

# Largoward Primary School



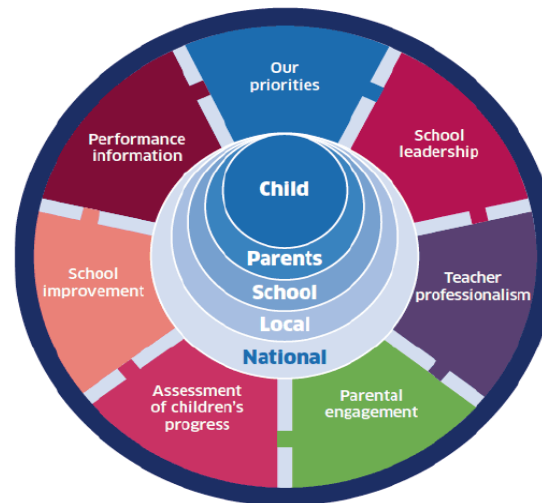
## School Improvement Plan 2021 - 2022

# Identifying Priorities For Improvement:

When identifying our priorities for improvement in Lawhead Primary School and Nursery we have taken into consideration national, regional and local guidance and information.



- HGIOS4/HGIOELC
- National Improvement Framework
- Fife Children's Services Plan
- Pupil Equity Funding
- Cluster Plan
- Learning Partnership
- On-going self-evaluation
- Evidence from staff, pupils, parents and partners



# How We Triangulate Our Evidence:

## Pupils:

- Focus groups
- Pupil surveys
- Pupil council
- PLJ's
- Microsoft Teams/GLOW
- Observations
- Assessment information

## Parents:

- Focus groups
- Parental questionnaires
- Parents evenings
- Groupcall
- Facebook page
- Parent council and PTA



## Staff:

- Staff meetings – teachers, PSA's and nursery
- Staff wise survey
- PRD's
- Classroom visits
- Excellence and equity meetings
- Moderation activities
- Assessment information

## Partners In Education:

- Planning with partner agencies – family support team, active schools, educational psychologist, SALT, EAL, social work.
- Planning with community groups – rotary club, sports groups and clubs, etc

**National Improvement Framework Priority:**

- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children
- Improve children and young people’s health and well-being
- Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)

**Focused Priority 1: Development of our curriculum rationale in partnership with stakeholders**

**QI (HGIOS4):**

1.2 Leadership of learning  
2.2 Curriculum

**QI (HGIOELC):**

1.2 Leadership of learning  
2.2 Curriculum

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence)</i>	Timescales
<p>Almost all pupils, staff and parents will understand what a curriculum rationale is and why we have it.</p>	<p>Staff – Inset days used to engage with whole staff team to input on rationale design.</p> <p>Pupils and parents – planned sessions to engage with pupils and parents to gather views and inputs to curriculum rationale.</p> <p>Identify key staff and stakeholders to take the lead on different aspects of our curriculum rationale</p>	<p>SLT, all staff</p> <p>SLT and pupil council</p> <p>CT’s to be identified</p>	<p>That we would have an evolving curriculum rationale for our school.</p> <p>Staff, parents and learners can articulate a shared understanding of our curriculum and uniqueness of our setting (focus groups, questionnaires)</p>	<p>Aug 21 – June 22 (use of inset days to engage with entire staff team)</p>

**Ongoing Evaluation:**

**National Improvement Framework Priority:**

- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children

**Focused Priority 2: Raise attainment in writing across P1-7 from 66.7% to 75% by developing pedagogical approaches to learning, teaching and assessment.**

**QI (HG IOS4):**

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment

**QI (HG IOELC):**

- 1.2 Leadership of learning
- 2.3 Learning, teaching and assessment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence)</i>	Timescales
<p>Increased attainment in writing in P1-7 from 66.7% to 75%.</p> <p>High standard of learning, teaching and assessment of writing across the school.</p>	<p>Identify pupils who are off track in writing – ensure all appropriate universal and additional supports are in place. Track during E&amp;E meetings and SfL liaison. Additional monitoring of identified pupils.</p> <p>Collegiate sessions planned with different writing focus throughout the session including the 6 chapters from ‘Teaching Backwards’ and use of ‘Pedagogy Premieres’</p> <p>Upskilling PSA’s to support writing.</p>	<p>SLT, CT and SfL</p> <p>SLT, CT and SfL</p> <p>PSA’s, SfL and SLT</p>	<p>Improved tracking data on TRAMS, improved SNSA and BASE data. Early identification of pupils requiring additional support in writing.</p> <p>Improved quality of writing lessons delivered across genres with work of increased length and quality. Pupils clear on strengths and areas for improvement.</p> <p>Increase in PSA skill and confidence to support learners.</p>	<p>Termly</p> <p>Term 1 and 2</p> <p>Term 1 and 2</p>

	<p>Upskill on digital tools that support writing support and teaching staff.</p> <p>Moderation stage groups facilitated through a whole school PLC Team. Moderation of every stage of the assessment cycle.</p> <p>Introduction of 4-part lesson model for all writing lessons (then expand to other curricular areas)</p> <p>Class weekly/daily plans to evolve with dedicated time to act on feedback and high-quality opportunities for writing across the curriculum.</p> <p>Whole school genre focus each term.</p> <p>Start and end of session assessment 'cold' piece of writing.</p>	<p>SfL (KE) and WG</p> <p>CT's</p> <p>SLT, CT's and PSA's</p> <p>CT's</p> <p>CT's</p> <p>CT's</p> <p>CT's</p>	<p>Digital technology used effectively across the school to improve quality of pupils writing.</p> <p>Assessment cycle implemented consistently across the school.</p> <p>All writing lessons will follow the 4-part lesson model with pupils understanding each of the 4 stages.</p> <p>Children writing on a daily basis for a range of purposes in a variety of styles/genres</p> <p>All pupils will be able to identify and write in a range of styles within different genres.</p> <p>Assessment data to measure pupil gains.</p>	<p>Term 1 and 2 for Clicker and Term 3 and 4 for iPads</p> <p>Termly moderation sessions</p> <p>Term 1 and 2</p> <p>Termly</p>
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**Ongoing Evaluation:**

### National Improvement Framework Priority:

- Improve attainment, particularly in Literacy and Numeracy
- Close the attainment gap between the most and least disadvantaged children
- Improve children and young people’s health and well-being
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### Focused Priority 3: Develop progressive learning pathways from P1 to P7 for learning outdoors and outdoor education

#### QI (HGIOS4):

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

#### QI (HGIOELC):

- 1.2 Leadership of learning
- 1.3 Leadership of change
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence)	Timescales
Clear distinction between learning outside and outdoor education which is understood by all staff and almost all pupils and families.	Information shared with parents in a range of ways to define the difference between learning outside and outdoor education.	SLT, CT's, pupil council and grounds keepers	All stakeholders will understand the distinction between learning outside and outdoor education	Jan/Feb 22
All pupils are given a progressive outdoor experience building on prior knowledge and skills.	Continue to develop our outdoor learning areas including the bumpy outdoor classroom, P1 area and school garden.	SLT, CT's, pupil council and grounds keepers	Outdoor areas are used with increased frequency and pupil ownership for their upkeep.	Term 1 and 2
Almost all staff confident to deliver lessons outside and outdoor education.	Establish two working parties – one for taking learning outside and the other for outdoor education – to develop learning pathways.	JS (Lawhead) and another staff member to be identified	Pupils will experience a wide range of high quality, challenging and progressive outdoor experiences.	Term 3 to plan and term 4 to trial

	Planned professional learning opportunities and reading for support and teaching staff.	SLT, CT's and PSA's	Increased staff confidence	Term 3
	Develop wider community links e.g. Botanic Gardens, Ranger Service	Working party	Improved community links to support delivery.	Term 4

**Ongoing Evaluation:**



**Session 2021 -2022 Improvement Plan – PEF Plan**

Attainment Fund Rationale:		Amount of Fund: £3,308 + carry forward and 15% increase = £3,709 (t.b.c)	
<p>Intervention 1: Literacy/Numeracy – identified pupils to have 1:1 access to device to support learning and teaching</p> <p>Intervention 2: Literacy – Early Level Phonics – consistent improvement in BASE performance for P1 pupils.</p> <p>Intervention 3: Numeracy – SEAL Maths Intervention – identification of need through tracking, SfL liaison and BASE/SNSA data.</p>			
Expected Impact	Interventions Planned	Measure of Success ( <i>Triangulation of Evidence</i> )	Impact on learners Ongoing evaluation
<p>Intervention 1: Use of technology to support attainment in literacy and numeracy</p> <p>Intervention 2: High quality early level listening and talking experiences through play that will impact on literacy attainment with pupils being ready to read and write</p> <p>Intervention 3: Pupils will have improved mathematical strategies based on conceptual understanding rather than processes.</p>	<p>Introduce clicker 7 and other digital tools to support literacy and numeracy (Lexia, Sumdog , etc) for identified pupils</p> <p>Development of high-quality play provision within a multi-composite class. P1-3 pupils. Focus on data from P1.</p> <p>Identification of individuals/groups through E&amp;E tracking meetings and SfL Liaison. Baseline assessment to identify starting level. Daily inputs with pupils delivered by PSA staff and progress recorded. SfL to monitor progress.</p>	<p>Improvement in BASE/TRAMS/SNSA data, improved literacy and numeracy attainment.</p> <p>Improvement in BASE/TRAMS data, improved literacy attainment.</p> <p>Reduction in attainment gap.</p>	

