

## School Improvement Plan

What are the school's improvement priorities for session 2020-2021

### **1 Writing.**

With our year being cut short last year we are going to continue with this priority this year. We had as a cluster created a Glenwood Writing Standard and this year we will look at embedding this into our daily writing. The children, once again, will be given the chance to say what they feel about writing, what makes it tricky, what they feel helps with writing. Our Primary 4 class last year had just begun to work on a writing Model for Improvement as part of a Fife initiative. This has been restarted with them in P5 this year with Miss Kerr.

Mrs Corletto will continue to have writing as her remit as PT and will be supporting Staff and children with this development.

### **2 Positive Behaviour**

We felt last year we were just beginning to see the impact of changing our way of behaviour management when the schools went into lockdown.

We felt that this was a very important area to revisit so that the children were clear about what was in place and could remember the systems such as classroom cogs, recognition board, Over and Above etc.

We are continuing to use the Paul Dix Text- `When Adults Change` as a basis to support our change and will continue to engage in discussion around this. Children who are not displaying the expected learning behaviours around being Safe, Ready and Respectful are having discussions with staff at break times and lunchtimes and these are based around what has been noticed, what was agreed and how to move forward. Our nurture teacher, Mrs Hunter, is able to not be class committed due to using our PEF funding. Mrs Hunter is now also 0.6 PT and has pupil support in her remit. Although we cannot do family learning currently, she is still working with identified children and keeping in communication with parents via Seesaw and phone calls.

## Standards and Quality Report 2019-2020

and

## School Improvement Plan 2020-2021

### Synopsis for Parents



## Standards and Quality Report Summary for Parents

What has been the outcome and impact of our (2019-2020) Improvement priorities?

### Writing

A standard was produced by the Glenwood Cluster for all staff in the schools to use but we were just at the stage of trialling this when lockdown occurred.

As a school, however, we already had a literacy agreement in place which meant that there was a certain amount of consistency already in place for writing.

Our P4 class had started Model of Improvement work as part of a Fife initiative and this was going well. This was focussed on writing in P4. We were looking to expand on this across the school once completed.

Our 0.4 PT Mrs Corletto had writing for her remit and was working with groups of children across the school and supporting teachers. An initial questionnaire gaining feedback from children and staff had been completed which supported us revisiting planning of writing for children as a focus for discussion as a staff.

### Positive Behaviour

The establishment of scripts and cogs supported a consistent overview, and these were made into a visual tool for all classes to use and supported children in understanding the process. The work around reducing our values was positive and children quickly were able to name the three values and explain what this should look like.

For some of our more distressed children, it took longer to establish the conversations and for these to be more positive. Working with some of the parents for a few of the children certainly supported this as parents were involved in the conversations so they were aware of the process. Our Over and Above Award was a very positive creation and children were enthusiastic about receiving this award with the Hot Choc Friday celebration.

Our Nurture teacher who is full time in place due to PEF funding worked with a wide variety of families and children last year. This was very beneficial and allowed parents to learn/see techniques we were using in school and then utilise them at home. Mrs Hunter also planned weekly family learning sessions that parents could book into with their children and covered activities such as cooking, arts and crafts, mindfulness, outdoor learning and even swimming and football golf. This was given excellent feedback from parents in our PEF evaluation given to parents at the end of the year. There was a majority who wanted the work that she was doing to continue as they felt the benefit for themselves and their children.

Attainment for 2018-2019 for P1, P4 and P7 pupils having achieved the expected Curriculum for Excellence Level:

Please be aware that obviously with children having been out of school since March staff were unable to fully assess the progress of our children in June which is when attainment is lifted. This is the same for all children across Fife and Scotland.

	P1	P4	P7
Reading	44%	82%	78%
Writing	48%	68%	57%
Listening and talking	100%	80%	78%
Numeracy	60%	75%	65%