

Largoward Primary School



School Improvement Plan 2022 – 2023

Summary For Parents and Carers

Identifying Priorities For Improvement:

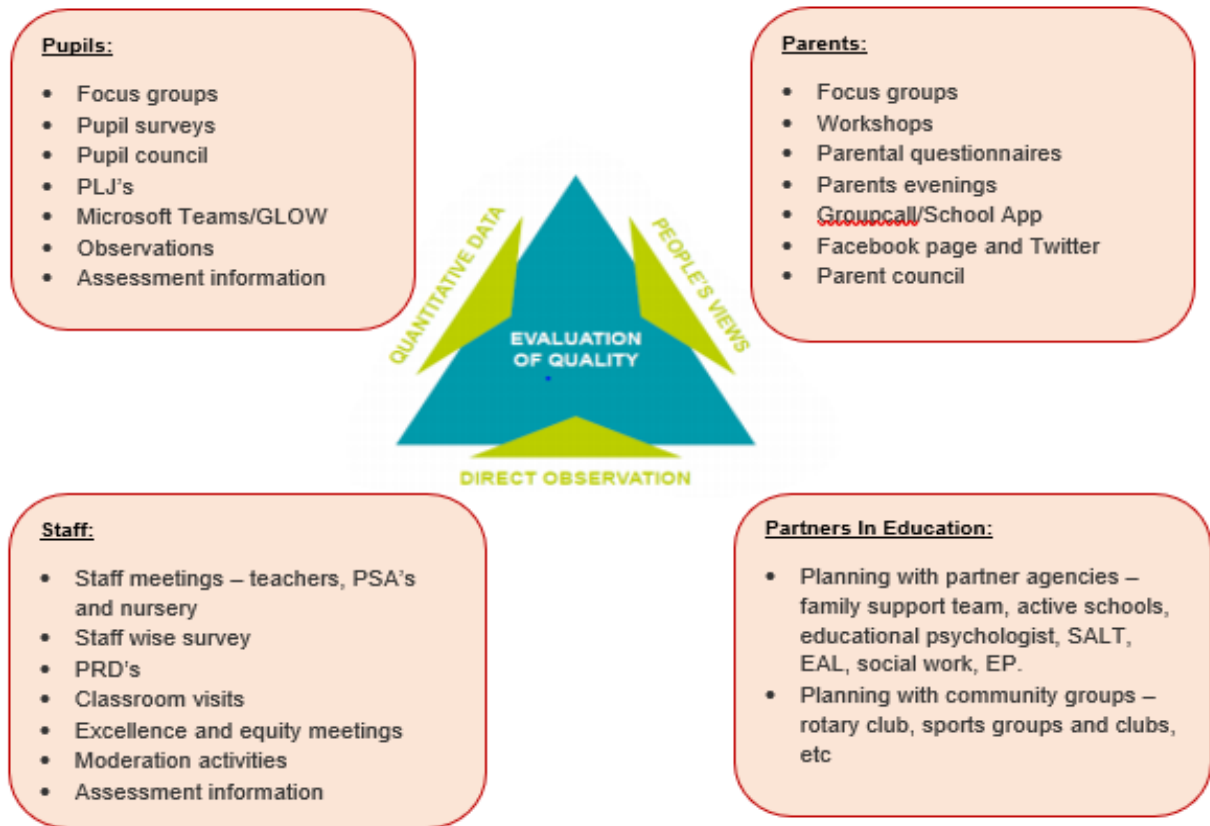
When identifying our priorities for improvement in Largoward Primary School and Nursery we have taken into consideration national, regional and local guidance and information.



- 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:



For session 2022-23 we have identified for areas for school improvement:

- **Focused Priority 1:** Raise attainment in writing across P1-7 from 68.4% to 75% by developing pedagogical approaches to learning, teaching and assessment (Year 2 of 3-year improvement cycle)
- **Focused Priority 2:** Develop and trial progressive learning pathways from Nursery to P7 for learning outdoors and outdoor education (Nursery and School) – Year 2 of 3-year improvement cycle
- **Focused Priority 3:** Whole school, consistent approach to the delivery of Digital Literacy and Computing Science
- **Focused Priority 4:** 1+2 - Embed L2 French across the school and Introduce L3 British Sign Language

Focused Priority 1: Raise attainment in writing across P1-7 from 68.4% to 75% by developing pedagogical approaches to learning, teaching and assessment (Year 2 of 3-year improvement cycle)

What impact will this have?

- Increased attainment in writing across P1-7 from 68.4% to 75%.
- High standard of learning, teaching and assessment of writing across the school.
- All learners will be appropriately challenged in writing.

How will we achieve this?

- Target Identified children who are off track in writing. Put in place targeted supports using improvement methodologies to track impact.
- Embed 4-part lesson model for all writing lessons.
- Collegiate development sessions focused with teaching staff that will cover feedback, plenaries, improvement methodologies, digital tools, language of learning and other relevant topics.
- Moderation activities with our cluster colleagues.
- Class teachers to engage in termly moderation with stage partners across early, first and second level.
- Targeted early intervention within Nursery – P3 to ensure children are ready to write. This will focus on fine motor skills, developing listening and talking skills, awareness of genre and opportunities to write/mark make in all areas of core provision
- All classes to have a writing area
- Parental workshops and information sharing to support writing development.
- Continue to upskill PSA's to support writing

Focused Priority 2: Develop and trial progressive learning pathways from Nursery to P7 for learning outdoors and outdoor education (Nursery and School) – Year 2 of 3-year improvement cycle

What impact will this have?

- A progressive outdoor experience building on prior knowledge and skills for all of our learners
- Outdoor learning areas that enhance learning and teaching experiences for our learners.
- Almost all staff confident to deliver lessons outside and outdoor education that meet the needs of learners

How will we achieve this?

- Establish a working party of teaching staff to create draft learning pathway
- Trial learning pathway with all stages – January-June 2023
- Upskill pupil support staff on how to support delivery of outdoor education
- Parental workshops and information sharing to support outdoor learning development.

Focused Priority 3: Whole school, consistent approach to the delivery of Digital Literacy and Computing Science

What impact will this have?

- Planned digital literacy and computing science learning experiences that are appropriately challenging for learners
- All staff will have increased knowledge, understanding and confidence in delivering appropriately challenging digital literacy and computing science lessons.
- Parents more aware of how to support their children with digital skills

How will we achieve this?

- Establish digital pupil leaders P4-7
- Establish digital staff working party
- Apply for our digital school award
- Parental workshops and information sharing.
- Pupil/Parent audit of devices to ensure device equity for learners

Focused Priority 4: 1+2 - Embed L2 French across the school and Introduce L3 British Sign Language

What impact will this have?

L2 - French:

- All staff to feel confident delivering high quality, progressive French lessons
- Almost all P7 pupils to achieve 2nd level in French (reading, writing, listening and talking)

L3- BSL:

- Pupils will receive progressive L3 experience of British Sign Language

How will we achieve this?

L2 – French:

- Use of new planning resources for modern languages
- Upskill staff.
- Audit of French resources.
- Madras language ambassadors to visit cluster primaries during session 2022-23 – Focus on P5
- Cluster 1+2 event – open evening ‘Languages Festival’
- Primary colleagues to work with Madras languages department – consistent approach to planning and delivery across the cluster.
- Parental workshops and information sharing on L2 and L3

L3 – BSL:

- All staff enrolled on 20 hour online learning module.
- Direct instruction from BSL teacher
- BSL signing introduced across the school by all staff for greetings, class/nursery routines and inputs at assemblies
- YMI project leader to teach songs with BSL
- All assemblies, concerts and parental events for session 2022-23 to include BSL

Session 2022 - 2023 Improvement Plan – PEF Plan

Attainment Fund Rationale:		Amount of Fund: £6,125	
<p>Intervention 1: HWB – improved resilience and emotional wellbeing of identified pupils and reduction in distressed behaviours.</p> <p>Intervention 2: Numeracy – SEAL Maths Intervention – increased sophistication of children’s strategies for dealing with numbers</p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence)	Impact on learners Ongoing evaluation
<p>Intervention 1: Improved resilience and coping skills with reduction of distressed behaviours</p> <p>Intervention 2: Pupils will have improved mathematical strategies based on conceptual understanding rather than processes.</p>	<p>Baseline assessment using the ‘Glasgow Wellbeing and Motivation Profile’. All P3-7 pupils completed wellbeing profile in June 2022. Data from profile along with classroom observations and referrals from parents and/or staff will identify targeted groups/individuals. Bespoke health and wellbeing programmes will be developed based on individual need and delivered by PSA staff and SfL.</p> <p>Identification of individuals/groups through E&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 score from wellbeing assessment. Improved self-regulation and resilience. Start and end of intervention assessments and ongoing evaluations.</p> <p>Reduction in attainment gap. Tracked through termly E&E meetings and monthly SfL meetings.</p>	