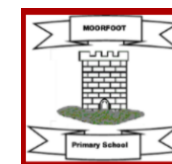


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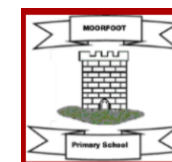


**Moorfoot Primary School**

**PRIORITY 1: Support pupils' mental health and wellbeing.**

Tasks / action	RAG of progress						Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	Ma 21	Jun 21	Oct 21	Dec 21	Mar 22	Jun 22				
Tracking learner wellbeing (Is this more difficult during "lockdown" periods?) Explore and define what is meant by "wellbeing". Explore "tools" used to measure wellbeing. (Sometimes staff themselves) Upskill and empower staff to take forward approaches to support positive pupil wellbeing for pupils.  Create "Tracking Learner Wellbeing" policy							HT DHT PT Teaching Staff/Nursery Staff Support Staff Pupils Parent Council Parent Forum	Dec 2020-June 2021	West Partnership Learning  Community Cluster Primaries (TBC)	GWMP (Glasgow Wellbeing and Motivational Profile, particularly the three innate psychological needs namely: AGENCY/AUTONOMY/AFFILIATION). Emotional Literacy Assessment (GL Assessment) Boxhall Assessments (Online)
Develop learners' social and emotional wellbeing. Review the use of PATHS across the school to support : emotional literacy/social competence and social understanding. Revisit the rationale behind the PATHS programme. Further embed PATHS approaches across the school.							SMT Teaching Staff/Nursery Staff Pupils	April 2021-June 2021	CMO	PATHS PROGRAMME <a href="http://www.pathseducation.co.uk/what-is-paths/paths-curriculum/">http://www.pathseducation.co.uk/what-is-paths/paths-curriculum/</a>
Staff to research and plan/moderate appropriate outdoor learning opportunities for all stages with Learning Partner							DHT Teaching Staff/Nursery Staff Planning Partners Support Staff	Oct 2020	Active Schools EPS	<a href="https://mindstretchers.academy/collections/free-resources">https://mindstretchers.academy/collections/free-resources</a> On-line resources Input from Active Schools Play for recovery – EPS
Familiarise all staff with the concept of "Nurture" and the 6 Nurture Principles.							Head Teacher DHT Teaching staff/Nursery Staff Nursery SEYECO	Jan 2022-June 2022	CMO	Education Scotland Resource <a href="https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/">https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/</a> Includes Inverclyde EPS document "Applying Nurture as a whole school approach COVID 19" Clair Warden webinar: <a href="https://mindstretchers.academy/collections/academy-talks-webinars/products/the-nurture-series-live-webinars">https://mindstretchers.academy/collections/academy-talks-webinars/products/the-nurture-series-live-webinars</a>

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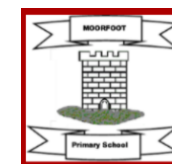


**PRIORITY 2: Develop pupils as “independent learners with the skills to self regulate and develop “metacognitive skills”**

Tasks / action	RAG of progress						Who is responsible?	Timescales	Partners / LA Links	Resources / CLPL
	Mar 21	Jun 21	Oct 21	Dec 21	Mar 22	Jun 22				
<p>To develop pupils’ metacognitive” skills. Use EEF “Metacognition and Self Regulated Learning” Audit Tool to ascertain baseline and develop a plan.</p> <p>Seek feedback from pupils regarding their ability to engage with learning and their understanding of how they learn.</p> <p>Seek feedback from parents regarding their perception of their child’s ability to self regulate, engage with learning and be independent in that learning.</p>							HT/SMT/PT All teaching staff	<p>Feb 2021</p> <p>Oct 20-Oct 21</p> <p>Oct 20-Oct 21</p>	EPS	<p>Metacognition and self regulation (EPS) <a href="https://glowscotland-my.sharepoint.com/:f/g/personal/gw18moirtaryn_glow_mail_org_uk/EliTtG6lLLhOsZlaIMAnywcBUDHdAdRZ1TqTVAj2OuMhEQ?e=9Q2ouC">https://glowscotland-my.sharepoint.com/:f/g/personal/gw18moirtaryn_glow_mail_org_uk/EliTtG6lLLhOsZlaIMAnywcBUDHdAdRZ1TqTVAj2OuMhEQ?e=9Q2ouC</a></p> <p>EEF Audit Tool <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/7-SchoolAuditTool.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/7-SchoolAuditTool.pdf</a> (Initially Term 1, Sept 2020, staff required to learn more about “metacognition” itself before undertaking the audit tool.)</p> <p>Feedback from “Forms” from learners and parents in both lockdowns has indicated a very small number of pupils have acquired these metacognitive skills.</p>
<p>Teachers to acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge. Gauge against plan and add detail/amend as necessary.</p> <p>Teaching staff to explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning (Recommendation 2)</p> <p>Teaching staff to model own thinking to help pupils develop their metacognitive and cognitive skills (Recommendation 3)</p> <p>Teaching Staff to ensure an appropriate level of challenge for learners to develop pupils’ self-</p>							SMT All teaching staff	<p>Oct 2020-June 2022</p>	EPS	<p>Thinking Classrooms “Metacognition Lessons for Primary Schools” : Muncaster and Clarke.</p> <p>EEF resources) <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-1">https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/#recommendation-1</a> 1 Metacognition, self-regulated learning and self-study skills</p>

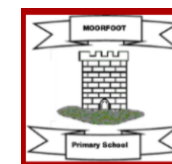


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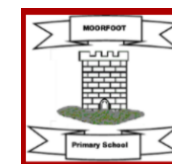
<p>learners; provide opportunities for consolidation; opportunities for extension; encourage engagement and collaboration between learners.</p> <p>Ensure all pupils are equipped to engage with remote learning and have the appropriate skills to navigate Teams and access video links and teaching resources.</p> <p>Continue to develop and enhance pupil skills and knowledge to engage with online learning.</p>									<p><a href="#">19 Resources/Remote learning evidence review/Rapid Evidence Assessment summary.pdf</a></p> <p>Learning and Teaching Online: Advice for Practitioners  <a href="https://education.gov.scot/media/3nrmef4r/nih179-learning-and-teaching-online-updated.pdf">https://education.gov.scot/media/3nrmef4r/nih179-learning-and-teaching-online-updated.pdf</a></p>
<p>Staff to continue make further use of high quality moderation procedures when planning learning, teaching and assessment both 'online' and 'on site'.</p>						Teaching Staff Planning Partners	Jan 2021-June 2021		
<p>To develop "play pedagogy" at Early Level to support learning and development.</p> <p>Develop understanding of the importance of play and how it can be taken forward at the Early Level:</p> <p>Why play pedagogy?</p> <p>Play pedagogy in practice</p> <p>How we move forward.</p> <p>Visit other local establishments and meeting with staff who have had success in embedding "play".</p>						HT Early Years Staff Teaching Staff	August 2021- August 2022 and beyond		<p><a href="https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/">https://education.gov.scot/improvement/learning-resources/early-level-play-pedagogy-toolkit/</a></p> <p>Realising the Ambition: Being Me. Particular focus on Section 4: Child's Work: The importance of play.</p> <p>Play Strategy for Scotland  <a href="https://www.playscotland.org/about/play-strategy/">https://www.playscotland.org/about/play-strategy/</a></p>
<p>Further develop knowledge of "Realising the Ambition" for the Nursery classes through staff development sessions and professional dialogue and discussion.</p>						Nursery Staff	Jan 2021-June 2021		<p>Realising the Ambition: Being Me</p> <p>Exploring the resource:  <a href="https://education.gov.scot/improvement/learning-resources/realising-the-ambition/">https://education.gov.scot/improvement/learning-resources/realising-the-ambition/</a></p>

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Upskill staff in acquiring skills to provide differentiation to support learners, particularly in relation to challenge.						SMT	Oct 2020-June 2021		Recap on "Differentiation" training as provided by AC Team/ Authority Coaching and Modelling Officers.
Continue to build staff capacity of the single agency assessment process and the use of SMARTER targets						DHT	October 2020		
Raise attainment in Literacy across the school and nursery class.  Develop "dialogic teaching" across the school/ developing oracy skills.  Develop pupil/staff quality interactions/higher order questioning and improve higher order thinking skills of learners.  Develop "reciprocal reading" across the school to support reading comprehension.						SMT Nursery Staff School Staff  ↕	April 2021-October 2021          October 2021-June 2022		EEF documents: <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf</a>  Towards Dialogic Teaching: Rethinking Classroom Talk: Robin Alexander  Voice 21 Resources <a href="https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf">https://voice21.org/wp-content/uploads/2020/06/Benchmarks-report-FINAL.pdf</a>  Revisit Blooms Taxonomy/ HOTS  Teachers Guide to Reading Comprehension strategies P5 to S3: <a href="https://education.gov.scot/nih/Documents/Literacy/LIT13_TeachingReadingComprehensionFINALDRAFT.pdf">https://education.gov.scot/nih/Documents/Literacy/LIT13_TeachingReadingComprehensionFINALDRAFT.pdf</a> Teacher Guide: <a href="https://www.acer.org/files/Teaching-reading-comprehension-chp5.pdf">https://www.acer.org/files/Teaching-reading-comprehension-chp5.pdf</a>

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**PRIORITY 4 Develop pupils' skills for life, learning and work**

<u>Tasks / action</u>	<u>RAG of progress</u>						<u>Who is responsible?</u>	<u>Timescales</u>	<u>Partners / LA Links</u>	<u>Resources / CLPL</u>
	<u>Ma 21</u>	<u>Jun 21</u>	<u>Oct 21</u>	<u>Dec 21</u>	<u>Mar 22</u>	<u>Jun 22</u>				
Further develop "International Education" and global citizenship.  Share rationale behind "International Education" and global citizenship.  Take part in International Schools Week.  Work towards "International Schools Award" accreditation.							SMT	October 2021-ongoing  November 2021		British Council online <a href="https://www.britishcouncil.org/school-resources/find">https://www.britishcouncil.org/school-resources/find</a>  LYFTA resource
"Celebrating Diversity"  (Triennial Curriculum Plan)							HT	Oct/Nov 2021	TBC	