

Limekilns Primary School



Improvement Plan 2022 - 2023

Achieving Excellence and Equity

Session 2022-2023 Improvement Plan

School Priority 1: Develop consistent planning, assessment and pedagogical approaches within the area of writing to improve attainment for all children.				
National Improvement Framework Priority		Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children		
HGIOS4 Quality Indicators		1.2 leadership of learning; 1.3 Leadership of change; 2.2 Curriculum; 2.3 Learning, teaching and assessment; 3.2 Raising attainment and achievement		
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Clear planning formats and assessment structure will be in place across the school, supported by consistent CfE level checklists for staff.</p> <p>Improved knowledge and understanding of effective learning and teaching within the area of writing.</p> <p>Children will experience a range of writing opportunities, supports in the learning environment and scaffolding within each genre.</p> <p>Raising attainment and closing gaps at key stage through staff understanding of improvement methodology</p> <p>Leadership opportunities for children will be created in which writing skills are developed and applied.</p> <p>Children will receive quality feedback and be able to talk about their areas of growth and next steps in writing.</p>	<p>Establish consistent planning frameworks across school.</p> <p>Establish school policies to support challenge, pace and differentiation in writing - Spelling & Phonics; Handwriting; Grammar.</p> <p>Develop improvement methodology approach at P4/5 and P5/6 through participation of local authority QI programme.</p> <p>Professional learning and collaboration to support improvements in pedagogy including assessment/feedback practice.</p> <p>Purchase resources to support learning and teaching focusing on 'tools for writing'.</p> <p>Establish shared understanding of children's experiences over a 4 week period within a genre focus.</p> <p>Share approaches/developments with parents and develop home learning opportunities for children to practice skills.</p>	<p>Term 1 (Aug): establish termly planning meetings</p> <p>Term 1 (Aug – Dec)</p> <p>Throughout Terms 1, 2 & 3</p> <p>Term 1 & 2</p> <p>Term 1 (Aug/Sept)</p> <p>Throughout Terms 1, 2 & 3</p> <p>Term 2 & 3</p>	<p><u>LEAD - CM, LB & AH</u></p> <p>CM</p> <p>CM</p> <p>LB, AH & CM</p> <p>All staff</p> <p>CM</p> <p>All staff</p> <p>All staff</p>	<p><u>Quantitative data:</u></p> <ul style="list-style-type: none"> Improvement methodology approaches at gathering ongoing data at specific stage within P4/5 and P5/6 Pupil sampling using 'Tools for Writing' linked to Benchmarks Termly data from Stage Tracking Overviews <p><u>People's views:</u></p> <ul style="list-style-type: none"> Regular pupil sampling using established 'Lucky Numbers', linked to themes in How Good is OUR School Questionnaire for staff pre and post – key themes: confidence in meeting needs of all children; practice. Dialogue with staff at Tracking and Planning meetings and PL sessions Parental feedback from discussions and questionnaire/s – what is the impact on child's skill, confidence and application? <p><u>Direct observation:</u></p> <ul style="list-style-type: none"> Monitoring and sampling of writing and literacy jotters and assessment pieces Class observation; feedback from Learning Partnership observations - focus on writing

Ongoing Evaluation

School Priority 2: To develop shared understanding and practice of a ‘framework for learning’ across the school, to ensure children are active participants and understand the progress they are making in their learning.

National Improvement Framework Priority		Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children		
HGIOS4 Quality Indicators		1.2 Leadership of learning; 1.3 Leadership of change; 2.3 Learning, teaching and assessment; 3.2 Raising attainment and achievement		
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Children understand the purpose of their learning and how to be successful in a lesson</p> <p>Children receive high-quality feedback understand their progress in learning and what they need to do to improve.</p> <p>Children experience assessment that is integral to the learning and teaching progress.</p> <p>Established and shared understanding of AIFL practice.</p> <p>Staff become familiar with HGIOS4 Quality Indicator 2.3 (Learning, teaching & assessment) challenge questions and use effectively to understand key features of highly effective practice.</p> <p>The learning environment supports, challenges and reflects children’s current learning.</p>	<p>Establish a shared understanding and consistent practice of high-quality learning, teaching and assessment through professional learning, leading to developing a ‘framework for learning’ across the school, with key features including:</p> <ul style="list-style-type: none"> • Learning intention • Success criteria • Lesson starts/prior knowledge • Effective questioning • Feedback <p>Build in regular moderation opportunities for staff to collaborate, support and learn from each other.</p> <p>Develop classroom learning environments through focusing on 4 key aspects:</p> <ul style="list-style-type: none"> • Organisation • Learning areas • Learning displays • Learning walls (starting with writing linking to plan 1) <p>Each teacher to maintain a record of progress using format from Learning Partnership Visits to other schools to see examples of practice</p>	<p>Term 1 (Aug-Oct) Term 1 (Aug – Oct) Term 1 (Oct-Dec) Term 2 Term 2</p> <p>Terms 1, 2 & 3</p> <p>Regular time to develop environment over each term</p> <p>Term 1 to link with Plan 1</p>	<p><u>LEAD - CM & KM</u></p> <p>All Staff CM to lead</p> <p>All Staff CM to lead</p> <p>All Staff</p>	<p><u>Quantitative data:</u></p> <ul style="list-style-type: none"> • Termly tracking data for cohorts over time. • Termly notes and statements of impact from teacher’s records of progress using our ‘learning environment record’. <p><u>People’s views:</u></p> <ul style="list-style-type: none"> • Children’s views using Lucky Number system for random sampling, using HGIOURS Theme 2 Our Learning & Teaching. • Professional dialogue from self-evaluation sessions, using QI 2.3 challenge questions. How does this compare to May 22? • Monitoring of children’s ability to talk about their progress in learning. • Parent views through questionnaires. <p><u>Direct observation</u></p> <ul style="list-style-type: none"> • Feedback from observations including Learning Partnership visits • Classroom environments reflecting development across 4 key aspects

Ongoing Evaluation

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School Priority 3: All children will experience consistent universal and additional approaches to support and develop their emotional wellbeing.				
National Improvement Framework Priority		Improvement in children and young people’s health and wellbeing		
HGIOS4 Quality Indicators		2.4 Personalised support; 3.1 Ensuring wellbeing, equality and inclusion		
Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>All staff and children will be using ‘cog’ language and further develop emotional understanding in lessons across range of subjects.</p> <p>Children’s emotional literacy and knowledge of regulation strategies will have developed. Children and staff will use this language to support restorative conversations.</p> <p>Children understand and are supported by consistent visuals and appropriate strategies to develop self-regulation strategies, linked to school/class/individual plans.</p> <p>Families will have an increased understanding of the ‘cog’ language and how to use it to support their child’s emotional literacy.</p> <p>Systems in place to ensure regular partnership working with families when wider learning needs are identified.</p>	<p>Develop the Emotions Work</p> <ul style="list-style-type: none"> Reintroduce/introduce the cogs and associated concepts and vocabulary across the school. Carry out baseline Professional learning- Make links with established network in another school; website; social media links Use developed understanding of the cogs to support restorative conversations; develop a visual support system Plan and develop shared start/finish to have health and wellbeing focus, including building understanding of EW program Develop the use of the cogs through curriculum links, e.g., literacy focus <p>Develop approaches to support self-regulation across the school through a culture of making plans (school, class, individual) – Goal, Predict, Plan, Do, Review</p> <p>Establish a Support for Learning Review system to ensure close partnership working with families with children’s voice at centre.</p>	<p>Term 1 (Aug-Oct)</p> <p>Term 1 (Oct/Nov)</p> <p>Term 2 (Oct-Dec)</p> <p>Term 3 (Jan)</p> <p>Term 3 (Jan – Apr)</p> <p>Term, 1,2,3</p> <p>Term 1 (late Sept/Oct meetings) Term 3</p>	<p><u>LEAD – KM & RF</u> All staff</p> <p>KM & RF</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>All staff & CM Educational Psychologist</p> <p>PF & CM</p>	<p><u>Quantitative data:</u></p> <ul style="list-style-type: none"> Frequency of playground incidents – sampling periods. Baseline and follow up assessments. <p><u>People’s views:</u></p> <ul style="list-style-type: none"> Children’s feedback/views using HGIOURS Theme 1 Relationships and Theme 4 Our Health & Wellbeing. Feedback from parents following review meeting cycles. Feedback from parents on impact of Emotion Works through questionnaires or during shared start/finishes. Views of school partners including link Educational Psychologist. <p><u>Direct observation:</u></p> <ul style="list-style-type: none"> Class teacher observations of children’s use of emotion words linked to cogs in daily situations and in restorative conversations. Improvements in children’s ability to contribute to and be able to reflect and strengthen plans (class/individual) if needed.
Ongoing Evaluation				

Nursery Priority 1: All children’s learning, development and progress will be supported through quality planning, observations and tracking processes

National Improvement Framework Priority	Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children
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LINKS TO HGIOELC	1.3 Leadership of change; 2.3 Learning, teaching and assessment; 3.2 Securing children’s progress
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Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Practitioners have a shared understanding of a quality observation. Observations highlight progress and inform next steps.</p> <p>Consistent balance of high-quality responsive and intentional planning, built on children’s prior knowledge and skills, with the child’s voice evident in the learning cycle.</p> <p>Practitioners are familiar and confident with using trackers, and PLJs clearly document progression in learning for all children.</p> <p>Children’s voice is evident, and threads of learning are clear and reflected across observations, planning, PLJs and floorbooks.</p> <p>Children talk about their learning at home and at nursery with increasing confidence, using displays and PLJs.</p> <p>Floorbooks effectively document learning and are used by children.</p> <p>Teachers, EYOs and families work closely to identify next steps, ensuring pace and challenge</p>	<p>Establish a Quality Assurance Calendar</p> <p>Introduce and establish the use of Floorbooks for recording children’s learning through professional learning, using models of good practice and making links with other practitioners/settings</p> <p>Professional learning to develop shared understanding of quality observations leading to development of an observation prompt to promote consistency.</p> <p>Moderation of sample of observations, as outlined in calendar, incorporating coaching conversations.</p> <p>Develop a clear and shared understanding of intentional and responsive planning:</p> <ul style="list-style-type: none"> • using Realising the Ambition to support professional learning • practical weekly support • making links with other EYOs/settings. <p>Develop a range of provocation tools including visible thinking routines (I see, I think, I wonder) and Talking Tubs.</p> <p>Establish ‘Progress and Next Steps’ meetings throughout the session, with clear structure and expectations of roles and responsibilities. Include family ‘cuppa chats’ to co-create targets</p>	<p>Term 1</p> <p>Term1 Aug Inset</p> <p>Term 1</p> <p>Term 1, 2 & 3</p> <p>Term 1 Term 1-3 planning support</p> <p>Term 2</p> <p>Term 1</p>	<p>CM</p> <p>TH & PA (EYDOs)</p> <p>TH and PA (EYDOs) to lead DC (PNT) 1-to-1s with EYOs</p> <p>DC & CM</p> <p>AT (EYPT), TH & PA (EYDOs), DC (PNT)</p> <p>AT (PNT), TH & PA (EYDOs)</p> <p>DC (PNT)</p>	<ul style="list-style-type: none"> • Feedback from EYOs, EYDOs and EYPT on quality assurance processes. • Use of core Quality Indicator graffiti walls (1.3, 2.3, 3.1; 3.2) at key stages in session – how does this show improvement in comparison to May 22 self-evaluation? Use of challenge questions. • Moderation of PLJs termly and evidence of growth and improvement in coaching conversations with EYOs. • Practitioner feedback on impact of professional learning to develop knowledge, skills and confidence with planning; use of floorbooks; quality observations - evidenced through consultations and Microsoft Forms. • Evidence of children’s voice in the learning cycle from intentional and responsive planning and in floorbooks. • Evidence detailed in ‘Our Improvement Journey’ floorbook. • Balance between intentional and responsive planning is evidenced to have improved. • Observations and analysis of children engaged in visible thinking routines. • Parental feedback at cuppa chats

Ongoing Evaluation

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Nursery Priority 2: All children’s communication and language learning will progress through improved literacy rich experiences, interactions and spaces.

National Improvement Framework Priority	Improvement in attainment, particularly in literacy and numeracy Closing the gap between the most and least disadvantaged children
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LINKS TO HGIOELC	1.3 Leadership of change; 2.3 Learning, teaching and assessment; 3.2 Securing children’s progress
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Expected Impact	Strategic Actions Planned	Timescales	Responsibilities	Measure of Success
<p>Literacy experiences will build on and grow children’s interests, vocabulary and knowledge.</p> <p>Practitioners will develop a robust knowledge of children’s progress and next steps in literacy learning.</p> <p>Practitioners will increase their understanding and skills in ensuring the interactions, experiences and spaces offer exciting possibilities for children to deepen their knowledge and build literacy and communication skills.</p> <p>Children will see themselves as readers and writers through purposeful play experiences.</p> <p>Families have a shared understanding of how to support their child’s language and literacy development.</p>	<p>Robust program of professional learning using SEIC ‘Supporting Children’s Literacy Development’-</p> <p>elements of the Literacy Tree:</p> <ul style="list-style-type: none"> • Sensorimotor and motor development • Early language development • Becoming a symbol maker/user • Mark making drawing and writing • Sound, rhythm and rhyme <p>Audit environment using Every Child a Talker – communication enabling environment. Create an action plan to develop literacy experiences and spaces in/outdoors.</p> <p>Develop family learning to support parental engagement and understanding of communication and literacy learning.</p> <p>Enhance quality of core provision resources to support literacy development</p>	<p>PL throughout session:</p> <p>Term 1 Term 1 Term 2 Term 2 Term 3</p> <p>Term 1</p> <p>Term 2</p> <p>From Term 1 – connected to audit & plan</p> <p>From Term 1</p> <p>Term 1</p>	<p>DC (PNT) to lead professional learning, supported by AT (EYPT)</p> <p>EYOs, supported by TH and PA (EYDOs) AT to lead action planning process</p> <p>Peep – SB & PA Stay & Play – DC & LS</p> <p>EYOs, EYDOs & CM</p>	<ul style="list-style-type: none"> • Practitioner pre and post questionnaire – knowledge and confidence in supporting and extending children’s early literacy skills. • Professional dialogue through use of ‘reflective questions’ in SEIC pack. • Evidence of improved planning for communication and language experiences, interactions and spaces in intentional and responsive planning. • Progress recorded in an ongoing way within the Audit. • Observations of progress during small group adult-directed learning experiences focusing on literacy. • Comparison of Elips data • Monitoring of practitioner literacy observations in PLJs through quality assurance processes • Evidence of progress in PLJ trackers • Parental questionnaire using Microsoft Forms. • Parental feedback from literacy focused family learning sessions

Ongoing Evaluation

Attainment Fund Rationale:**Improve literacy attainment**

Amount of Fund: £9 800

Carry forward budget £11,467

Writing has been identified as an area needing targeted intervention. Attainment across the whole school (combined) highlights 58% of pupils on track.

Expected Impact	Interventions Planned	Measure of Success	Impact on learning Ongoing evaluation
<p>Improvement in attainment in writing in targeted groups of children leading to raised attainment in writing across the school.</p> <p>To raise attainment in writing at key stages</p>	<ul style="list-style-type: none"> • Purchase Literacy resources to support learning and teaching of writing from P2-7, particularly children’s skills in ‘tools for writing’: Collins series of Pupil Books 1-6 (Composition; Comprehension; Spelling; Vocabulary, Grammar & Punctuation) • Additional PSA hours to support targeted work with small groups and individuals, (working in collaboration with SfL Teacher and additionality Teacher): Early intervention to support phonics - <ul style="list-style-type: none"> - group support for phonics in P1 - establish a Literacy Gap intervention within P2 stage for individuals/small group. Spelling and reading individual programmes of support for middle and upper 	<p><u>Quantitative data:</u></p> <p>Ongoing assessments of learning throughout the session</p> <p>Establish an additional school level assessment for P1 – ‘Literacy P1 Assessment’ carry out end of term 1 and 2</p> <p>P1 BASE data beginning and end of year</p> <p>Targets will be achieved</p> <p><u>People’s views:</u></p> <p>Views to be gathered from stakeholders as to the effectiveness of the intervention and to it’s sustainability</p>	
Ongoing Evaluation			