



Valley Primary, Nursery and ASC School – Improvement Priorities -Session 2020 -2021



Recovery Action Plan for COVID 19 Overview

School	Nursery	ASC
<p>Focused Priority 1: Recovery, Reconnect, Resilience HWB/ Curriculum</p> <p>Promote and support the health and emotional wellbeing of all learners through development of whole school progressive programmes in outdoor learning and Fife Five Ways</p> <p>Focused Priority 2: Reconnect - Achievement and Assessment</p> <p>Develop ongoing, daily assessment processes to inform teaching and learning to ensure it meets the needs of learners and increase opportunities for moderation to support making robust professional judgements on children's progress and attainment.</p> <p>Develop and fully embed a consistent approach to learning, teaching and assessment which supports our learners in being able to articulate their learning and next steps and involves our learners in having greater ownership and engagement in learning.</p> <p>Focused Priority 3: Reconnect - Achievement and Assessment</p> <p>Develop a progressive wider achievement and skills for learning, life and work programme which provides opportunities for pupil leadership and participation.</p> <p>Focused Priority 4: Recovery/Reconnect/Resilience Curriculum/ Teaching and Learning</p> <p>Develop staff understanding and pedagogy of conceptual numeracy to ensure a consistent approach to teaching and learning within numeracy.</p> <p>Focussed Priority Nurture 5: Resilience</p> <p>Continue to develop an ethos which promotes high expectations and equality, where all relationships are nurturing, positive and supportive and children feel supported to do their best.</p>	<p>Develop high quality relationships with our children and families</p> <p>Building upon prior learning</p> <p>Continuous learning</p> <p>Sustained progression</p> <p>To identify and evaluate the potential for learning across core provision particularly literacy and numeracy.</p> <p>Staff will develop and progress in their own professional knowledge through their chosen areas of CPD</p> <p>Planning that is responsive, flexible and shows progress</p>	<p>High Quality Teaching And Learning Experiences</p> <p>Strategies And Resources For Autistic Children</p> <p>Engagement with parents and other services</p>



Valley Primary School – Improvement Priorities -Session 2020 -2021 Recovery Action Plan for COVID 19



<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability</p>	<p>NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement</p>
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<p>Focused Priority: Recovery, Reconnect, Resilience HWB/ Curriculum</p> <ul style="list-style-type: none"> Promote and support the health and emotional wellbeing of all learners through development of whole school progressive programmes in outdoor learning and Fife Five Ways
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<p>Rationale: Children have returned to school following a long period of absence due to school closure. Many pupils need the opportunity to develop healthy strategies to support their physical and mental health and wellbeing and access to outdoor learning experiences regularly.</p>

<p>QI (HGIOS 4)</p> <p>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</p>	<p>HGIOELC</p>
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Provide opportunities for staff to share outdoor experiences and plan together.	Jan - Feb 21	All staff	Staff across the school will have shared understanding of standards and expectations within outdoor learning.	Staff will have greater confidence in leading and planning outdoor learning.
Provide opportunities for training to upskill staff in outdoor learning experiences.	Jan - Feb 21	MM / All staff	Staff will have a greater awareness of high quality outdoor learning experiences and activities.	Progressive, consistent outdoor learning and five ways pathways will be implemented.
Develop school progressive pathways which follow the Natural Connections and John Muir award programmes.	Jan - Feb 21	MM / All staff	Pupils will experience regular, progressive outdoor learning experiences.	Learners will be able to share outdoor experiences and talk positively about their emotions and wellbeing.
Plan and develop the school grounds to include areas such as a sensory garden, planting	Begin March 21	All staff / pupils		

<p>area to ensure a range of experiences for learners.</p> <p>Follow the Emotions Works Recovery online programme.</p> <p>Develop a progressive Five Ways pathway.</p> <p>Introduce HWB and sports leaders programme. Pupils trained to take lead within these roles.</p>	<p>Sept 20 ongoing</p> <p>Begin Sept 20</p> <p>Begin Sept 20</p>	<p>All staff</p> <p>CR / LB</p> <p>CR / LB</p>	<p>Consistent progressive pathways will be in place and used across the school to plan and deliver outdoor learning experiences.</p> <p>Learners emotional health will be supported through weekly use of emotions works resources.</p> <p>Learners will be more aware of the Five Ways and strategies to support them in developing positive health and wellbeing.</p> <p>Staff will have a greater understanding of supporting learners emotional, physical and mental wellbeing.</p> <p>Learners will take a lead across sports and wellbeing.</p>	<p>Learners will demonstrate an increased ability to lead learning across the school.</p>
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Ongoing Evaluation

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability		NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement		
Focused Priorities: Reconnect - Achievement and Assessment <ul style="list-style-type: none"> Develop ongoing, daily assessment processes to inform teaching and learning to ensure it meets the needs of learners and increase opportunities for moderation to support making robust professional judgements on children's progress and attainment. Develop and fully embed a consistent approach to learning, teaching and assessment which supports our learners in being able to articulate their learning and next steps and involves our learners in having greater ownership and engagement in learning. 				
Rationale: Following the recent inspections, a focus on high quality learning, teaching and assessment was identified as an area to be improved and should continue to be a focus for ongoing development to ensure all staff had a good understanding of what good quality learning and assessment looks like. Tracking processes and procedures have been implemented however daily planned assessment evidence now need to be embedded within daily practice to support tracking and moderation and understanding of achievement of a level. A four part model was introduced last session. This now needs to be consistently used across the school and across the curriculum to support learners in being able to talk about learning, their strengths and next steps.				
QI (HGIOS 4)		HGIOELC		
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				
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Consistently implement four-part model to involve learners in and reflecting on their learning	Aug 20 - June 21	All staff	The four part model and a range of assessment for learning approaches will be consistently implemented across the school. Learners will be able to talk about successes and next steps.	Increased use of Aifl strategies and implementation of four part model will be evident across the school during learning visits.
Review and implement increased range of Aifl techniques.	Inservice August 20	HR / All staff	Learners will be able to talk about successes and next steps.	Increased use of Aifl strategies and implementation of four part model will be evident across the school during learning visits.
Continue to develop staff understanding of high-quality	Numeracy focus Nov-Dec 20	LM / ZB / SC / MP / All staff	Staff across the school will have a shared understanding of high-quality learning and teaching.	Learning visits and conversations will evidence high quality learning and

<p>learning, teaching and assessment.</p> <p>Staff to engage in professional reading around high quality learning and teaching approaches using Teaching Backwards</p> <p>Engage learners in dialogue about learning and next steps and provide opportunities for giving, receiving and acting on feedback.</p> <p>Develop understanding of differentiation and challenge to ensure all learners needs are met.</p> <p>Focus on assessment being integral to teaching and learning through planning for assessment across write, say, make and do</p> <p>Continue to engage in shared moderation initially within literacy.</p>	<p>April / May 21</p> <p>Ongoing / Termly</p> <p>April / May 21</p> <p>April / May 21</p> <p>Ongoing / Termly</p>	<p>HR / KJ / MM /All staff</p> <p>HR / All staff</p> <p>HR / All staff</p> <p>HR / All staff</p> <p>HR / All staff</p> <p>KM / All staff</p>	<p>Increased use of IT to support learning and teaching and evidencing of learning on an ongoing basis at home and at school. Learners will be aware of expectations and standards through use of exemplars.</p> <p>Pupils will be increasingly involved in leading their learning and making decisions about their learning. Learners will be able to give themselves and peers specific, kind and helpful feedback. Learners will be able to act on feedback.</p> <p>Staff understanding of differentiation will increase. Differentiation will be evident within class practice. Learning experiences will be effectively differentiated to meet the needs of all learners.</p> <p>Assessment approaches and evidence of learning will be integral to the teaching and learning process. Teaching will be reflective to needs of learners.</p> <p>Staff will have a greater understanding of standards and expectations of achievement of a level.</p>	<p>teaching. Online learning journals will evidence high quality learning. Written evidence of learning will meet expectations and standards. Attainment will increase.</p> <p>Learner conversations will evidence high quality learning experiences. Learners will be able to talk about success, next steps and give feedback to themselves and peers and use that feedback to improve.</p> <p>Learners will have learning which is suitably differentiated to meet their needs. Learners will increasing opportunities for challenge. Pace of learning will increase.</p> <p>Assessment evidence will be used on an ongoing basis to ensure teaching and learning meet the needs of all learners.</p> <p>Staff will be more confident in their professional judgements about pupil progress and attainment.</p>
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<p>Engage in tracking and monitoring termly to ensure children across all levels are making progress and pace of learning is appropriate. Tracking meetings termly to identify pupils on/off track and plan appropriate interventions</p> <p>Peer planning across literacy and numeracy.</p> <p>SFL audit tool and consultations to identify supports required for groups/ individuals and identify resources for staff.</p>	<p>Ongoing / Termly</p> <p>Ongoing / Termly</p> <p>Numeracy Focus Nov/Dec 20</p> <p>Ongoing / Termly</p>	<p>KM / LM / NM / All staff</p> <p>LM / All staff</p> <p>WT / DG / All staff</p>	<p>Staff will make more accurate judgements on pupil progress within a level.</p> <p>Appropriate interventions will be identified to support learners, remove barriers to learning and close the attainment gap.</p>	<p>Attainment levels will increase and be more accurate.</p> <p>Learners will be appropriately supported.</p>
<p>Ongoing Evaluation</p>				

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability</p>		<p>NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement</p>		
<p>Focused Priority: Reconnect - Achievement and Assessment</p> <ul style="list-style-type: none"> Develop a progressive wider achievement and skills for learning, life and work programme which provides opportunities for pupil leadership and participation. 				
<p>Rationale: Pupils from P7 are already involved in junior leadership programmes through sports and wellbeing leaders as well as house/ vice captains. We need to look at how we can provide increased opportunities for pupils across the school to develop skills for learning, life and work and be fully involved in school improvement.</p>				
<p>QI (HGIOS 4)</p>		<p>HGIOELC</p>		
<p>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</p>				
<p>Action/Task</p>	<p>Timescale</p>	<p>Responsibilities</p>	<p>Measure of success</p>	<p>Expected Impact</p>
<p>Develop a wide range of pupil leadership opportunities where pupils take responsibility for leading school improvements eg ECO, RRSa, Travel, JJRO, Digital, Sports, Wellbeing etc</p>	<p>Nov 20 - Jan 21</p>	<p>NM / CR / LB / All staff</p>	<p>Learners will be part of school improvement groups.</p> <p>Action plans will be developed for focus for each group.</p> <p>Each groups will be led by a member of staff and have representatives from across the school.</p>	<p>Learners will be able to talk about the skills for learning, life and work they are developing.</p> <p>Learners will be able to share the impact of the group on improving aspects of school.</p>
<p>Develop a wider skills and achievement progression pathway which links to the Valley skills and DYW progression.</p>	<p>Jan - Feb 21</p>	<p>NM / CR / LB / All staff</p>	<p>Valley values and skills will be shared, discussed and reinforced weekly.</p>	<p>Achievements and skills will be tracked for each pupil using the progression pathway.</p>
<p>Ongoing Evaluation</p>				



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Focussed Priority: Recovery/Reconnect/Resilience Curriculum/ Teaching and Learning
➤ Develop staff understanding and pedagogy of conceptual numeracy to ensure a consistent approach to teaching and learning within numeracy.

Rationale:
Following the recent inspections, a focus on high quality learning and teaching was identified as an area to be improved and should continue to be a focus for ongoing development to ensure all staff had a good understanding of what good quality learning looks like. The pedagogy team supported the school last session with literacy development and some staff began train the trainers conceptual numeracy programme. This session will focus on developing a consistent understanding of conceptual numeracy and good quality learning and teaching in numeracy.

QI (HGIOS 4)	HGIOELC
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	

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Continue to develop staff understanding of high-quality learning, teaching and assessment within numeracy.	Nov / Dec 20	LM / ZB / SC / MP / All staff	Staff across the school will have a shared understanding of high-quality learning and teaching within numeracy.	Learning visits and conversations will evidence high quality learning and teaching. Online learning journals will evidence high quality learning. Written evidence of learning will meet expectations and standards. Attainment will increase.
Opportunities for joint planning teaching and evaluation.	Nov / Dec 20 - ongoing	LM / ZB / SC / MP / All staff	Staff will jointly plan, deliver and evaluate teaching and learning.	
Conceptual numeracy focused staff development sessions.	Nov / Dec 20	LM / ZB / SC / MP / All staff		

Ongoing Evaluation



<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children’s and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability</p>	<p>NIF Drivers: School leadership Assessment of children’s progress School improvement Performance information Parental engagement</p>
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Focussed Priority Nurture – Resilience

- Continue to develop an ethos which promotes high expectations and equality, where all relationships are nurturing, positive and supportive and children feel supported to do their best.

Rationale:
We have a number of pupils who experience difficulty with self-regulation and attachment and present with anxiety, outbursts, verbal aggression and lack of focus and resilience and an increase in pupils who have suffered significant trauma which has impacted on their ability to engage in learning and self-regulate their behaviours, Our learners need support in developing positive attitudes and having high expectations of themselves.

<p>QI (HGIOS 4)</p> <p>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</p>	<p>HGIOELC</p>
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Review whole school HNIOS audit and identify needs/next steps.	Sept 20	JT / All staff	Staff will reflect current position and be able to identify next steps.	A consistent approach will be evident across the school.
Continue to develop and embed a whole school approach to nurture and self-regulation strategies	Sept/Oct 20	JT / All staff	Agreed strategies will be identified and implemented.	All staff will use the same scripts / strategies.
Agree whole school nurturing approaches.	Sept / Oct 20	JT / All staff		

<p>Pupils who require intensive support are identified and supported.</p>	<p>Sept 20 ongoing</p>	<p>JT / All staff</p>		<p>Children who need the most intensive support in developing self-regulation and social skills will be well supported and have appropriate programmes will be in place which are shared and used by all staff in school.</p>
<p>Engage in the Emotion Works Recovery programme and develop use of the emotion works programme to reflect on emotions, actions and behaviours.</p>	<p>Sept 20 ongoing</p>	<p>JT / KM / All staff</p>	<p>Children will be supported in understanding and talking about their emotions and feelings.</p>	<p>Learning environments will be purposeful and calm and learners will be able to demonstrate strategies they use to support them in understanding and dealing with their emotions.</p>
<p>Develop a whole school Five Ways progressive programme.</p>	<p>Sept 20 ongoing</p>	<p>CR/ LB / All staff</p>	<p>Five ways health wellbeing leaders will be in place and learners will develop their understanding of strategies to support them with their physical, mental and emotional wellbeing.</p>	<p>Learners will be able to talk about and demonstrate strategies they use to support them.</p>
<p>Ongoing Evaluation</p>				

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability</p>	<p>NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement</p>
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ASC

- High Quality Teaching And Learning Experiences

Rationale:

<p>QI (HGIOS 4)</p>	<p>HGIOELC</p>
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact

Ongoing Evaluation

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability		NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement		
ASC <ul style="list-style-type: none"> Strategies And Resources For Autistic Children 				
Rationale:				
QI (HGIOS 4)		HGIOELC		
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Ongoing Evaluation				

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability		NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement		
ASC <ul style="list-style-type: none"> Engagement with parents and other services 				
Rationale:				
QI (HGIOS 4)		HGIOELC		
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
Ongoing Evaluation				

<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability</p>	<p>NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement</p>
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NURSERY

- Develop high quality relationships with our children and families

Rationale:

QI (HGIOS 4)	HGIOELC
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	2.2 PROGRESSION IN LEARNING ACROSS THE CURRICULUM
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> ➤ High quality interactions - triangulated / moderated peer observations; staff developed graffiti wall; step back and observe ➤ Seesaw, Facebook, social media ➤ Online - PEEP, Stay and Play; Bookbug ➤ Discussions with parents termly ➤ Ensure good home school learning - show successes on fb / what we have be doing and how this learning can continue at home 				

➤ Pre-visit phone calls to present / new families and previous nurseries				
Ongoing Evaluation				

National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability		NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement		
NURSERY <ul style="list-style-type: none"> • Building upon prior learning • Continuous learning • Sustained progression 				
Rationale:				
QI (HGIOS 4)		HGIOELC		
		2.2 PROGRESSION IN LEARNING ACROSS THE CURRICULUM		
Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> ➤ Contact from previous nursery ➤ Seamless transitions by communicating with families; under threes; other / current nurseries and primary one staff ➤ PLJ's; next steps monitored termly ➤ Using benchmarks ➤ Moderation of progression ➤ Home / parental knowledge ➤ How do we know a skill has been achieved? Transferable skill? 				

<ul style="list-style-type: none">➤ Moderation of tracker?➤ Lead Officer will lead individual child meetings with staff and share with Peripatetic Teacher - links to tracking➤ High quality observations and relevant next steps➤ Robust tracking➤ High expectations of all children➤ Pre-visit phone calls to present / new families and previous nurseries				
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Ongoing Evaluation

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<p>National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Improvement in children's and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability</p>	<p>NIF Drivers: School leadership Assessment of children's progress School improvement Performance information Parental engagement</p>
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NURSERY

- To identify and evaluate the potential for learning across core provision particularly literacy and numeracy.

Rationale:

QI (HGIOS 4)	HGIOELC
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	2.2 PROGRESSION IN LEARNING ACROSS THE CURRICULUM
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Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> ➤ Listen to our children - use high order questioning techniques and observations to develop adult knowledge of baseline - what the child already knows and what they need to learn - next steps ➤ Observation and evaluation of quality of learning across wellbeing, communication, mathematics, curiosity, enquiry and creativity... we are learning to ➤ Evidence of high expectations and 				

<p>aspirations through high quality observations; planning; evaluation which inform individual next steps</p> <ul style="list-style-type: none">➤ Whilst acknowledging the highest quality resource should be the adults interaction with children - audit current resources to identify gaps for example books and items to develop child initiated learning➤ Continue to develop and evaluate current practice for example use of story stones; spoons; environmental print indoor and out				
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Ongoing Evaluation

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NURSERY

- Staff will develop and progress in their own professional knowledge through their chosen areas of CPD

Rationale:

QI (HGIOS 4) **HGIOELC**

2.2 PROGRESSION IN LEARNING ACROSS THE CURRICULUM

Action/Task	Timescale	Responsibilities	Measure of success	Expected Impact
<ul style="list-style-type: none"> ➤ Staff are expected to share their learning and knowledge of professional reading; courses attended with colleagues across our whole nursery - rooms 1,2 and under 3 provision ➤ Staff are expected to lead the learning within these areas of development when and where required. ➤ We should all be supporting each other by sharing our knowledge and skills ; this can be achieved through working as a team / pair to deliver face to face / online 				

sway / power points to share and enhance everyone's knowledge - be that go - to person if required.				
Ongoing Evaluation				

Additional Priority throughout next two sessions - Begin to develop progressive pathways across the curriculum to support development of the curriculum rationale.

Development Needs Identified during Inspection:

- Apply skills in real life contexts
- Leadership opportunities extended
- Consistency of self-evaluation processes
- Continue to develop understanding of high-quality learning teaching and assessment
- Extend moderation
- Build on assessment strategies
- Continue to improve attainment
- Review and update the curriculum
- Outdoor Learning pathways
- Progressive pathways in all areas