**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** |