











# Broomhill Primary School Improvement Plan 2018/19

	Expected Outcomes	Actions
	<p><b>Vision, Values and Aims</b></p> <p>Decide together what we want our school community to achieve (our vision), the kind of school we want to be (our values) and what we plan to do (our aims).</p>	<ul style="list-style-type: none"> <li>✓ Consult with the school community to decide our shared vision, values and improvement aims</li> <li>✓ The children will design graphics to represent our vision and values.</li> <li>✓ Promote our vision, values and aims within and beyond the school.</li> <li>✓ Celebrate children's achievements upholding our school values.</li> <li>✓ Monitor the school's progress towards achieving our ideal future.</li> </ul>
	<p><b>Promoting Alternative Thinking* Strategies (PATHS) programme</b></p> <p>Children learn to recognise emotions and develop interpersonal problem solving skills.</p>	<ul style="list-style-type: none"> <li>✓ Staff attend PATHS training and use resilience and emotional literacy strategies in their daily teaching practice.</li> <li>✓ Purchase the PATHS programme and resources.</li> <li>✓ Inform and involve parents in their child's learning about emotions.</li> <li>✓ Involve children in evaluating the impact of PATHS on their well-being.</li> </ul>
	<p><b>Playful Learning in Primary 1-2</b></p> <p>Children learn and develop through child-led play and direct teacher led experiences.</p>	<ul style="list-style-type: none"> <li>✓ P1-2 staff participate in training and visits to other schools.</li> <li>✓ Staff plan and organise a play-based learning environment.</li> <li>✓ Staff monitor and track the impact of playful learning on children's progress and engagement.</li> <li>✓ Staff inform and involve P1-2 families in playful learning approaches.</li> </ul>
	<p><b>Inclusive Classroom</b></p> <p>Children with learning differences are better understood and supported in school.</p>	<ul style="list-style-type: none"> <li>✓ Access staff training sessions to strengthen understanding of how to support children with neurodiverse conditions such as ADHD, Autism, Dyslexia and Dyspraxia.</li> <li>✓ Deliver focused assemblies to help teach children to respect, support and value the strengths of people with learning differences.</li> <li>✓ Parents of children with neurodiverse conditions will be supported in school and signposted to local support services.</li> </ul>
	<p><b>French and Mandarin</b></p> <p>Primary 1-4 have daily exposure to French with the classroom teacher. Primary 5-7 have daily exposure through routines and a weekly language lesson. Primary 7 will start learning Mandarin.</p>	<ul style="list-style-type: none"> <li>✓ P1-7 staff attend French Master class training.</li> <li>✓ Enhanced training for staff teaching weekly P5-7 French lessons.</li> <li>✓ Partnership working with Jordanhill School to support Mandarin teaching.</li> <li>✓ Introduce French in P1-4 through daily classroom routines.</li> <li>✓ Build P5-7 French learning through daily routines and weekly lessons.</li> <li>✓ Pilot Mandarin in P7 through a block of lessons in Terms 3-4.</li> <li>✓ Support parental engagement in their child's modern language learning.</li> </ul>

	<p><b>Digital Learning</b></p> <p>Improve access to digital technology to enhance teaching and learning.</p>	<ul style="list-style-type: none"> <li>✓ Access digital training, including Apple Teacher, to enhance teachers' skills and confidence.</li> <li>✓ Each P6-7 pupil will be issued an iPad to support their learning. The timescale will be between May-September, depending on Glasgow's roll-out. Thereafter the school will be allocated devices at a ratio of one for every five pupils in P1-5.</li> <li>✓ Deliver family learning opportunities to help parents support their children's digital learning (timescale dependent on Glasgow iPad roll-out)</li> <li>✓ Develop a new school website to improve communication.</li> </ul>
	<p><b>Numeracy and Mathematics*</b></p> <p>Children's motivation, skills and confidence in numeracy and mathematics will improve through concrete, pictorial and abstract methods.</p>	<ul style="list-style-type: none"> <li>✓ Staff participate in the 'Glasgow Counts' training programme, to further develop skills and confidence teaching number computation (+ - ÷ x).</li> <li>✓ Purchase numeracy and maths resources to support new methodologies.</li> <li>✓ Deliver family learning sessions to help parents support their children's learning.</li> <li>✓ Engage P6-7 pupils in an international maths project with schools in Warsaw and Valencia to promote learning using technology.</li> <li>✓ Communicate with international schools through e-twinning</li> <li>✓ Apply for an Erasmus grant to enable a group of pupils to visit link schools.</li> </ul>
	<p><b>Support for Learning Workers*</b></p> <p>Children are supported in their learning by staff who are trained and prepared.</p>	<ul style="list-style-type: none"> <li>✓ Ensure all support staff have an agreed annual training plan in place.</li> <li>✓ Develop a coherent strategy and programme for SfLW training and development based on research and an audit of need.</li> <li>✓ Deliver teacher training on how to manage the work of support staff.</li> <li>✓ Allocate regular time for teachers and support staff to plan together.</li> <li>✓ Develop a school policy for the deployment of support staff.</li> </ul>
	<p><b>Assessment for Learning AfL*</b></p> <p>Teachers and children use assessment to improve learning and teaching.</p>	<ul style="list-style-type: none"> <li>✓ Three Broomhill Primary teachers attend Assessment for Learning training and then facilitate staff development among all teachers in the school.</li> <li>✓ All teachers select and adopt AfL strategies to develop in their classroom</li> <li>✓ Children and staff lead Learning Walks around the school to evaluate assessment for learning approaches (eg teacher feedback, effective questioning and discussion, children's involvement in target setting)</li> </ul>
	<p><b>Tracking Progress</b></p> <p>Children's progress and achievements are monitored and tracked to ensure equity of success and progress for all.</p>	<ul style="list-style-type: none"> <li>✓ The school's senior leadership team will work with digital contractors to help design and develop a new web-based tool that will support teachers monitor and track children's learning and achievements.</li> <li>✓ Deliver a staff training programme to build teachers confidence and skills using the new tool.</li> <li>✓ Ongoing moderation to ensure teachers develop shared standards and expectations when monitoring and tracking children's progress.</li> </ul>

Outcomes followed by a \* are financed from our £38, 000 Pupil Equity Funding. Our full School Improvement Plan (SIP) is available upon request from the head teacher and provides further information about the rationale for our improvement priorities and success measures.