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**Keiss Primary School/ELC**

**IMPROVEMENT PLAN**

**SESSION 2021/22**

## **Summary: Key School/ELC Improvement Priorities**

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| **Improvement Priority Title** | **What exactly are we going to do?** |
| Recovery from Covid-19 impact:   1. Health and wellbeing | * In August 2021, the teaching team will celebrate the school turning 50 by launching respective topics in each classroom specific to our school. * Continue to survey school community, survey pupils, families and staff re: Mental, Social and Emotional needs. * Continue to implement Jigsaw HWB resource. * Continue to experiment with Better Movers Thinker (BMT). Continues input at inservice focusing on Executive Function skills and how these can be honed using BMT scaffolding practices in Physical Education. * Implement Relationships Policy and drive vision, values and aims through life of the school * School trim trail * Careers Fayre |
| 1. Recovery of learning, teaching and assessment | • Continue to identify gaps for learning during observations, assessments, professional dialogue and tracking and monitoring.   * PEF PSA and PSA to assist with targeted intervention using Number Talks and Reading.   • All colleagues to participate in Moderation  events in school and cluster.   * Continue to embed Key Assessment Tasks (KATS) at agreed times in the year. |
| 1. Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation) | • Continue to use monitoring and tracking  system.  • Tracking and monitoring conversations  once per term. |
| 1. Nursery | • Improve the quality of our interactions   * make effective use of our assessments * improve family learning programmes * Continue to develop their use of Digital Skills. * Ensure learners engage in range of experiences that are adult-led, adult initiated, child initiated. Ensure freeflow between outdoor and indoor settings is always available. * Encourage children’s curiosity and in using   higher-order questions and making  comments to extend children’s thinking  and understanding.  • Skilfully apply strategies to support  children to build vocabulary that helps  best explain their thinking and  understanding |

*Complete a detailed action plan for the first of the in-depth action plans (note that some of the details have been pre-populated) and for any others you and your staff have agreed can be included on the following pages.*

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| Improvement Priority Title: Recovery from Covid-19 School Closures: Health and wellbeing | |
| **Linked to QIs/Themes: 2.5, 2.7, 3.1, 3.2 and 3.3** | |
| **Linked to National Improvement Framework Priority**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children and young people** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵**  **Linked to Highland Council’s 4 Key Service Action Plan Priorities**  **We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation**  **We will maximise health and wellbeing for all children and young people to give them the best possible start in life**  **We will ensure the highest quality of learning and teaching for each and every learner**  **We will develop leadership skills at all levels of the system for now and the future** | |
| **What do we aim to improve for learners?**   1. Health and wellbeing post-Covid-19 | |
| **Measurable targets for success**  1. Continue to develop knowledge of pupils, families and staff HWB. 2. Enhance learners Mental, Social and Emotional wellbeing through Jigsaw, Executive Functions skills and Better Mover Thinkers scaffolding practices to enhance practice in Health and Wellbeing. 3. Promotion of play and social interactions through school trim trail 4. Developing Young Workforce activities 5. Expand school and nursery play area | |
| **What actions will we undertake?**   * Discovery Projects - provide opportunity for everyone to reconnect and observe learners’ health and wellbeing. * MS/ Google Forms surveys of pupils, families and staff regarding how they are feeling, using the wellbeing indicators. * Continue to use Jigsaw resource * Better Movers Thinker (BMT) input at inservice focusing on Executive Function skills and how these can be honed using BMT scaffolding practices in Physical Education. * Implement Relationships Policy and collegiate activity around this with Ed Psych, Laurie Morrison * Link Vision, Values and Aims to class and school practive | **Who will lead this?**  • Head Teacher  • School Staff |
| **Expected resource needs:**Depending on size of BMT session, larger hall to accommodate participants  * Jigsaw PSHE resource * Digital Survey | |

## In-depth action plan #2

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| Improvement Priority Title: Recovery of learning, teaching and assessment | |
| **Linked to QIs/Themes: 1.5, 2.2 and 2.3** | |
| **Linked to National Improvement Framework Priority**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children and young people** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵**  **Linked to Highland Council’s 4 Key Service Action Plan Priorities**  **We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation**  **We will maximise health and wellbeing for all children and young people to give them the best possible start in life**  **We will ensure the highest quality of learning and teaching for each and every learner**  **We will develop leadership skills at all levels of the system for now and the future** | |
| **What do we aim to improve for learners, including ELC learners? Learning, teaching and assessment** | |
| **Measurable targets for success**  * Baseline Numeracy assessments in Number Talks, assessments across each term * Staff evaluations related to Moderation Process | |
| **What actions will we undertake?**   * All practitioners take part in ASG moderation process * Moderation Leader to lead process * Number Talks – Baseline assessments, assessments each term | **Who will lead this?**  Head Teacher  Moderation Leaders  Staff |
| **Expected resource needs N/A** | |

## In-depth action plan #3

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| Improvement Priority Title: Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation) | |
| **Linked to QIs/Themes: 1.2, 1.4, 2.3, 2.4 and 3.2** | |
| **Linked to National Improvement Framework Priority**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children and young people** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵**  **Linked to Highland Council’s 4 Key Service Action Plan Priorities**  **We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation**  **We will maximise health and wellbeing for all children and young people to give them the best possible start in life**  **We will ensure the highest quality of learning and teaching for each and every learner**  **We will develop leadership skills at all levels of the system for now and the future** | |
| **What do we aim to improve for learners, including ELC learners? Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)** | |
| **Measurable targets for success**  * Tracking and monitoring system * Class assessment folders | |
| **What actions will we undertake?**  * Continue to use monitoring and tracking system. * Continue to use KATs as well as observations and data to record and inform tracking and monitoring process * Tracking and monitoring conversations once per term. * SNSAs Feb Term 4 2022 | **Who will lead this?**  **Head Teacher**  **Staff** |
| **Expected resource needs** | |

## In-depth action plan #4

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| Improvement Priority Title: Nursery | |
| **Linked to QIs/Themes: 1.2, 2.2, 2.3, 2.5 and 3.2** | |
| **Linked to National Improvement Framework Priority**   * **Improvement in attainment, particularly in literacy and numeracy** * **Closing the attainment gap between the most and least disadvantaged children and young people** * **Improvement in children and young people’s health and wellbeing** * **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵**  **Linked to Highland Council’s 4 Key Service Action Plan Priorities**  **We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation**  **We will maximise health and wellbeing for all children and young people to give them the best possible start in life**  **We will ensure the highest quality of learning and teaching for each and every learner**  **We will develop leadership skills at all levels of the system for now and the future** | |
| **What do we aim to improve for learners, including ELC learners? Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)** | |
| **Measurable targets for success**  * Assessment data * Increased practitioner confidence in digital technologies * Seesaw profiling learners engaging in freeflow experiences * Document approaches to development of indoor experiences * Bloom’s Higher Order Thinking wall set in nursery context | |
| **What actions will we undertake?** Improve the quality of our interactions   * make effective use of our assessments * improve family learning programmes * Continue to develop their use of Digital Skills. * Ensure learners engage in range of experiences that are adult-led, adult initiated, child initiated. Ensure freeflow between outdoor and indoor settings is always available. * Encourage children’s curiosity and in using   higher-order questions and making  comments to extend children’s thinking  and understanding.  • Skilfully apply strategies to support  children to build vocabulary that helps  best explain their thinking and  understanding | **Who will lead this?**  **Head Teacher**  **Early Years Practitioners**  **Early Years Support Worker**  **Nursery Teacher** |
| **Expected resource needs** | |

## Monitoring and evaluation procedures for the School/ELC Improvement Plan

*Briefly note planned procedures for assessing the success of your In-depth action plans. Comments here may refer to individual plans or may cover more than one plan in one set of comments (this is especially likely in smaller schools/ELC settings). If you prefer, you could copy and paste this box after each In-depth action plan.*

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| **How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?**  1. All staff take part in Moderation collegiate activities, BMT collegiate activites 2. Tracking and monitoring conversations 3. Tracking and monitoring database   **Who will lead this monitoring and evaluation? (detail of responsibilities and timescales)** |