

## Session 2022 -2023 Improvement Plan

### Focused Priority 1:

<p><b>National Improvement Framework Priorities:</b></p> <ul style="list-style-type: none"><li>○ Improvement in attainment, particularly in literacy and numeracy</li><li>○ Improvement in children and young people's health and wellbeing</li><li>○ Improvement in skills and sustained, positive school-leaver destinations for all young people</li><li>○ Placing the human rights and needs of every child and young person at the centre of education</li></ul>	<p><b>National Improvement Framework Drivers</b></p> <ul style="list-style-type: none"><li>○ School and ELC leadership</li><li>○ Teacher and practitioner professionalism</li><li>○ Parental/carer involvement and engagement</li><li>○ Curriculum and assessment</li><li>○ School and ELC improvement</li><li>○ Performance information</li></ul>
<p><b>Focused Priority: All children, from nursery to P7/S1, to experience a varied and progressive curriculum tailored to our unique context</b></p> <p><b>Part A: The development of our own unique curriculum rationale in partnership with all stakeholders (School and Nursery)</b></p> <p><b>Part B: The use of Fife Curriculum Pathways, Records of Understanding and rigorous communication to ensure continuity, progression, support and challenge for all learners across the curriculum as we consider curriculum areas and subjects</b></p>	
<p><b>HGIOS4 Quality Indicators:</b></p> <p>QI 1.1 Self-Evaluation for Self-Improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI.2.2 Curriculum QI 2.3 Learning, Teaching and Assessment QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships QI 3.1 Ensuring wellbeing, equality and inclusion QI 3.2 Raising attainment and achievement QI 3.3 Increasing creativity and employability</p>	<p><b>HGIOELC Quality Indicators:</b></p> <p>QI 1.1 Self-Evaluation for Self-Improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI.2.2 Curriculum QI 2.3 Learning, Teaching and Assessment QI 2.4 Personalised Support QI 2.6 Transitions QI 2.7 Partnerships QI 3.1 Ensuring wellbeing, equality and inclusion QI 3.2 Securing children's progress QI 3.3 Increasing creativity and employability</p>

<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p><b>Part A:</b> All children will experience a relevant, Broad General Education (BGE) informed by application of a clear curriculum rationale enriched by high quality community partnerships.</p> <p>All staff within the school will understand what a curriculum rationale is, why we have it and will be clear about what they are aiming to achieve through our personalised, school specific, curriculum rationale, enhancing the experiences and outcomes for all children.</p> <p>Almost all children and parents/carers within the school will understand what a curriculum rationale is, why we have it and will be clear about what we (all stakeholders) are aiming to achieve through our personalised, school specific, curriculum rationale.</p>	<p>We will undertake comprehensive and active engagement with all stakeholders to review where we currently are, where we want to get to and how we are going to get there in terms of curriculum rationale.</p> <p>Parents, staff and children will work together to use a range of data, observations, stakeholder opinions and views to comprehensively evaluate the social, economic and cultural context of St Monans PS.</p> <p>Through partnership working, self-evaluation and community engagement, ensure key features of our local community are reflected in our curriculum rationale / learning pathways.</p> <p>We will map out who our partners are, building on existing or establishing new partnerships with parents / carers / families and local community groups to contribute to the life of the school and to be involved in school improvement.</p>	<p><b><u>Where we are currently:</u></b></p> <p>Ashley McBain (HT) Korina Brocklebank (PT)</p> <p><b><u>Where we want to get to:</u></b> SLT All teaching staff All Nursery staff School Support team Parent Council and other families</p> <p><b><u>How we're going to get there:</u></b> SLT All teaching staff All Nursery staff School Support team Parent Council and other families</p> <p><b><u>Mapping Partnerships:</u></b> Ashley McBain (HT) Korina Brocklebank (PT)</p> <p><b><u>Creation and implementation of our curriculum rationale:</u></b> SLT All teaching staff All Nursery staff School Support team Parent Council &amp; other families Children</p>	<ul style="list-style-type: none"> <li>● Feedback from parents/families, pupils and staff</li> <li>● Observations</li> <li>● Analysis of Data through Power BI</li> <li>● Feedback from community partnerships on their involvement in the development of our curriculum rationale and their understanding of it and its impact.</li> <li>● Our nursery/school will have an evolving curriculum rationale with a visual representation.</li> <li>● Evidence of understanding our curriculum rationale and its impact evident through quality assurance processes e.g <ul style="list-style-type: none"> <li>- Classroom Environment checklists</li> <li>- Learning Walks</li> <li>- Learning Looks</li> <li>- Focus-groups</li> <li>- Surveys</li> <li>- Observations</li> </ul> </li> <li>● Volunteer agreements and PVGs for partnerships</li> </ul>	<p><b><u>Where we are currently:</u></b></p> <p>October to November 2023</p> <p><b><u>Where we want to get to:</u></b> January to February 2023</p> <p><b><u>How we're going to get there:</u></b> February to March 2023</p> <p><b><u>Mapping out partnerships:</u></b> October 23 - March 2024</p> <p><b><u>Creation and implementation of our curriculum rationale:</u></b> March – June 2024 and beyond</p>

<p><b>Part B:</b></p> <p>All children to experience a varied progressive curriculum.</p> <p>All children will be well supported in their learning through EYO's and teacher's effective use of tracking and rigorous and robust information sharing, to inform differentiation and ensure continuity and progression for all.</p>	<p>All teaching staff to engage with Fife Council's Education and Children's Services Directorate's document - Effective Planning, Tracking and Monitoring to meet the needs of all learners in Fife's Schools Guidance published in June 2023.</p> <p>All teaching staff to work collaboratively on the consistent use of Fife Core Approaches and Progression Pathways in planning and assessing learning and teaching, putting together an agreed format for each curricular area.</p> <p>All teaching staff to consistently use agreed 'Records of Understanding' in tracking and monitoring individual children and class' progress and next steps, with possible extension of their use to pre-school nursery.</p>	<p>Ashley McBain (HT) Korina Brocklebanl (PT) Megan Pacifici (CT) Jennifer McBride (CT) Louise Michie (CT) Samantha Archdale (CT) Gary Smith (CT) Helen Gordon (CT)</p> <hr/> <p>Ashley McBain (HT) Korina Brocklebanl (PT) Megan Pacifici (CT) Jennifer McBride (CT) Louise Michie (CT) Samantha Archdale (CT) Gary Smith (CT) Helen Gordon (CT) Julia Aitken (SEYO) Lisa Marr (SEYO) Elaine Dow (EYO) Alana Christie (EYO) Stacey Blacklaw (EYO) Fiona Peat (EYO) Lindzi Tarvit (EYO) Rachel Leitch (EYO)</p> <p>Ashley McBain (HT)</p>	<p style="text-align: center;">↑</p> <ul style="list-style-type: none"> <li>• Staff feedback</li> <li>• Review of agreed planning arrangements.</li> <li>• Planning and tracking policy for all new starts</li> <li>• Planning and Tracking meeting minutes</li> <li>• Up-to-date and comprehensively completed Record of Understanding</li> <li>• Pupil voice – children articulating exactly where they are in their learning</li> </ul> <p style="text-align: center;">↓</p>	<p style="text-align: center;">↑</p> <p>a) Tuesday 15<sup>th</sup> August INSET Day</p> <p>b) Numeracy and Maths – August 2023</p> <p>c) Reading and Writing – August 2023 (Professional Learning Literacy Group)</p> <p>d) Talking &amp; Listening, Science. PICT, Expressive Arts, 1+2 and RME – By November 2023</p> <p>e) Health and Wellbeing, Technologies that are not included in PICT and social studies – by January 2023</p> <p style="text-align: center;">↓</p>
---	--	---	---	--

<p>All children are effectively supported (additionally and intensively) through suitably targeted supports and interventions.</p>	<p>All Early Years Officers and Teaching Staff to agree on a format for sharing children's learning with their families. We will collectively review transition processes from nursery to P1, between primary stage groups and from P7 to S1 to ensure accurate and relevant information is shared and recorded in a timely manner. (Link to Cluster Wellbeing Action Plan)</p> <p>All school staff to consider whether it would be useful for interdisciplinary learning to be developed at school level to allow for learners to experience a coherent curriculum. This will allow for opportunities to bundle Experiences and Outcomes across curriculum areas, ensuring breadth and depth through time.</p> <p>Implement support for learning communication strategy that all staff contribute to and follow to ensure learners with identified needs understood by all and consistently met.</p>	<p>Korina Brocklebanl (PT) Megan Pacifici (CT) Jennifer McBride (CT) Louise Michie (CT) Samantha Archdale (CT) Gary Smith (CT) Helen Gordon (CT) Julia Aitken (SEYO) Lisa Marr (SEYO) Elaine Dow (EYO) Alana Christie (EYO) Stacey Blacklaw (EYO) Fiona Peat (EYO) Lindzi Tarvit (EYO) Rachel Leitch (EYO)</p> <p>Korina Brocklebanl (PT) Megan Pacifici (CT) Jennifer McBride (CT) Louise Michie (CT) Samantha Archdale (CT) Gary Smith (CT) Helen Gordon (CT)</p> <p>Ashley McBain (HT), Korina Brocklebanl (PT)</p> <p>Megan Pacifici (CT), Jennifer McBride (CT) Louise Michie (CT), Samantha Archdale (CT) Gary Smith (CT), Helen Gordon (CT)</p> <p>Julia Aitken (SEYO), Lisa Marr (SEYO) Elaine Dow (EYO), Alana Christie (EYO) Stacey Blacklaw (EYO), Fiona Peat (EYO) Lindzi Tarvit (EYO), Rachel Leitch (EYO)</p> <p>Caroline Tarvit (PSA), Lesely Smith (PSA), Melanie Adamson (PSA), Michelle Farrell (PSA)</p>	<ul style="list-style-type: none"> <li>● Cluster wellbeing action plan</li> <li>● Agreed transition policy/checklist</li> <li>● Timetable of transition meeting</li> </ul> <ul style="list-style-type: none"> <li>● Minutes of meeting</li> <li>● Staff feedback</li> <li>● Policy/guide created</li> <li>● Children's views</li> <li>● Family views</li> </ul> <ul style="list-style-type: none"> <li>● Staff feedback</li> <li>● Classroom Observations</li> <li>● Children's views</li> <li>● Improved attainment</li> <li>● Feedback from families</li> <li>● ASN overview</li> <li>● Summary of Support folder</li> <li>● Welcome to P ?/? folders for supply staff</li> <li>● SfL communication record</li> </ul>	<p>Agree processes January – March 2024. *from October 2023 for nursery, P6 and/or P7 children with enhanced transition needs.</p> <p>February – June 2024 for implementation in August 2024</p> <p>August – October 2023 for implementation</p> <p>Continued use August 2023 – June 2024</p>
--	---	---	---	---



**Ongoing Evaluation**

**This should be updated as part of on-going cycle of self-evaluation**

## Focused Priority 2:

<p><b>National Improvement Framework Priority:</b></p> <ul style="list-style-type: none"> <li>○ Improvement in attainment, particularly in literacy and numeracy</li> <li>○ Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>○ Improvement in children and young people's health and wellbeing</li> <li>○ Improvement in skills and sustained, positive school-leaver destinations for all young people</li> </ul>				
<p><b>Focused Priority 2:</b></p> <p><b>Building professional relationships and establishing a collaborative professional learning community across St Monans, Elie and Colinsburgh Primary Schools (Playful Pedagogy Nursery – P3/4), Raising Attainment in Literacy (P4-7) and various other school accreditations for improved outcomes for all learners</b></p>				
<p><b>HGIOS4 Quality Indicators</b></p> <p>QI 1.1 Self-Evaluation for Self-Improvement          QI 1.2 Leadership of Learning          QI 1.3 Leadership of Change          QI.2.2 Curriculum          QI 2.2 Learning, Teaching and Assessment          QI 3.2 Raising attainment and achievement</p>		<p><b>HGIOELC Quality Indicators</b></p> <p>QI 1.1 Self-Evaluation for Self-Improvement          QI 1.2 Leadership of Learning          QI 1.3 Leadership of Change          QI.2.2 Curriculum          QI 2.2 Learning, Teaching and Assessment          QI 3.2 Securing children's progress</p>		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<p>All staff to contribute to and benefit from collaborative professional learning opportunities – being reflective and able to identify strengths and next steps in their professional development to improve outcomes for our children.</p>	<p>All teaching staff to be involved in a Professional Learning group with stage partners from Colinsburgh and Elie with a particular development focus for their stage and/or whole school.</p>	<p>See below for specific professional learning groups.</p>	<p>See below for specific measures of success.</p>	<p>See below for specific timescales.</p>
	<p>All support staff to be involved in collaborative committees.</p>	<p>See below for specific committees.</p>	<p>See below for specific measures of success.</p>	<p>See below for specific timescales.</p>

<p><b>Raising Attainment in Literacy (P4-7)</b></p> <p><u>Writing:</u></p> <p>All children who are currently on track in writing will remain so or will increase their attainment level.</p> <p>12 identified children in P4-7 to be on track or to have closed their attainment gap in writing by at least 3 months.</p> <p>All teaching staff will have a shared knowledge and understanding of our writing assessment calendar and high- quality writing assessments and there will be a consistent approach across our school to ensure consistency in our professional judgements leading to an increase in pupil attainment.</p>	<p><b>Raising Attainment in Literacy (P4-7)</b></p> <p><u>Writing:</u></p> <p>a) Audit and review current planning and assessments for Writing. Identify strengths and gaps. Agree on a learning, teaching and assessment cycle for writing to be implemented across the whole school building on our previous work around the pedagogy of Stephen Graham and aligning with Workshop for Literacy.</p> <p>b) Writing assessment policy and calendar to be added to school literacy policy that is currently being developed.</p>	<p>Louise Michie (St Monans) Sam Archdale (St Monans) Helen Gordon (St Monans) Caroline Cull (Elie) Deborah Brett (Colinsburgh) Ailsa Corstorphine (SfL- Elie and Colinsburgh) Karen Fell (SfL – St Monans) Ashley McBain (HT)</p> <p>Louise Michie (St Monans) Sam Archdale (St Monans) Helen Gordon (St Monans) Caroline Cull (Elie) Deborah Brett (Colinsburgh) Ailsa Corstorphine (SfL- Elie and Colinsburgh) Karen Fell (SfL – St Monans) Ashley McBain (HT)</p>	<ul style="list-style-type: none"> <li>- Reflection notes</li> <li>- Minutes of PL Group meetings</li> <li>- Additions to Literacy Policy</li> <li>- Attainment Data</li> <li>- Closing the Gap Tracking Document</li> </ul> <ul style="list-style-type: none"> <li>- Literacy policy</li> <li>- Writing assessment calendar</li> <li>- Reflection notes</li> <li>- Minutes of PL Group meetings</li> <li>- Additions to Literacy Policy</li> <li>- Attainment Data</li> <li>- Closing the Gap Tracking Document</li> <li>- CAT session inputs with staff feedback sheets</li> <li>- Professional Learning reflections</li> <li>- Data Analysis notes</li> </ul>	<p>INSET Day 15th August and October 2023</p> <p>November 2023</p>
--	--	---	---	--



<p>All teaching staff will have greater understanding and clarity in the professional judgements and declarations of a level, with increased use of data to support, leading to more accurate attainment recording for pupils.</p>	<p>Professional learning group will reflect on the learning, teaching and assessment cycle and identify key area(s) for development and plan professional learning, assessment and moderation activities to facilitate identified improvements.</p> <p>Professional learning group will reflect on and evaluate current spelling progression in our schools and adapt accordingly if required.</p>	<p>Louise Michie (St Monans)  Sam Archdale (St Monans)  Helen Gordon (St Monans)  Caroline Cull (Elie)  Deborah Brett (Colinsburgh)  Ailsa Corstorphine (SfL- Elie and Colinsburgh)  Karen Fell (SfL – St Monans)  Ashley McBain (HT)</p> <p>All teaching staff  Karen Fell (SfL)  Ashley McBain (HT)  Korina Brocklebank (HT)</p>	<ul style="list-style-type: none"> <li>- Literacy policy</li> <li>- Writing assessment calendar</li> <li>- Reflection notes</li> <li>- Minutes of PL Group meetings</li> <li>- Additions to Literacy Policy</li> <li>- Attainment Data</li> <li>- Closing the Gap Tracking Document</li> <li>- CAT session inputs with staff feedback sheets</li> <li>- Professional Learning reflections</li> <li>- Data Analysis notes</li> <li>- What's in a level training</li> </ul> <ul style="list-style-type: none"> <li>- Reflection notes</li> <li>- Minutes of PL Group meetings</li> <li>- Additions to Literacy Policy</li> </ul>	<p>November 2023 – May 2024</p> <p>What's in a Level Training:  INSET February 24</p> <p>February '24</p>
--	--	--	---	---

<p><u>Reading:</u></p> <p>All children who are currently on track in reading will remain so or will increase their attainment level.</p> <p>6 identified children in P4-7 to be on track or to have closed their attainment gap in reading by at least 3 months.</p> <p>P4-7 class teachers will have increased confidence and improved pedagogy in teaching guided reading sessions positively impacting on the outcomes for our P4-7 children.</p>	<p><u>Reading:</u></p> <p>Implementation of PM Benchmark reading assessments through out the school, identifying specific targets for individuals and for groups within classes and with support from stage partners across our three schools.</p> <p>Professional learning group will reflect on current pedagogy and resources used in the teaching of reading, and where appropriate, identify new approaches or adaptations that can be made to current approaches.</p> <p>Professional learning group to agree on an assessment cycle for reading, to be implemented across the whole school building, on our previous work around the pedagogy of Stephen Graham and aligning with Workshop for Literacy</p>	<p>All teaching staff from across St Monans, Colinsburgh and Elie.</p> <p>Louise Michie (St Monans) Sam Archdale (St Monans) Helen Gordon (St Monans) Caroline Cull (Elie) Deborah Brett (Colinsburgh) Ailsa Corstorphine (SfL- Elie and Colinsburgh) Karen Fell (SfL – St Monans) Ashley McBain (HT)</p> <p>Louise Michie (St Monans) Sam Archdale (St Monans) Helen Gordon (St Monans) Caroline Cull (Elie) Deborah Brett (Colinsburgh) Ailsa Corstorphine (SfL- Elie and Colinsburgh) Karen Fell (SfL – St Monans) Ashley McBain (HT)</p>	<div style="text-align: center;">↑</div> <ul style="list-style-type: none"> <li>- Literacy policy</li> <li>- Writing assessment calendar</li> <li>- Reflection notes</li> <li>- Minutes of PL Group meetings</li> <li>- Additions to Literacy Policy</li> <li>- Attainment Data</li> <li>- Closing the Gap Tracking Document</li> <li>- CAT session inputs with staff feedback sheets</li> <li>- Professional Learning reflections</li> <li>- Data Analysis notes</li> </ul> <div style="text-align: center;">↓</div>	<p>4<sup>th</sup> September – Staff Training session</p> <p>All assessments to be completed by end of September 2023</p> <p>Assessment analysis October 2023</p> <p>March 2024 if not before – scope for PLG to decide</p> <p>March 2024 if not before – scope for PLG to decide</p>
--	--	--	---	--

<p><b>Playful Pedagogy</b></p> <p>Through enhancement of our learning through play provision, providing high quality learning experiences nursery, P1, P2 and P3 children will see an increase in engagement and in turn, an increase in pupils attainment (2-3 years plan)</p>	<p><b>Playful Pedagogy</b></p> <p>Identified members of staff will work collaboratively across our three school and feel empowered to develop their pedagogical understanding of learning through play.</p> <p>Undertake Playful Pedagogy audit (environment), analyse results and collaboratively agree an action plan for implementation in our nursery and in our P1/2 /3 classroom.</p>	<p>Megan Pacifici (P1/2, CT St Monans) Jennifer McBride (P3/4, CT St Monans) Emily Robertson (P1-4, CT St Monans) Hayley McArdle (P1-4, CT Elie) Amy Knox (P1-4, CT Elie) Julia Aitken (S.EYO) Fiona Peat (EYO) Lindzi Tarvit (EYO) Rachel Leitch (EYO) Stacey Blacklaw (EYO) Korina Brocklebank (PT)</p> <p>Megan Pacifici (P1/2, CT St Monans) Jennifer McBride (P3/4, CT St Monans) Emily Robertson (P1-4, CT St Monans) Hayley McArdle (P1-4, CT Elie) Amy Knox (P1-4, CT Elie) Julia Aitken (S.EYO) Fiona Peat (EYO) Lindzi Tarvit (EYO) Rachel Leitch (EYO) Stacey Blacklaw (EYO) Korina Brocklebank (PT)</p>	<p>Staff 4 Cs reflection on the Empowering Play Pedagogies Universal offering: Info and orientation session.</p> <p>Play pedagogy audit and action plan</p> <p>Evidence of action plan implementation with reflections and next steps.</p>	<p>Thursday 24<sup>th</sup> August, 3.30pm – 4.30pm.</p> <p>September / October 2023</p> <p>November 2023 – April 2024</p>
---	---	---	--	--

<p>Improved transition experience for children from Nursery to P1, with increased similarities in the core provision / learning environment and establishing routines and expectations in nursery that support transition in to P1, helping children be best prepared.</p>	<p>Formulation of a clear transition calendar and information sharing process, involving staff, children and families.</p>	<p>Megan Pacific (P1/2, CT at St Monans)  Emily Robertson (P1-4, CT Colinsburgh)  Hayley McArdle (P1-4, CT Elie)  Amy Knox (P1-4, CT Elie)  Julia Aitken (S.EYO)  Fiona Peat (EYO)  Lindzi Tarvit (EYO)  Rachel Leitch (EYO)  Stacey Blacklaw (EYO)  Korina Brocklebank (PT)  Ashley McBain (HT)</p>	<ul style="list-style-type: none"> <li>-Record of conversations</li> <li>-Staff Surveys</li> <li>-Parent/Carer Survey</li> <li>-Observations</li> <li>-Nursery to P1 transition calendar</li> <li>-Established transition documents and systems for information sharing</li> </ul>	<p>November 2023 - June 2024</p>
--	--	--	--	----------------------------------

<p><b><u>Collaborative Pupil Leadership Committees</u></b></p> <p>All staff from across St Monans, Colinsburgh and Elie to be involved in a committee, supporting matched committees, facilitating achievement of commonly identified goals and in turn developing aspiration, responsibility, teamwork, communication and values in children and also a sense of achievement.</p>	<p>We will build upon the existing work of the following committees</p> <p><b><u>Eco / Outdoor Committee – Re-achieve Green Flag Status</u></b></p> <p><b><u>Citizenship Committee – RRS Award – aim for Bronze status</u></b></p> <p><b><u>Digital School Award – achieve digital culture recognition</u></b></p> <p><b><u>Sports Scotland Award – achieve a Sports Scotland award</u></b></p>	<p>Louise Michie (St M), Jennifer McBride (St M), Hayley McArdle (Elie), Amy Knox (Elie), Emily Robertson (Colinsburgh)</p> <p>Ashley McBain (St M), Lesley Smith (St M), Michelle Farrell (St M), Caroline Cull (Elie), Deborah Brett (Colinsburgh) and EYOs (who is yet to be confirmed)</p> <p>Caroline Tarvit (St M), Mel Adamson (St M), Ashley McBain (St Monans).</p> <p>Colinsburgh and Elie), Korina Brocklebank (St Monans, Colinsburgh and Elie), Megan Pacifici (St M), Samantha Archdale (St M), Charlie Paterson (CPS/EPS)</p>	<p>For all committees:</p> <ul style="list-style-type: none"> <li>- Pupil feedback</li> <li>- Award/recognition submissions</li> <li>- Minutes of committee meetings</li> <li>- Achievement of awards</li> <li>- Pupil feedback</li> <li>- Staff feedback</li> <li>- Observations</li> <li>- Evidence of communication, support and collaboration on Microsoft Teams</li> </ul>	<p>Information to be shared with children on return from October break.</p> <p>Committee work to begin in October and run through till the end of May.</p> <p>See individual committee plans/minutes for more definite timescales</p>
--	---	--	---	---

## St Monans Primary School Improvement Plan, 2023-2024

### Priority 2: Building professional relationships and establishing a professional learning community across St Monans, Colinsburgh and Elie Primary Schools and Nurseries

Tasks		2023					2024					
		Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Raising attainment in literacy Professional Learning Group	Audit and review current planning and assessments for writing and agree steps for improvement.											
	Writing assessment policy to be agreed and added to developing school literacy policy											
	Self-evaluation against moderation cycle and agree identified action for assessment and moderation of writing											
	What's in a level training for all teaching staff											
	Review, reflect on and update current spelling progression											
	Implementation of PM Benchmark Reading Assessments throughout the school											
	Reflect on, review and update current pedagogy of reading and where, appropriate, identify new approaches to be implemented.											
	Agreement to be reached on a St Monans Reading Assessment cycle/calendar.											



## Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation



### Focused Priority 3

<b>National Improvement Framework Priority:</b> <ul style="list-style-type: none"> <li>○ Placing the human rights and needs of every child and young person at the centre of education</li> <li>○ Improvement in children and young people's health and wellbeing</li> </ul>		<b>National Improvement Framework Drivers</b> <ul style="list-style-type: none"> <li>○ School and ELC leadership</li> <li>○ Teacher and practitioner professionalism</li> <li>○ Parental/carer involvement and engagement</li> <li>○ School and ELC improvement</li> </ul>		
<b>Focused Priority 3:</b> Continue to create a learning environment that ensures wellbeing, equality and inclusion for all				
<b>HGIOS4 Quality Indicators</b> 1.3 Leadership of Change 2.1 Safeguarding and Child Protection 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equity and Inclusion		<b>HGIOELC Quality Indicators</b> 1.3 Leadership of Change 2.1 Safeguarding and Child Protection 2.4 Personalised Support 3.1 Ensuring Wellbeing, Equity and Inclusion		
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence/QI Methodology)</b>	<b>Timescales</b>
<u><b>Vision, Values and Aims</b></u>  All stakeholders in the school and community have ownership of St Monans Primary School's Vision, Values and Aims working towards a strong culture, ethos and common language, conducive to wellbeing and learning for all children.	<u><b>Review of current V,V and A</b></u>  Comprehensive and active engagement with all stakeholders to review current vision, values and aims.	Ashley McBain (HT) Korina Brocklebank (PT)	-Staff feedback -Pupil Survey -Parent Survey -Parent Feedback -School environment audit	<u><b>Review of current V,V and A</b></u>  Staff – August 14 <sup>th</sup> INSET day Children: Throughout term 1 Families – October 2023

	<p><b><u>Consultation and Design Preparation</u></b></p> <p>Establish (if required) new vision, values and aims for the school that are ambitious and focuses on improvements in outcomes for all.</p> <p><b><u>Implementation</u></b></p> <p>Learners are supported to understand the vision, values and aims of the school through the 4 contexts of learning.</p> <p>Opportunities for leadership at all levels to inspire others and sustain collective commitment to the shared vision through daily actions.</p>	<p>All children in nursery/school SLT All teaching staff All Nursery staff School Support team Parent Council and other families</p> <p>All children in nursery/school SLT All teaching staff All Nursery staff School Support team Parent Council and other families</p> <p>All children in nursery/school SLT All teaching staff All Nursery staff School Support team Parent Council and other families</p>	<p>-Staff feedback -Pupil Voice Comments -Pupil Survey -Parent Survey -Parent Feedback</p> <p>-School environment audit -Pupil focus groups -Playground observations -Learning Looks/observations</p> <p>-School environment audit -Pupil focus groups -Playground observations -Learning Looks/observations</p>	<p><b><u>Consultation and Design Preparation</u></b></p> <p>November – December 2023 *Utilise Parents Evenings</p> <p><b><u>Implementation</u></b></p> <p>January 2024 – May 2024</p> <p>January 2024 – May 2024</p>
--	--	--	--	--

<p><b><u>Cool in School</u></b></p> <p>All children to feel respected through peer relationships and empowered to safely and respectfully navigate relationship challenges that arise.</p>	<p>Review Cool in School approach and resources and implement in P1-2 and P3-4 and beyond where appropriate.</p>	<p>Megan Pacifici (CT) Gary Smith (CT) Jennifer McBride (CT) Korina Brocklebank (PT) Caroline Tarvit (PSA) Lesely Smith (PSA) Melanie Adamson (PSA) Michelle Farrell (PSA)</p>	<ul style="list-style-type: none"> <li>- Pupil focus groups</li> <li>- Observations in classrooms</li> <li>- Observations in playground</li> </ul>	<p>October 2023 – June 2024</p>
<p><b><u>Classroom Environments</u></b></p> <p>All children experience learning in spaces that are inclusive and meet their individual needs (Link to Priority 1 above – P1 transition).</p>	<p>All staff to create an inclusive learning environment supported by The Circle and/or The Café Tool with safe, sensory and nurture spaces to be created in every classroom and nursery.</p> <p>Creation of an agreed learning environment checklist for non-negotiable items/supports to be in place in every classroom</p>	<p>SLT All teaching staff All Nursery staff School Support team</p> <p>SLT All teaching staff School Support team</p>	<ul style="list-style-type: none"> <li>- The Circle / The Café Tool monitoring sheets</li> <li>- The Circle progress sheets for individual children</li> <li>- Data showing reduction in time spent out of class for identified individuals.</li> </ul> <p>-Professional learning discussion -Minutes of Meetings -Agreed learning environment checklist</p>	<p>October 2023 – set any action points</p> <p>February 2023 – set any action points</p> <p>May 2024- June 2024</p>

<p><b><u>Equality and Diversity</u></b></p> <p>Almost all children have a basic understanding of diversity and equality</p>	<p>To begin the creation of an equalities and diversities policy and calendar. (Link with the Cluster Wellbeing Action Plan – OMM priority 1.</p>	<p>Ashley McBain (HT), Melissa-Rose Arthur (Wellbeing representative)</p>	<p>Almost all children in P5-7 can explain what a protected characteristic is and can name at least 4 of the 9 from the Equalities Act 2010.</p>	<p>January 2024 – June 2024</p>
<p><b><u>Child Protection and Safeguarding</u></b></p> <p>All families to have knowledge and understanding of our school Child protection Policy and Procedures and know where to access such information should they require it helping to ensure our learners wellbeing needs are met.</p>	<p>Baseline survey of who knows and understands our child protection policies.</p> <p>Regular updates and information sharing in our monthly newsletters / website.</p>	<p>Ashley McBain (HT)</p>	<p>Almost all families know who our Child Protection Co-ordinator is and know where to access our Child Protection Policy.</p>	<p>Monthly Newsletters (September 2023 – May 2024)</p> <p>Website update – October 2023</p> <p>Parents evening March 2023</p>
<p><b><u>De-escalation</u></b></p> <p>Identified children have key tools, supports and plans in place to help manage ‘big’ feelings and to regulate their emotions, resulting in a reduction in lost learning time for these children.</p>	<p>Identified staff to participate in De-escalation training to further develop skill in supporting children when regulating their emotions.</p> <p>Through the use of Fife Council’s De-escalation toolkit, audit/self-evaluate our current practices and identify clear actions.</p>	<p>Pippa San Roman (EP) Ashley McBain (HT) Korina Brocklebank (PT) All teaching staff All EYOs All PSAs</p>	<p>-Confidence scale from staff - Parent/Carer feedback -Staff feedback -Observations -Pupil feedback</p>	<p>Inset Day – 10<sup>th</sup> November 2023 Additional Date with EP - TBC</p> <p>Audit: November 2023- December 2023 Action Plan: January 2024 – March 2024</p>





## Ongoing Evaluation

This should be updated as part of on-going cycle of self-evaluation