**Kingsbarns Primary School**

**Improvement Plan Priorities**

**23-24**

Logo

Description automatically generated

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in attainment particularly in Literacy and Numeracy  Closing the attainment gap | | | | | |
| **Focused Priority: Improving Use of Digital Technologies specifically using digital tools to enhance and support teaching and learning (Two year plus plan).**  **Staff will provide high quality learning experiences with the support of the increased use of digital technology. Learners will experience a range of learning which has been enriched and supported by digital technology. Almost all learners will be able to give relevant and meaningful examples of how digital technology has enriched and supported learning.**  **Rationale- learners have not consistently been able to describe how digital technology has supported and enriched learning. This has not been observed during lessons.** | | | | | |
| **HGIOS4 Quality Indicators.** | | | **HGIOELC Quality Indicators** | | |
| **2.4 personalised support, 2.3 Learning teaching and assessment. 2.2 curriculum** | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All learners will benefit from improved digital resources and experiences in their learning. Digitial tools will enrich and support their learning.  All learners will experience learning that is supported through an entitlement to digital technology that meets a standard based on a shared understanding expectations in lessons.  Across the school 8 identified learners will show evidence of raised attainment in writing because of the removal of barriers by digital technology. | Two members of staff (1 SLT and 1 staff member) to attend Digital Cultures. (January 24)  In school moderation focus for term 3 (after development sessions will be focused on how digital technologies can enrich and support learning and teaching.  Key teacher from Canongate Primary to support Kingsbarns staff with resourcing and infrastructure.  Establish an agreed list of non-negotiables for learners. Including:   * Specific digital resources to support learners. * Visualisers being used throughout lessons. * Interactive whiteboards being used to make learning interactive- not just as a screen.   Professional learning sessions on Clicker, Lumio and specific speech to text Office 365. Training must include PSAs.  Establish a pupil voice group- Digitial Learners. This group will support the ongoing self-evaluation of our digital journey.  Baseline survey done with teachers before and after interventions, training and integration of new resources.  Digital technologies are integrated across the curriculum with focus for impact this year on support for writing. Clicker will be used as an aid to support learning where this has been identified. | All Staff.  HT/DHT/ Sarah Sturrock  Gemma Sanderson (Professional Learning on interactive boards and Lumio).  Maria Baxter (Professional Learning Clicker).  Support for Learning Teacher Karen Shields – oversee Clicker and identification of the learner. Ensure Summaries of support are updated to reflect strategies and learners can discuss the supports in place.  PSAs should be in attendance for Clicker Sessions in order to support learners. | | Digital Schools Award registration completed.  Evidence from shared classroom experiences, moderation and pupil feedback shows clearly that improvement work is removing barriers and enriching learning.  Feedback from Learning Partnership highlights improvement in use of digital technologies and clear improvement from last session.  Attainment gap narrowed in key focus group from across the school by 6 months plus- in line with raising attainment groups.  Baseline survey data (staff and pupils) shows an increase in teacher and pupil confidence and capacity using digital tools in their learning and teaching. This is part of the year 1 audit from Digital Cultures program from Professional Learning Team. | January 24- June 24 (Digital Cultures Course)  Term 1 – infrastructure assessment and supplementing / adding to resources.  Gemma Sanderson term 1 22nd August session Smartboard training for all teaching staff.  Term 2 – GS Lumio training for staff– 1st November  Visualiser training term 2 and how to log a call on First Contact.  In Service Day 3 sharing of examples and Clicker 2 training with Maria Baxter.  Baseline survey term 1.  Revisit baseline in January 24.  Establish digital learning group term 1  Action Plan following Digital Cultures term 4. Analysis of staff development needs will determine some next steps. |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in attainment particularly in Literacy and Numeracy  Closing the attainment gap | | | | | |
| **Focused Priority:** All learners will benefit from improved feedback that is based on accurate assessment data that includes clear strengths and next steps. Learners will have a clearer perspective on their learning journey. We will achieve this through a collaborative enquiry approach.  Rationale: Observation, Learning Partnerships and Pupil feedback highlights that children are unable to articulate their learning and next steps confidently. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3, 2.3, 2.2, 3.2 | | | **1.3, 2.3, 2.2, 3.2** | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All learners received feedback based on data from high quality formative and summative assessments.  Staff will develop their confidence in approaches to formative and summative assessment, which will include high quality feedback to learners.  All learners benefit from teachers who are gathering data from a number of assessment sources to accurately inform next steps and progression. Including in P1 where data will be gathered through observing play.  Almost all learners can identify their next steps because of robust ongoing assessment and feedback. | Through working collaboratively teachers will develop a shared understanding of high-quality assessment across the curriculum.  Teachers have opportunities where they have time for focused high quality dialogue sessions where teachers have the chance to feedback on identified texts.  Introduction to a lesson study model of enquiry.  Staff to work collegiately to design, create and implement high quality assessment in an area of the curriculum.  Create opportunities for moderation in wider curricular areas.  Key moderation tasks to include before, during and after planning of learning, teaching and assessment. This will also be done through cluster work with a focus on listening and talking.  Staff in P1-3 to investigate play pedagogy toolkit with focus on assessment. Teacher to look outwards to find examples of good practice in multi composite class. | Teaching staff  SLT  Dean Black - (Professional Learning Team supporting launch on lesson study model)  Supporting supplying materials and framework for programme to be delivered by SLT  Cluster working groups  Lynne Armstrong (Canongate)  (assessment and moderation Lead) | | Pupil voice activities to ensure learners can identify next steps.  Moderation evidence.  Shared classroom experiences.  Jotter monitoring – is feedback leading to progression.  Learning Partnership feedback.  Discussions with teaching staff.  Tracking meetings for learners | High quality assessment planned and implemented in term 2.  Text identified by end of term 1.  Dean Black 16-8-23 delivering session on introduction to a lesson study model of enquiry.  Moderation sessions completed in terms 3 and term 4.  Identify focused curricular areas in P4-7 in term 1.  P1- P3 to be using observation and assessment toolkit regularly by end of term 2.  Pupil voice collection term 3 and 4. |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority: Closing the attainment gap between the most and least disadvantaged children and young people.** | | | | | |
| **Focused Priority: Improved systems in place in school to support wellbeing, achievement and inclusion.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.1, 2.3, 2.4, 3.1, 3.2 | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| The whole school learning community (P1 to P7) has a shared understanding of children’s rights. Children’s rights will play a role in creating a shared understanding of equity and wellbeing in the school.  Ensure whole school community are engaged in the vision and values of the school.  All children’s needs are identified early through reliable and valid assessments, building on the work of QI Writing and Malt Assessments in maths, last session.  All children requiring additional support have high quality individualised and meaningful summaries of support. These are reviewed at regular opportunities. | Adoption of the Assembly programme – Building Resilience. This includes children’s rights and wellbeing.  Shared agreement of school reward system to promote values, children’s rights and positive behaviour.  School to gain Bronze status for Rights Respecting Schools.  Termly tracking meetings and assessment data will identify learners in need of intervention in numeracy, literacy or health and wellbeing. This data will be recorded and shared with relevant parties- pupils, parents and staff.  Termly meetings will take place with children and parents through learning support teacher or SLT.  Interventions will be planned in consultation with staff, parents and pupils. A learning support profile will be established and reviewed after a period of support- 6/8 weeks.  Profiles will include assessments before and after support has been applied to gather a quality body of evidence for next steps. Next steps will be shared, and adjustments made to plans.  Staff, parents and pupils work together to plan summaries of support that aim to ensure learners who need targeted support have high quality interventions in place. | Teaching staff  PSA staff  Learning support- K Shields  P Shafren HT  M Pitblado DHT | | Almost all children will be able to identify chosen key rights and how school ensures these are met. (awareness of all – UNCRC).  Learners can discuss the rewards given and how these reflect our values.  Parent and pupil views highlight a positive impact of support profiles.  Most children in P1, P4, and P7 will be on track with attainment.  Assessment data will highlight progress in learning for targeted children.  Learning partnership feedback will highlight progress in learning support. | Assembly by beginning of term 1.  Jenni Alexander working alongside SFL – K Shields during T1 in order to ensure set up of universal supports for every class and SFL systems.  First pupil profiles established by term 2.  First block of support complete end of term 2.  Review of support term 3.  Second profiles and second block of support in term 3.  Bronze status achieved by end of session. |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |