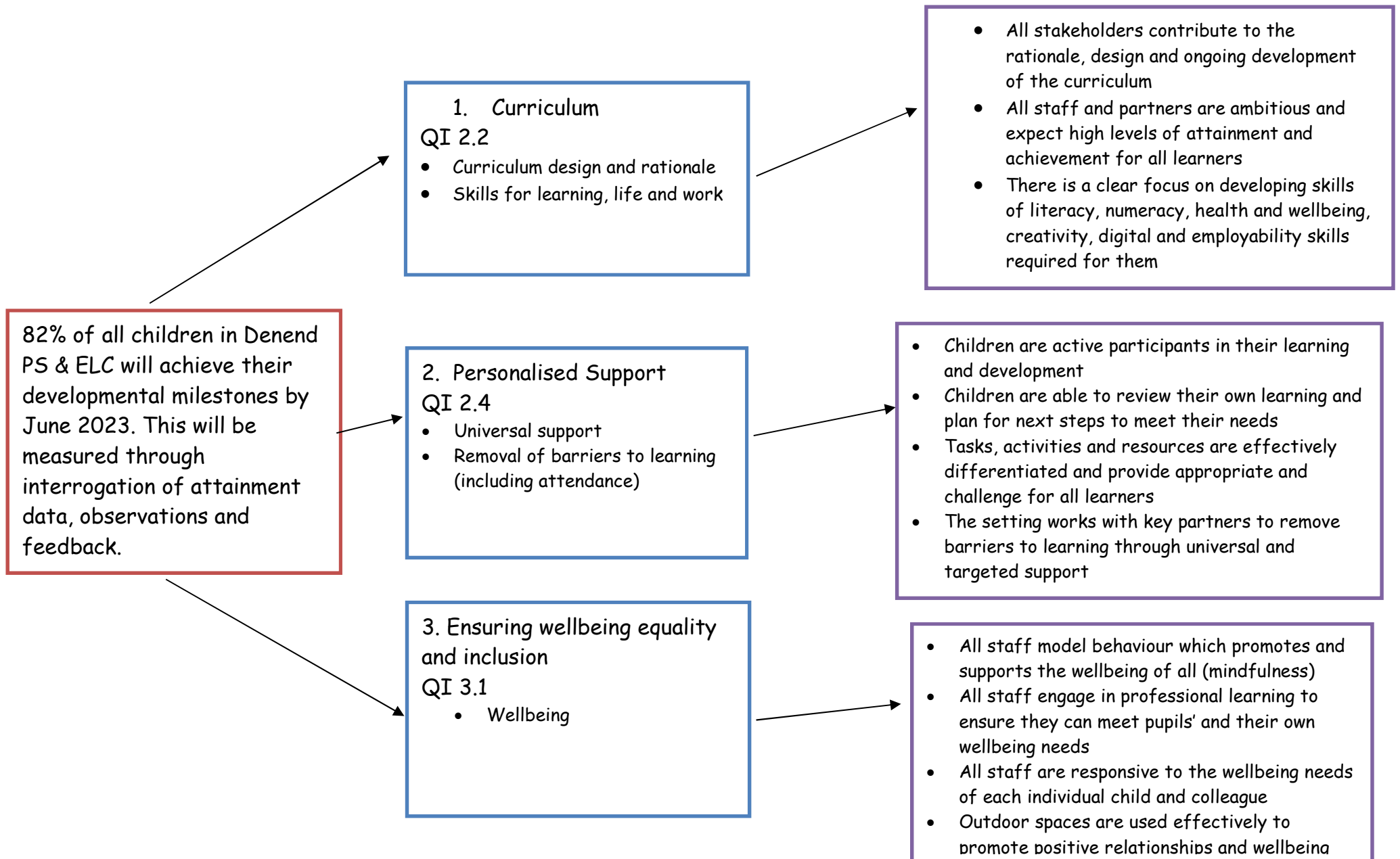


Denend PS & Nursery Improvement Plan 2022-23



Session 2022-23

National Improvement Framework Priority: Improvement in skills and sustained positive destinations for all learners				
Drivers: Curriculum and assessment School and ELC leadership Parent/Carer involvement and engagement				
Focused Priority 1 Involving all stakeholders in the creation of an updated Curriculum rationale including vision, values and aims relevant to the community and school at this time. The curriculum will have a clear focus on developing skills of literacy, numeracy, health and wellbeing, creativity, digital and employability skills required for them.				
HGIOS4 Quality Indicators			HGIOELC Quality Indicators	
2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.3 Increasing creativity and Employability			2.2. Curriculum 2.3 Learning, Teaching and Assessment 3.3 Increasing creativity and employability	
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>All stakeholders will be involved in the development our Curriculum rationale which will focus on developing all learners skills and knowledge whilst improving their wellbeing.</p> <p>All staff to be clear on our learning and teaching approaches within our context.</p> <p>Justification for the learning experiences and priorities we choose to focus on.</p> <p>Improved learner participation and pupil voice across the school and nursery.</p> <p>Our Curriculum design in Nursery is reflected in all learning e.g. outdoors, Learning walls, PLJs</p>	<p>Professional Learning/Reading - A Curriculum of Hope, Debra Kidd, GTCS materials and Spotlight papers.</p> <p>Development of a curriculum rationale that celebrates our uniqueness and underpins the ethos, curriculum, policy and practice at all levels.</p> <p>Clearly articulated vision, values and aims that are interwoven across all learning.</p> <p>Development of a rationale that both reflects our context's strengths and compensates when required.</p> <p>Learners across the school will be engaged within the process of refreshing the CR</p>	<p>Claire Wyatt to lead and ensure collaborative working with all stakeholders</p> <p>Collective responsibility design, embed and embrace through ethos and learning.</p> <p>Working group - S Mackie, S Black, M McMillan, T Newon, S Honeyman,</p> <p>C Barratt, V Gilbert, A Page, New 20 hour EYO,</p>	<p>Pre and post use of curriculum rationale self-evaluation wheel (GTCS)</p> <p>HGIOUS 4/ELC/OUR Benchmarking Materials – 2.2 Curriculum, where are we now?</p> <p>Use of SEIC Sketch note – “What does Beautiful feel like?” as an audit and a self-evaluation tool.</p> <p>Data gathering – surveys/review groups/questionnaires</p> <p>Staff, pupils and parents have an awareness and understanding of our curriculum.</p> <p>Learning Partnership Visit – observations and feedback</p>	<p>Audit/self-evaluation – August 2022</p> <p>Collaboration & consultation based on above – Sept - Dec 2022</p> <p>Articulation and write up of rationale – Jan-Feb 2023</p> <p>Learning Partnership dates TBA</p> <p>Curriculum Rationale shared and publicised –March 2023 via Video scribe</p>

<p>Learners to be able to confidently talk about their developing skills across the curriculum.</p>	<p>Develop a progressive play based curriculum in promoting play based curriculum in P1-3</p> <p>Parents and other stakeholders will be engaged within the process of refreshing the CR Staff will be engaged within the process of refreshing the aims and CR</p> <p>Review of Fife Skills progression and it's use at Denend. Focus in assemblies and in classes and playrooms.</p> <p>Introduction of outdoor learning programme</p> <p>Review of use of digital technologies in nursery and school. Investigation and solutions found for barriers in nursery regarding use of wifi.</p>	<p>Working group</p>		<p>February onwards</p>
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<p>Ongoing Evaluation</p>

Session 2022-23

National Improvement Framework Priority: Placing the human rights and needs of every child and young person at the centre of education; Closing the attainment gap between the most and least disadvantaged children and young people; Improvement in attainment, particularly in literacy and numeracy

Drivers: Curriculum and Assessment Teacher and practitioner professionalism

Focused Priority 2 Attendance and attainment to improve through removal of barriers to learning at universal level and targeted support interventions.

HGIOS4 Quality Indicators

2.4 Personalised support
2.3 Learning, Teaching and assessment
1.1 Self-evaluation for self-improvement
1.5 Management of resources to promote equity

HGIOELC Quality Indicators

2.4 Personalised support
2.3 Learning, Teaching and assessment
1.1 Self-evaluation for self-improvement
1.5 Management of resources to promote equity

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>By June 2023, less than 8% of pupils will have attendance below 80%. This in turn will improve attainment and outcomes for these learners.</p> <p>By September 2023 there will be a cluster programme to support attendance. This will allow us to shift our attendance from its current position at 88% to 93%.</p> <p>See also PEF Plan 1 attendance</p>	<p>Improving attendance is a cluster attendance priority. 0.4 PSO will provide intensive support to families of children whose attendance drops below 80%. In addition, universal and targeted support will be agreed across the cluster.</p> <p>Robust monitoring process for attendance with responsibilities for staff clearly identified. Clear policy and process protocols developed.</p> <p>Increased communications regarding attendance (nursery & school) – individual letters, leaflets for families, discussion at Parents' Evenings. To develop a collective understanding on the importance and impact of attendance on positive destinations.</p>	<p>Cluster HTs to develop letters for parents/communications/develop protocols and policy.</p> <p>Staff will have clearly defined roles and responsibilities.</p> <ul style="list-style-type: none"> • Universal supports – Class teachers/admin. Staff • Targeted – HT & PSO • Intensive – HT & PSO <p>Denend PS and Cardenden PS to interview and appoint their own PSO</p> <p>C Wyatt to lead in school along with Admin staff.</p>	<p>Consultation with all stakeholders,.</p> <p>Initial audit of attendance data gathered at the early stages will inform interventions. Followed by ongoing monitoring.</p> <p>Power BI data</p> <p>Feedback from parents/carers/children.</p> <p>Evaluation of strategies being used.</p>	<p>Data gathering & monitoring – throughout 2022/23</p> <p>September</p> <ul style="list-style-type: none"> • Launch communications with parents • Assembly focus • Data gathering <p>October 2022</p> <ul style="list-style-type: none"> • Appointment of Attendance PSO. • Attendance focus during Parents' Evening <p>November In-set 2022</p> <ul style="list-style-type: none"> • Process flowchart shared • Development work with staff

<p>Almost all children are able to review their own learning and identify their next steps.</p> <p>Increased staff confidence in handling assessment data and in making professional judgements to make robust declarations of levels.</p> <p>See also PEF Plan 2 – Raising attainment in Numeracy</p>	<p>Develop and agree a whole school feedback/plenary progression</p> <p>Develop use of learning conversations and review formats to support children in identifying their strengths and clear next steps</p> <p>See cluster plan for Moderation of across schools. This will include collegiate planning, teaching, assessment</p> <p>Collegiate moderation of PLJs. To ensure consistent and progressive use of the language of learning and benchmarks. Development of collective moderation rather than SLT. This to include links across Early level between nursery/school.</p>	<p>Teaching working group – M Sweeney, L Broadley, C Walker, S Naismith, G Thomson</p> <p>Nursery staff and school staff</p> <p>Mara Sweeney, Cluster teachers, Claire Wyatt</p> <p>G Thomson, S Mackie S Black, V Gilbert, Meliss Done, New EYO, J Kerr, A page, J Cuthbert</p>	<p>Almost all children will be able to set goals for their learning and measure their success. All teachers making use of feedback/plenary progression.</p> <p>Assessment evidence can be gathered through both planned activities and also through free play</p> <p>Staff feedback and evaluations of Cluster Assessment and moderation</p> <p>Triangulation of learning-planning, recording, assessment evident in PLJs. Observations and feedback from staff – EYOs/EYLO/PT/NT</p> <p>Increased and more confident use of data will be evidenced in planning and attainment conversations</p> <p>Evaluation at end of year, feedback formats from staff. Observations – jotter moderation/class visits/LP visit.</p>	<p>Launch In-set Day 3, with observations and feedback during Term3</p> <p>See ELC calendar Planning meetings</p> <p>Termly, as part of our self-evaluation process.</p>
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Ongoing Evaluation

National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing
 Drivers: Teacher and practitioner professionalism

Focused Priority 3: Improvements in pupil and staff wellbeing through the use of mindfulness at a universal level and other targeted wellbeing supports

HGIOS4 Quality Indicators	HGIOELC Quality Indicators
3.1 Ensuring wellbeing, equality and inclusion 2.1 Safeguarding and child protection 1.4 Leadership and Management of staff	3.1 Ensuring wellbeing, equality and inclusion 2.1 Safeguarding and child protection 1.4 Leadership and Management of staff

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Staff to understand the benefits and practice daily various mindfulness techniques to improve staff wellbeing.	5 CLPL modules linked to Do be Mindful programme. Introduction to Mindfulness Mind-Body Awareness Heartfulness Mindfulness every day Teaching mindfully Staff can also choose to attend online support sessions and will use CLPL support manual to record journey.	All staff to engage in Professional learning	Completion records of training Staff surveys baseline and review	August – December 22
Mindfulness techniques to be used with children across nursery and school daily to improve learner wellbeing	Introduce progressive programme for learners working through lessons and activities. Daily breathing practice to be introduced across school/nursery	SLT, Class teachers, EYOs and PSAs	Class and room observations, Learner surveys - pre-post evaluation	Jan – March 2023
To improve use of outdoor space in playground at both breaks and for outdoor learning.	Invest in seating near planters A pupil/volunteer gardening group to be set up to plan for purchase and planting of new plants in our raise beds.	CT and PSA to be identified to lead J Cuthbert, J Kerr, M Done	Pupil surveys, staff surveys Ongoing self – evaluations including classroom observations.	August – November (Phase 1 - seating) Feb to April (Phase 2 – planting)

See also PEF Plan 3 Wellbeing (Universal and targeted supports)	Gardening group to maintain willow tunnel. Investment in more loose parts for school.			
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Ongoing Evaluation

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Session 2022 -2023

Improvement Plan – PEF Plan

Attainment Fund Rationale 1 - Improve attendance		Amount of Fund	Approx £12,000 (PSO cost to be confirmed)
Our attendance in May 2022 is at 88%. This is down on previous years. 20 pupils in June 2022 had attendance of below 80%. 10 of those are below 60%, with 4 being below 50%.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 1</u> By June 2023, less than 8% of pupils will have attendance below 80% and cluster agreement of policy/practice</p>	<ol style="list-style-type: none"> 1. With cluster colleagues, employ a Pupil Support Officer to liaise with the families of the identified children to identify and remove barriers to attendance. 2. Parental communication for identified learners will include attendance discussions 3. Weekly SLT attendance meetings to monitor attendance rates across the identified children and the school as a whole. 4. Cluster SIP 5. Develop a programme of universal, targeted and intensive supports. 	<ol style="list-style-type: none"> 1. Pupil Support Officer will identify and collate potential barriers to attendance. 2. Parents and pupils views on attendance barriers sought. 3. Attendance records will identify trends and improvements. <p>Attendance % for identified learners will be monitored weekly</p>	

Attainment Fund Rationale 2 -Raise attainment in numeracy nursery to P2 and P6-7		Amount of Fund £28 000	
We have identified a group of children across the school who are currently 12 months behind the chronological age in numeracy. They all have difficulties with addition, subtraction, multiplication and division. Their rapid recall of maths facts is less than expected.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 2</u> By June 2023, a target group of (P1/2,P6 and P7) children who are currently 12 months behind their expected levels will be within their expected age-range for Numeracy and Mathematics</p> <p><u>Intervention 3</u> Universal support improved to ensure good pace and progression through Numeracy and Maths</p>	<p>Team teaching and leadership to be supported by 0.5 teacher releasing PT from class commitment. EYLO to lead interventions with nursery group.</p> <p>Team teaching at P1, P6 and P7.</p> <p>Baseline data through Lekkies assessments, possible use of GL assessments with target group.</p> <p>PSA will support individuals as identified. Regular attainment meetings will identify the progress for the identified children (at least every 6 weeks).</p> <p>Purchase of Lekkies assessment materials and teachers guides as well as Early Level recording to support assessment of Early Level in Numeracy and Maths,</p>	<ol style="list-style-type: none"> 1. Use of assessment data from Lekkies, GL?, SNSA (November/December) 2. Ongoing assessment throughout session utilising in-school numeracy assessments, including holistic assessments on termly basis. 3. Classroom observations including peer observations 4. Tracking and Attainment data 	

Attainment Fund Rationale 3 -Raise engagement in learning through mindfulness P3-6 and wellbeing targeted support		Amount of Fund	£15 000
We have identified a group of 20 pupils who are displaying increased distressed and deregulated behaviours. This is having a negative impact on their attainment and achievement especially in reading, writing and numeracy.			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence/QI Methodology)	Impact on learners Ongoing evaluation Dec/June
<p><u>Intervention 4</u> By March 2023 all children in school and nursery will be able to use mindfulness techniques including breathing on a daily basis. This will improve pupil wellbeing.</p> <p><u>Intervention 5</u> By April 2023 our playground will be used more often and more effectively by children on a daily basis.</p>	<ol style="list-style-type: none"> 1. Staff training and purchase of Do Be Mindful programme to use with all our staff and learners. 2. Pupil support hours allocated to a group of learners in P3 – P6 who require targeted support in wellbeing. This will be provided through a programme of kitbag, Lego therapy and other activities. <p>Invest in seating and plants</p> <p>Investment in more loose parts for school to support play</p>	<ol style="list-style-type: none"> 1. Boxall Profile data will be analysed 2. Leuven’s scale data 3. Identified pupils engagement in their learning will increase. 	