20, March 21</p> <p>September 20</p> <p>August 2020</p> <p>October 2020</p> <p>November 20</p>	<p>Pedagogy team to lead on staff training. School lead, Sarah Nicholson (PT, literacy)</p> <p>Sarah Nicholson (PT, literacy) Ashley Paterson (PT, Numeracy) Sarah Keenan</p> <p>Laura McPherson (DHT) Scott Mitchell (SfL) Sarah Nicholson (PT, literacy)</p> <p>SLT</p> <p>DT Working Group (AH, MM, SK)</p> <p>DT Working Group (AH, MM, SK)</p>	<p>Increased pupil participation and engagement in learning.</p> <p>Positive pupil/parent feedback re learning experiences</p> <p>Improved attainment in literacy and numeracy (3%) (5% in writing)</p> <p>Appropriate and high quality literacy and numeracy resources available to support learning at all stages.</p> <p>PTs data on test of change in literacy and numeracy</p> <p>CT/ team feedback on moderation process demonstrates sound understanding of the process and supports pace and challenge in learning.</p>	<p>Consistent approaches to learning, teaching and assessment across the school</p> <p>Rigorous monitoring of pupil progress and pace and challenge leading to improved attainment at all stages</p> <p>Skilled teachers who ensure high quality relevant learning experiences which develop skills for learning, life and work</p> <p>High quality learning experiences for all learners in digital technologies</p> <p>Learners who are confident in the use of a wide range of digital technologies</p>

<ul style="list-style-type: none"> • Improve pupil access to IT devices that support home learning • Professional learning opportunities in relation to staff IT skills and knowledge planned and implemented. • Increased focus on learning and teaching of IT at all stages 	<p>September 20</p> <p>Jan 21- May 21</p> <p>March 21-June 21</p>	<p>SLT</p> <p>Working Group (AH, MM, SK)</p> <p>All staff supported by working group</p> <p><u>PEF funding</u> PT Literacy and PT Numeracy to support identified pupils and lead high quality staff training through collaborative teaching and staff development.</p>	<p>A programme of support, intervention and professional learning in DT that matches the needs of our school and individual learners.</p> <p>Progress towards achieving Digital Schools Award</p>	
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Ongoing Evaluation

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