**ChIP 2019-20**

This is the code we use to evaluate the progress being made towards achieving our ChIP goals:

Green – Very Good (lots of good things happening and still a few areas for improvement) - what do we have to do now to make it Excellent?

Orange – Good (we are getting there and there’s more work to be done) – what do we have to do now to make this Very Good?

Red – Not Good Enough (we have to try a lot harder with this) – what do we have to do now to make this Good?

**We plan to evaluate our ChIP:**

**January 2020**

**Anderson’s Primary School ChIP 2019-20**

**(Children’s Improvement plan)**

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| **School Vision/Values: To build a world of our own a place for all to share. Underpinned by sustainability, human rights, a strong sense of community and being aspirational.** | | | | |
| **School Priority 1: Trying Our Best** | | | | |
| **Children’s Priority: Fun lessons/work** | | **HGIOS?4 QI:** | | |
| **Children’s Driver: Incredible Improvement Ideas** | | **UNICEF: Article 1,2,4,6,12,13,15,17,23,29,31** | | |
| **Actions** | **Ideas** | **Timescales** | **Responsible** | **How will we know we did it?** |
| * **We set at Maths and Literacy target at least every term** * **We traffic light our work and check it with our target at least once a week** * **Everyone tries harder to work with other people and classmates.** * **We talk to our families about our homework and do our best with homework.** * **We challenge ourselves to ‘travel a lot’ with our maths passports** | **Have a personal learning target for lit and Num**  **Check our work against our target to check progress**  **Have group/team work activities in class.**  **Show our families our homework and do it on time**  **Try to get to as many places as we can** | **Sep ongoing**  **Sep ongoing**  **All year**  **All year**  **All year** | **Children and teachers**  **Children and teachers**  **Children**  **Children and families**  **Children but families and support staff can help** | **Learning logs**  **Work in jotters had traffic light on it**  **Ask people if they are trying harder**  **Have a tick box for homework to say we have chatted about our work**  **Children have lots of countries on their passports** |

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| **School Priority 2: Super Skilled Students** | | | | |
| **Children’s Priority: Make our skills better** | | **HGIOS?4 QI:** | | |
| **Children’s Driver: Everybody needs skills** | | **UNICEF: 1,12,13,17, 23, 28, 29, 42** | | |
| **Actions** | **Ideas** | **Timescales** | **Responsible** | **How will we know we did it?** |
| * **We can tell our parents that skills for work are very important and that we can do lots already** * **We will talk more about/ tell others about our skills and how we could use them in a job** * **We can practice/ work on our skills with other classes/stages** * **We will talk about our skills homework to help our parents know about the skills.** | **Discuss the ‘world of work’ with our parents**  **DYW committee ask people about their skills and have a showcase assembly of children who do work/jobs in school**  **More paired reading**  **More paired outdoor learning**  **Homework includes one skill/world of work task a week** | **August and after**  **Everyday**  **October and after**  **Every homework week from Aug** | **Everybody and The DYW committee**  **All of the children**  **All of us in school and the and teachers**  **Teachers**  **All of the children (and the parents have to talk back too)** | **Have a skills chart to tick off at home.**  **Record showcase assemblies**  **Check skills on my world of work profiles** |

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| **School Priority 3: Really Relational and Respectful** | | | | |
| **Children’s Priority: Be kind** | | **HGIOS?4 QI:** | | |
| **Children’s Driver: To make you less stressed and happier** | | **UNICEF: 1,2,3,4,6,12,13,15,16,17,19,21,23,24,28,31** | | |
| **Actions** | **Ideas** | **Timescales** | **Responsible** | **How will we know we did it?** |
| * **Always try our best to be kind to others** * **Go for Gold Sport Scotland Award** * **Tell parents about our Relational School work** * **Make new behaviour expectations/rules/policy** * **Make new curriculum poster (rationale)** * **Children solve own disagreements** | **Don’t judge others, include people, listen and do what we are asked to do**  **Try really hard at sports /team games.**  **Invite parents to our relational schools assemblies/class talks**  **Have a children focus group to get ideas**  **Have a children focus group to get ideas**   * **Ask peer mediators to help before asking and adult** | **Aug and always**  **Always**  **At different times all year**  **Sep and afterwards**  **Sep and after**  **After peer mediator training** | **All the children and teachers can remind us**  **Children, Teachers and PE teacher and Active Schools**  **Children**  **Children and teachers to help**  **Children and teachers to help and committees**  **Children and support staff** | **Ask people if they have kept the school rules and been kind**  **Compete in sport events/competitions**  **Film the relational school assemblies/class talks**  **Minutes/notes from focus group meetings**  **New policy and curriculum rationale in place**  **Less check in charts needed** |