

Session 2023 -2024 School Improvement Plan

Focused Priority 1: Raise attainment in maths through improving approaches that lead to application of skills Pupil version: Improve our skills and understanding in maths				
National Improvement Framework Priority		HGIOS4 Quality Indicators		
<ul style="list-style-type: none"> Improvement in attainment – particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 		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	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
Increased teacher efficacy for all teaching staff Increased positive mathematical mindsets in focus group of pupils Increased levels of engagement in learning journey for focus group of pupils	<ul style="list-style-type: none"> Use baseline assessment to identify pupils at P1,4&7 Weekly data gathering approach based on focus from baseline including confidence levels Termly whole school survey to gather data on whole school voice. Build moderation and collegiate working into WTA Build professional learning in maths into WTA Purchase of MNP and Jo Boalar Mathematical Mindsets Embedding MNP and mathematical mindsets approach 	HT and PT Jill Gillan HT and PT and Jill Gillan HT and PT and Jill Gillan HT and PT	Attainment over time - Measure evidence from BASE and NSA for targeted groups against last sessions data for the previous cohort. Surveys to measure positive mindsets and engagement in focus group in each 1,4,7, cohort	Prior to summer holiday ensure all staff can log on and familiarise with resource Create working party and action plan by end of week 2 including peer support plans INSET 2 initial training – further training sessions planned within collegiate calendar

<p>Increased clarity for parents/carers of school approach to mastery learning in maths</p> <p>Increased maths attainment in P4-5 cohorts.</p>	<ul style="list-style-type: none"> Review and organise maths resources to ensure meet needs of teaching approaches and purchase as required Engage with parents on how maths learning is delivered in school Gather parent voice about levels of confidence and positive mindsets of pupils at home. Review of home learning approach in line with baseline data <ul style="list-style-type: none"> Weekly (at least) shared start/finish for parents – for showcasing and gathering feedback 	<p>HT and PT</p> <p>HT</p> <p>Working party lead by Rachel Wilson/Jill Gillan</p> <p>Working party lead by Rachel Wilson/Jill Gillan</p> <p>Working party lead by Rachel Wilson/Jill Gillan</p> <p>Working party lead by Rachel Wilson/Jill Gillan</p> <p>Working party lead by Rachel Wilson/Jill Gillan</p> <p>Working party lead by Rachel Wilson/Jill Gillan</p>	<p>Assessment evidence to track attainment of focus group in each 1,4,7 cohort</p> <p>Moderation against Benchmarks – SLT monitoring</p> <p>Peer support dialogue evidences increased teacher efficacy</p> <p>Track assessment of P1,4,7 cohorts to evidence increased attainment.</p> <p>Parent surveys and open day feedback measurement</p> <p>LP Visit to moderate 1,4,7 focus group attainment against benchmarks</p>	<p>MNP letter out to parents</p> <p>Maths display and survey for parents at Parent Teacher Interview Night Term 1 weeks 6 and 7</p> <p>Open event for parents Term 2</p> <p>By end of November – plan during INSET</p> <p>Identification of focus groups by week 4</p> <p>Term 3 engage with wider community to provide context for application of maths skills – university links? Career week STEM Day?</p> <p>Home learning maths policy by end of term 3.</p> <p>September and February tracking meetings for P4.</p>
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Focused Priority 2: Improve pupil sense of belonging, security and value as part of the school community

Pupil Version: I will feel a valued and included part of the school.

NIF Priority

- Improvement in young people's health and wellbeing
- Placing the human rights and needs of every child and young person at the centre of education

HGIOS 4 Quality Indicators

1.3 leadership of change

3.1 ensuring wellbeing, equality and inclusion

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Based on data from Glasgow Wellbeing Profile and Pupil Voice activities and feedback from parents there is compelling evidence that the majority of pupils do not feel fully secure that their wellbeing needs can be met in school. A focus on vision, values and aims, plus curriculum content and stakeholder engagement in policy review will increase pupil sense of belonging and security in the school</p>	<ul style="list-style-type: none"> • Use data from parent survey, Glasgow Profile and Leuven Scale (social and emotional wellbeing aspect) to: • Identify focus groups for intervention; • Inform next steps within the priority • Redesign and begin to embed vision and aims with stakeholders in line with current values – consider SHANARRI, The Promise, Child Protection Guidelines 2021 	<p>PT</p> <p>PT and LS</p> <p>HT PT working party</p>	<p>Evidence from Glasgow Profile and Leuven Scale will show increase from Baseline</p> <p>Pupil Voice activities will provide feedback on pupil feelings.</p> <p>Learning Partnership pupil voice activity will provide moderation of evidence</p>	<p>Glasgow Profile and Leuven Scale- Twice for whole school and termly for target groups.</p> <p>Weekly assembly activity</p> <p>March – pupil voice groups asking about VVA, some questions similar to Glasgow Profile, relationships policy.</p>

<p>community and that their presence is fully valued.</p>	<ul style="list-style-type: none"> • Embed current Relationships Policy inc Anti-Bullying Policy to become ‘the language of the school’ - consistency, continuity, transparency. 	HT PT working party		Consider ethos, environment and display as an indicator for success in this priority.
	<ul style="list-style-type: none"> • Review HWB curricular content 		Parent Survey will provide feedback on success of embedding Relationships Policy, vision and aims	September and March
	<ul style="list-style-type: none"> • Embed pre and post assessment into teaching and learning – to increase accountability, to inform school policy and procedure 	Working party		
	<ul style="list-style-type: none"> • Review intervention strategy in line with LS strategy approach and embed review and evidence gathering into this approach (referral process for social and emotional intervention) 	Working party / all class teachers	Assessment data from curricular learning will evidence pupil understanding of anti-bullying, protected characteristics, children’s rights etc.	Termly
		HT PT LS and PSAs	Data gathered from intervention groups will measure impact of this strategy and inform next steps.	
			All staff know and understand the purpose and impact of The Promise	Termly or as required based on LS review process.

Focused Priority 3: Improving Feedback, self and Peer Assessment in Writing

Pupil version: I know more about how well I am doing in my writing.

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy

HGIOS 4 Quality Indicators

- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support

Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<p>Pupils will develop approaches to peer and self-assessment in writing which will lead to improved understanding of their progress and next steps</p> <p>Consistent and progressive approach across school which will provide a framework for further development of peer and self-assessment</p> <p>All teachers provide individual feedback for pupils in writing in an agreed format</p>	<p>Use of Fife Writing Assessment Pack resource for Peer and Self-Assessment</p> <p>Audit of pupils to gain baseline of level of understanding and skills around self and peer assessment as well as measure how well they understand their progress and next steps in writing</p> <p>Agreed approach to peer and self-assessment at Early, First and Second levels that has clear progression</p> <p>Agree and implement approach to marking writing that provides quality</p>	<p>Teaching staff</p> <p>Working party</p> <p>Working party and teaching staff</p>	<p>Survey evidence from pupils</p> <p>Evidence from learning partnership on pupil skills in talking about progress and next steps</p> <p>Examples of peer and self-assessment – baseline evidence gather in term 1 then moderate in term 3 and evaluate in term 4.</p> <p>Evidence of feedback in jotters/pieces of writing that</p>	<p>Early term 1 and early term 4</p> <p>Term 3</p> <p>Term 1 and 3</p>

	feedback for pupils and evidence of progress	Working party and teaching staff	links to SC, text, further work. Moderated across school.	Throughout session as part of QI
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