

**Education and Youth Employment**

**Elderbank Primary School and Early Years**

**Improvement Plan 2018-19**



**Vision, Values and Aims**

**Values**

Respect, Inclusion, Equality, Excellence

**Vision**

Elderbank will provide a stimulating, supportive, secure learning environment which enables **all** learners to reach their full potential through quality learning and teaching, while nurturing and supporting the school community to participate actively in the life and work of the whole school, which will equip learners to thrive in an ever changing and challenging world.

**Aims**

* To provide all learners with a consistent framework for positive interactions while promoting self-esteem, positive behaviour, pride and self-discipline.
* To build a curriculum framework based on breadth, balance, challenge, progression, cohesion, personalisation and choice, and which recognises, supports and meets the needs of every child through appropriate, quality active learning opportunities.
* To provide a fully inclusive, safe, welcoming and nurturing learning environment which encourages learners to take responsibility for their learning.
* To effectively encourage and support leadership at all levels.

**Council Priorities:**

The five Council strategic priorities for 2015-2019 are detailed below:

* **Growing our economy, increasing employment and regenerating towns**
* **Working together to develop stronger communities**
* **Ensuring people have the right skills for learning, life and work**
* **Supporting all of our people to stay safe, healthy, and active**
* **Protecting and enhancing the environment for future generations**

**National Improvement Framework:**

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

* Improvement in attainment, particularly in literacy and numeracy
* Closing the attainment gap between the most and least disadvantaged children
* Improvement in children and young people’s health and wellbeing
* Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**Strategic Priorities 2018-2019**

“Ensuring people have the right skills for learning, life and work”

**Education and Youth Employment Directorate**

**National Improvement Framework Priorities 2017:**

1. Closing the attainment gap between the most and least disadvantaged children 2. Improvement in attainment, particularly in literacy and numeracy

3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations

**Service Priorities 2018-2019**

**4.** **Levels of attainment and achievement are improving for all learners**

* Raise attainment and achievement throughout the BGE and Senior Phase through innovative approaches to learning and teaching.
* Further develop a Senior Phase curriculum that blends different types of learning and provides a range of appropriate learning pathways leading to the achievement of qualifications and awards at all levels.
* Integrate a range of personal and wider achievement options into learning programmes to enhance the skills and qualifications of learners.
* Maintain a specific focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners including LAC.

**3.** **Self-evaluation and performance improvement are embedded throughout our schools and central support teams**

* Ensure a consistency of rigour in self-evaluation approaches in all education establishments which will support continuous improvement planning.
* Further refine our approaches to the use of data and research to inform effective teaching and learning including benchmarking Teachers’ Professional Judgement, national standardised assessments and ‘what works’ elsewhere.
* Further develop reporting of management information to inform policy and practice, and to meet the requirements of the National Improvement Framework.

**2.** **High quality learning and teaching is taking place in all our establishments**

* Develop and implement a strategic vision for learning and teaching for all of our learners.
* Evaluate and enhance our curriculum from early level to Senior Phase.
* Support and strengthen the professional capacity of staff.
* Implement a framework to ensure we develop high quality leaders of learning.

**1.** **We are reducing inequalities and delivering improved outcomes for children and young people**

* Embed and extend nurturing approaches to advance inclusion across all education establishments.
* Within the framework of the corporate Fair for All and directorate inclusion strategy, ensure effective support for children and young people.
* Ensure effective implementation of Children & Young People (Scotland) Act 2014.
* Encourage and support active collaboration and engagement with parents, including family learning in partnership with other Council directorates and partners.
* Develop and implement a coherent mental health strategy and intervention framework.
* Continue to implement our plans for early years expansion to 1140 hours by 2020.
* Ensure our school estate provides high quality learning environments

**5.** **High numbers of our young people are entering positive and sustained post-school destinations**

* Strengthen partnership links and collaborative arrangements with the FE and HE sectors, employers, commerce and the third sector.
* Continue to support young people with additional support needs (ASN) to secure a sustained destination that meets their needs.
* Ensure our young people leave school with the skills employers need.
* Work towards embedding national career and work placement standards.
* Work with key partners to enable young people to participate in
* appropriate apprenticeship programmes for our young people.

**Strategic Plan 2018-19: Elderbank Primary School and Early Years**

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| **School Priorities** | **To raise attainment in literacy with a specific focus on Writing Skills and introduction of Key to Learning Story Grammar** | **To strengthen and enhance inclusive practices within and across the whole school provision** | **To develop learning for Sustainability Across the School through Personalisation and Choice in P5-7, with a focus on Developing the Young Workforce** | **To raise attainment in numeracy through a coaching approach** | **To increase staff capacity and critical reflection to raise attainment in Numeracy, Literacy Health and Wellbeing through a consistent Whole School Visible Learning Approach** |
| **High Level Objectives** | Learners will have increased skills, knowledge and understanding of key strategies to support their learning in reading and writing, numeracy and mathematics.  Teachers and Early Years Practitioners will have increased knowledge, skills and confidence in pedagogical approaches to delivering learning in English, numeracy, mathematics and STEM  Learners will have increased knowledge and understanding of grammar skills to support their learning in writing.  Teachers will have increased knowledge, skills and confidence in assessing pupil progress in writing | Learners will have an increased knowledge and understanding of diversity.  Learners will have developed skills in restorative practices to resolve conflict and capacity for self-regulation.  Learners will have increased opportunity for successful inclusion across the whole school establishment and community through carefully selected activities. | Learners will experience high quality opportunities for Outdoor Learning which focus on developing their skills for learning life and work.  Learners will increase their skills in decision making and increase their confidence through engagement in cross stage activities which focus on personalisation and choice.  Teachers will have increased knowledge in developing learner pathways in Learning for Sustainability. | **Learners** will have increased skills, knowledge and understanding of key strategies to support their learning in **numeracy and mathematics**.  **Leadership team will** have increased knowledge to be able to effectively **quality assure** strategies and approaches are being implemented in classes and across schools in a consistent manner.  **Teachers and Early Years Practitioners** will have increased knowledge, skills and confidence in effective **pedagogical approaches** to delivering learning in **numeracy and mathematics.** | Practitioners will increase their knowledge, understanding and skills in highly effective pedagogical practice including differentiation and visible learning  Leadership team will have increased confidence and be highly skilled in ensuring clear and consistent pedagogical practice across the school through robust approaches to quality assurance |

**Strategic Plan 2018-19: Elderbank Primary School and Early Years**

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

**Detailed Action Plan 2018-19: Elderbank Primary School and Early Years**

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| **School Strategic Priority:** | | To develop learning for Sustainability Across the School through Personalisation and Choice in P5-7, with a focus on Developing the Young Workforce | | | | | **Linked to Directorate Priority:** *4, 5* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Learners will experience high quality opportunities for Outdoor Learning which focus on developing their skills for learning life and work.  Learners will increase their skills in decision making and increase their confidence through engagement in cross stage activities which focus on personalisation and choice.  Teachers will have increased knowledge in developing high quality learner pathways in Learning for Sustainability. | **HGIOS 4**  *1.2*  *2.2*  *3.3*  *NIF: 4* | *Yes*  *Playground equipment*  **£15,844.19**  *YES*  *£3,000* | **Teacher Professionalism**  Provide opportunities for staff in Primary 5-7 to lead cross stage sessions which promote Pupil Voice and Learning for Sustainability which reflect staff interest and expertise.  Provide opportunities for sharing of good practice in relation to Outdoor Learning.  **School Leadership**  All staff across the Early Years and school will incorporate high quality activities across the curriculum which are based on the four aspects of learning and focus on Rights Respecting Schools’, Eco Schools, Outdoor Learning and Global Citizenship.  Staff will develop opportunities for Pupil Voice and active involvement of pupils in decision making. Pupils will be involved in selecting a sequence of learning opportunities based on Personalisation and Choice in P5-7.  Staff will plan learning with colleagues across the school to lead school initiatives.  Working Party will develop learning pathways for Primary 1-7 to reflect Learning for Sustainability that are underpinned by the Curriculum Rationale.  Primary 7 pupils will have the opportunity to attend outdoor learning residential at Arran Outdoor Centre  **School Improvement**  All staff will be involved in evaluating the impact of new learning opportunities. Staff will bring evidence of change and improvement to collegiate sessions in Term 3 to engage in professional evaluation of impact and to contribute to policy and practice guidance.  Pupil evaluations  **Assessment of Children’s Progress**  All teachers will record pupil attainment and opportunities for learning for sustainability and discuss progress as part of Focus Group Sessions with SMT.  Tracking, monitoring and observation of pupil participation and learning in relation to Outdoor Learning and Personalisation and Choice Programmes  **Performance Information**  All staff across the School and Early Years will articulate how well the improvements in relation to Outdoor Learning, Rights Respecting Schools’, Eco Schools, and Global Citizenship have impacted on pupils’ learning and the factors which have contributed to this.  What works? What doesn’t? Why?  Staff and pupils will evaluate the impact of the Personalisation and Choice Programme.  **Parental Engagement**  Opportunities for parents to work alongside pupils.  To create opportunities for parents to share their skills with pupils and to develop key skills for pupils for lifelong learning and employability.  To provide opportunities for parents and the wider community to support every class through volunteering or providing professional guidance. | September 2018 – May 2019  P5-7 Staff  HT  Outdoor Learning Teacher  October 2018- March 2019  January-February 2019  Class Teachers January 2019  January – March 2019  Outdoor Learning Teacher  P1-7 Class Teachers  April 2019  October 2018- March 2019 | All pupils will have access to the outdoor area and the local community on a regular basis which will increase their understanding and confidence in learning outdoors and their responsibility as global citizens.  Almost all Pupils will develop skills for learning life and work and be able to articulate these.  Pupils will have greater opportunities to work together with staff and parents to be involved in the decision making process within the school through their selection of aspects of learning.  There will be increased opportunities for purposeful engagement in school committees and leading school initiatives. Pupils will have increased opportunities to influence decision making in school.  Pupils will have an understanding of the principles of the RRS programme and the implications for them and children globally.  Primary 7 pupils will have the opportunity to attend outdoor learning residential at Arran Outdoor Centre and develop skills in resilience outdoor learning, co-operation and develop knowledge of outdoor learning. | Sampling of 2017-2018 planning for Learning for Sustainability to create a base line.  Teacher evaluations of Outdoor Learning Opportunities to measure increased opportunities  Pupil Evaluations of Outdoor Learning Observation of Outdoor Learning Opportunities  Pupil engagement records of Personalisation and Choice Programme  Staff evaluation of Personalisation and Choice Programme  P5-7 Pupil Evaluation of Personalisation and Choice Learning Sequence  Pupil, Parent and Staff evaluations of Parent participation.  Evaluation and Moderation of Learning Pathways for Learning for Sustainability.  P6 and P7 children achieving John Muir Learning Award | |

**Detailed Action Plan 2018-19: Elderbank Primary and Early Years**

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| **School Strategic Priority:** | | To raise attainment in numeracy through a coaching approach | | | | | **Linked to Directorate Priority: 2, 4** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| **Learners** will have increased skills, knowledge and understanding of key strategies to support their learning in **numeracy and mathematics**.  **Leadership team will** have increased knowledge to be able to effectively **quality assure** strategies and approaches are being implemented in classes and across schools in a consistent manner.  **Teachers and Early Years Practitioners** will have increased knowledge, skills and confidence in effective **pedagogical approaches** to delivering learning in **numeracy and mathematics.** | **1.2**  **1.3**  **1.5**  **2.2**  **2.3**  **2.4**  **2.5**  **3.2**  **3.3**  **NIF: 1,2** | **YES**  **(0.8 FTE Class Teacher)**  £37,122.05  **YES**  **Resources**  **£2026.83**  **YES**  **Partial cost of Key to Learning**  **YES**   1. **DHT)**   **£61,000**  **YES**  **(0.8 FTE Class Teacher)**  £37,122.05  **YES**  **(0.8 FTE Class Teacher)**  **N0**  **YES**  **Sumdog- £2,321**  **Education City**  **£1,900**  **Show my Homework £5,000** | **Teacher Professionalism**  Integration of PEF interventions with targeted support bids to streamline numeracy support and improve consistency in delivery for pupils.  P1- P4 staff to receive PLA training and deliver team taught lessons using mathematical skills from CfE as a focus for exploring maths pedagogy and the application of maths in order to raise attainment and close the equity related attainment gap as well as having a positive impact on attitudes and resilience to maths.  Whole staff input and EY-P2 staff focus on the introduction to the Key to Learning Curriculum, specifically the Logic module which introduces pupils to concepts and strategies which form the early foundations of Problem Solving and Enquiry.  **School Leadership**  DHT to manage assessment and data information, ensuring it underpins interventions and focuses on securing improvements. DHT will also provide CLPL for staff and integrate pupil support input to maximise the deployment of staff to support pupils.  **School Improvement**  Staff will be involved in evaluating impact of improvements. Evidence of changes to delivery will be noted within planning and impact discussed during focus meetings. Pupils’ views will be sought and consistency in approaches monitored during learning walks and moderation activities.  **Assessment of Children’s Progress**  PLA to work with teaching staff in delivering a purpose made contextual assessment – pre, mid and post intervention.  Ongoing assessment and tracking of pupil progress within targeted intervention groups.  Benchmarks, POLAAR, SENA, GL and SNSA assessments will all be utilised to gauge children’s progress.  **Performance Information**  During focus meetings, staff will articulate the extent to which improvements have impacted on pupils’ learning and the factors which have contributed to this.  Termly evaluations and tracking information will be used to support teacher judgements.  **Parental Engagement**  Digital technology will be used to support parental engagement across the school with a particular focus on numeracy. Sumdog and Education City licenses purchased to allow access to digital teaching and support packages. Parental engagement will also be promoted through the App. ‘Show My Homework’. | 0.8 FTE Class Teacher  (Session 2018/19)  P1 – P4 Staff  (Session 2018/19)  EY – P2 Staff  (Aug 2018)  1.0 DHT  – G. Caldwell  (Session 2018/19)  0.8 FTE Class Teacher / All Staff  (Termly throughout Session 2018/19)  P1 – P4 Staff  (Session 2018/19)  0.8 FTE Class Teacher / All Staff  (Termly throughout Session 2018/19)  All Staff  (Termly throughout Session 2018/19)  All Staff  (Session 2018/19) | Pupils participating in interventions will have increased skills, knowledge and understanding of key strategies to support their learning in numeracy and mathematics.  EY – P2 pupils experiencing the Key to Learning curriculum will develop the ability to analyse objects and events, see their invisible sides, identify their most essential characteristics, think sequentially, draw conclusions and classify / systematise information.  There will be an enriched numeracy environment evident across the school with a clear focus on pedagogical approaches which will have a positive impact on almost all pupils.  Almost all pupils will use the language of learning to articulate the skills and strategies they are using, their relevance and application to other contexts, personal strengths and next steps in numeracy and mathematics. They will make links and use numeracy skills across other areas of the curriculum.  Teachers will articulate an increase in confidence in the teaching of numeracy approaches and the subsequent positive impact on pupils. Pupils will experience breadth, depth and challenge in lessons with enhanced opportunities for application.  Most or almost all pupils will attain appropriate levels in numeracy and mathematics – a few will exceed these.  There will be equity for all by ensuring differentiation and clear identification of pupil’s needs. | Prior to PLA training and Intervention, pupils and teachers will undertake an attitude to maths questionnaire. Pupils will also undergo a pre-intervention contextual assessment.  These will also be carried out post-training and post-intervention with the qualitative evaluations carried out thereafter.  North Ayrshire Progress Tracker, the school tracking system and evidence to support judgements will evidence improvements.  Pupil views will be sought and monitored – most will demonstrate an increased level of confidence towards their learning.  Teachers will demonstrate an increased level of confidence and effectiveness in delivery of the numeracy and mathematics curriculum, demonstrated during learning walks and peer observations.  Professional dialogue during focus meetings will reveal an increase in teacher confidence as well as improved consistency in the delivery of key skills and strategies across all stages.  Analysis of PEF data demonstrate pupil improvement against previous performance. | |

**Detailed Action Plan 2018-19: Elderbank Primary and Early Years**

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| **School Strategic Priority:** | | To strengthen and enhance inclusive practices within and across the whole school provision | | | | | **Linked to Directorate Priority: 1** |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Learners will have an increased knowledge and understanding of diversity.  Learners will have developed skills in restorative practices to resolve conflict and capacity for self-regulation.  Learners will have increased opportunity for successful inclusion across the whole school establishment and community through carefully selected activities. | HGIOS 4  2.2  2.4  3.1  **NIF: 3** | **YES**  **£900**  **YES**  **Children’s First Worker 3 days per week**  **£24,410.40**  **Money Advice worker 3.5 hours per week**  **£3,845**  **YES**  **PLAYGROUND INTERVENTIONS**  **£15,844.19**  **YES**  **Nurture Resources/ Resources to support inclusion**  **£3,339.60**  **YES EVISENSE**  **£1,530** | **Teacher Professionalism**  Staff will engage in professional learning with Educational Psychologist to build capacity and understanding of high quality inclusion.  Support Staff will engage in practical training session with Nurture Staff to explore positive playground interactions and organisation.  Staff will participate in collegiate session to develop skills in using the Kit Bag resource.  All staff will participate in practical restorative conversation training.  Nurture Staff will provide CLPL in nurturing schools approach to Promoting Positive Behaviour  Staff to be trained with Level 3 Place2Be Counselling  **School Leadership**  Staff will actively participate in a working group to review the school approach to recognising positive behaviour and achievements.  Working group will develop a programme of study which explores diversity and encourages aspects of equality and equity for all  Individual staff will develop skills to deliver Kit Bag sessions for pupils.  Staff will work collaboratively with Childrens’ First to support individuals to support resilience and wellbeing.  Staff and SMT will work collaboratively to identify needs of individuals and work in partnership with the Challenge Team.  **School Improvement**  All staff will be involved in evaluating the impact of new learning opportunities through staff evaluations, evaluation of   * PPB Policy * Successful Inclusion * Kitbag Sessions * Diversity Programme of Study * Positive Playground Interactions * Community Inclusion   Staff will bring evidence of change and improvement to collegiate sessions in Term 3 to engage in professional evaluation of impact and to contribute to future policy and practice guidance.  **Assessment of Children’s Progress**  Tracking of pupil participation  Monitoring of attendance rates  Tracking of serious incidents  Pupil evaluations  **Performance Information**  During focus meetings, staff will articulate the extent to which improvements have impacted on pupils’ learning and the factors which have contributed to this.  Termly evaluations and tracking information will be used to support teacher judgements.  **Parental Engagement**  Identify opportunities for parents to support pupils in class  Use of Evisense for individual pupils who require additional support to recognise achievements  Parental Workshops to explore restorative practices  Parental involvement in recognition of achievements | Term 1 and 2  Nurture Teacher  Class Teachers  Classroom Assistants  November 2018 – March 2019  A Bigham  Term 1  Nurture Teacher  Working Group  March 2019  All staff  March 2019  June 2019  HT and Class Teachers  HT  Nurture Teacher  Class Teacher  September 2018  December 2018  April 2019  On-going 2018-2019 | Almost all pupils will be more resilient  Almost all pupils will be more engaged in learning within the classroom  Most pupils will show respect for diversity and have an increased understanding, knowledge and skills through their behaviour and actions.  All pupils’ achievements will be celebrated through recognition boards  All pupils will experience a consistent nurturing schools approach across the establishment.  Most pupils will be more confident in dealing with conflict through increased skills in restorative approaches. | Prior to introduction of diversity programme, pre intervention pupil evaluation.  PASS Survey September P4-7  Increase in attendance for vulnerable groups and individuals tracked through attendance monitoring  Pupil evaluations of diversity programmes  Teacher evaluations will reflect increased pupil understanding of diversity  Staff evaluations of programmes of study will reflect an increase in pupil understanding of equality and equity.  Monitoring of Support Staff in playground will demonstrate a consistent approach to positive interactions and use of restorative practice  Peer observation of Support Staff will recognise good practice and areas for improvement  Record of pupil achievement will demonstrate an increase in pupil recognition from Term 1 – Term 4  PASS Survey Results will demonstrate an increase in positive pupil attitude from 2017-2018 results.  Class Displays will reflect the key principles of a nurturing school’s approach.  Class displays in every classroom will incorporate a recognition board which is update daily.  Pupil engagement evaluations through tracking meetings will evidence a decrease in negative behaviour and an increase in pupil mediation.  Staff focus meeting dialogue will reflect the positive impact of Kitbag input.  Parental evaluations of parental engagement opportunities. | |

**Detailed Action Plan 2018-19: Elderbank Primary and Early Years**

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| **School Strategic Priority:** | | To raise attainment in literacy with a specific focus on Writing Skills and introduction of Key to Learning Story Grammar. | | | | | **Linked to Directorate Priority:** 2, 4 |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| Learners will have increased knowledge and understanding of grammar skills to support their learning in writing.  Teachers will have increased knowledge, skills and confidence in assessing pupil progress in writing. | 1.1  1.3  2.2  2.3  3.2  1?  2  4  5  1.1  1.3  2.2  2.3  3.2  1?  2  4  5 | Y – New Wave English resource purchased  £1,984  Y- Key to Learning Purchase of Resources and training  £15,162  Y  Dyslexia Resources  £595  Y – 0.8 FTE Class Teacher  £37,122.05  Yes  Digital Resources £2,608 | ***Teacher Professionalism***  All teachers will be provided with training on a new grammar skills progression. Our focus will be to:   * Develop a clear skills progression for the teaching of grammar across the school and consistency of approach from Primary 1 to Primary 7. * Ensure progression of grammar skills from P1-P7 with each stage building on previous learning. . * Meet the needs of all children through differentiation.   Whole staff input and EY-P2 staff focus on the introduction to the Key to Learning Curriculum, specifically the Story Grammar module which introduces pupils to concepts and strategies which form the early foundations of Story Writing. Staff will be fully involved in an 8 week PLA Programme  **School Leadership**  DHT will be responsible for supporting the implementation of the skills progression and monitoring and evaluating its effectiveness in raising attainment in writing.  **School Improvement**  All staff will be involved in evaluating the impact of improvements. Staff will bring evidence of change/improvement to focus/tracking meetings.  ***Assessment of Children’s Progress***  Teachers will use a range of assessment strategies to assess children’s progress. Primary 5-7 staff will make use of a new resource, New Wave English, on a weekly basis to assess children’s progress and plan next steps.  **Performance Information**  *Almost* *all* staff will articulate how well the improvements have impacted  on pupils’ learning and the factors which have contributed to this through focus/tracking meetings.  ***Teacher Professionalism***  All teachers have received training on both Big Writing and Talk into Writing approach. Our focus will be to:   * Continue to implement a clear rationale towards the teaching of writing, ensuring progression from P1-P7. * Meet the needs of all children through differentiation. * Teachers will moderate with stage partners and across stages to support judgements when assessing Writing.   **School Leadership**  DHT will be responsible for monitoring and evaluating the effectiveness of Big Writing and Talk into Writing in raising attainment in writing.  **School Improvement**  All staff will be involved in evaluating the impact of improvements. Staff will bring evidence of change/improvement to focus/tracking meetings.  ***Assessment of Children’s Progress***  Teachers will assess pupils’ writing using a range of self, peer and teacher assessments with quality feedback provided. All staff will assess pupils’ writing formally in October, February and May using the ‘Elderbank’ Writing Assessment Record Sheet’.  **Performance Information**  *Almost* *all* staff will articulate how well the improvements have impacted  on pupils’ learning and the factors which have contributed to this through focus/tracking meetings. | August 2018 – June 2019  All teaching staff  DHT – L MacFarlane  All teaching staff  In-Service Day 2  All teaching staff  All teaching staff  August 2018 – June 2019  All teaching staff | There will be an enriched literacy environment evident across the school with a clear focus on grammar skills.  There will be a clear rationale for the school’s approach to teaching grammar including whole school and class expectations which will result in consistency of practice for pupils. Pupils will report an increase in confidence in their grammar and writing skills.  Teachers will articulate an increase in confidence in the teaching of grammar skills and subsequent positive impact on pupils.  Pupils will experience consistency, progression & challenge in lessons with enhanced opportunities for application.  *Most or almost all* pupils will attain appropriate levels in writing and reading and a few will exceed these.  There will be an enriched literacy environment evident across the school with a clear focus on writing skills.  There will a clear rationale for the school’s approach to teaching writing.  Pupils will report an increase in confidence towards writing.  Teachers will articulate an increase in confidence in the teaching and assessment of writing and subsequent positive impact on pupils.  Pupils will experience consistency, progression & challenge in lessons with enhanced opportunities for application across the curriculum with staff following the ‘Elderbank Writing Curriculum Overview’.  *Most or almost all* pupils will attain appropriate levels in writing and a few will exceed these. | Discussion will take place re. rationale and impact during Senior Manager Visits.  Evaluation of impact of improvements will show:   * Teachers feeling more empowered to provide a consistent approach towards teaching grammar skills. * Increased confidence of staff in meeting needs through implementation of grammar skills progression through staff focus meetings. * Increased confidence of pupils in applying grammar skills in their writing and discussed through pupil focus groups.   North Ayrshire Progress Tracker the school’s tracking system and evidence to support judgements will evidence improvement.  SMT will demonstrate analysis of pupil progress including improvement against previous performance using GL assessments and PTE.  Evaluation of impact of improvements will show:   * Teachers feeling more empowered to provide a consistent approach towards teaching writing skills. * Increased confidence of staff in meeting needs through moderation and assessment. * Increased confidence of pupils towards their writing.   North Ayrshire Progress Tracker the school’s tracking system and evidence to support judgements will evidence improvement.  SMT will demonstrate analysis of pupil progress including improvement against previous performance.  Writing Assessments using ‘Elderbank’ Writing Assessment Record Sheet’ will be brought to and discussed at staff focus meetings. | |

**Detailed Action Plan 2018-19: Elderbank Primary School and Early Years**

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| **School Strategic Priority:** | | **Visual Learning – Strand 3** Inspired and Passionate Teachers: High impact teachers in the classroom | | | | | **Linked to Directorate Priority:** *2* |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will I achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes** | **Measurement** | |
| To increase staff capacity and critical reflection to raise attainment in Numeracy, Literacy Health and Wellbeing through a consistent Whole School Visible Learning Approach | **2.3**  **Learning and teaching**  3.2  Raising Attainment and Achievement | Yes  Supported through purchase of resources as identified in other priorities for Numeracy and Literacy. | **Teacher Professionalism**  All staff to participate in collegiate activities to upskill and improve the quality of learning and teaching which will have a significant impact on pupil achievement:  CPD   * Introduction to Strand 1 at PLA Monday 3rd September 9.30-12.30. Qualitative Questionnaire completed by participants. * Strand 1 key focus areas to be identified by school 3rd September – 12th September * Strand 1 Coaching Session 1 at PLA Wednesday 12th September 4-5pm * Strand 1 identification of key needs and proposed training by school to support implementation of key focus areas 12th September –3rd October * Strand 1 Coaching Session 2 at PLA Wednesday 3rd October 4-5pm * Strand 1 CLPL training/discussion group and initial observations of progress carried out by school 3rd October –24th October * Strand 1 Coaching Session 3 at PLA Wednesday 24th October 4-5pm * Strand 1 CLPL training/discussion group and further observations of progress carried out by school 24th October -21st November * Strand 1 Coaching Session 4 at PLA Wednesday 21st November 4-5pm. Next steps identified and shared by schools * Completed Visible Learning Progress Tracking Form and Qualitative Questionnaire for Strand 1 submitted to PLA by 18th January * Introduction to Strand 3 at PLA Qualitative Questionnaire completed by participants. * Strand 3 Coaching Session 1 at PLA Wednesday * Strand 3 identification of key needs and proposed training by school to support implementation of key focus areas * Strand 3 Coaching Session 2 at PLA * Strand 3 CLPL training/discussion group and initial observations of progress carried out by school * Strand 3 Coaching Session 3 at PLA * Strand 3 CLPL training/discussion group and further observations of progress carried out by school * Strand 3 Coaching Session 4 at PLA Wednesday.   Next steps identified and shared by schools  Completed Visible Learning Progress Tracking Form and Qualitative Questionnaire for Strand 3 submitted to PLA  **School Leadership**  Lead staff in developing learning and teaching approaches through Visible Learning pedagogy.  Training for staff  Regular staff collegiate meetings to plan and evaluate and to share good practice.  Monitoring to ensure consistency – observations, peer observations.  **School Improvement**  All staff to engage in training and collegiate activity and plan activities which encompass the theories and approaches of Visible Learning.  All staff share a sense of collective efficacy and consistency to allow greater likelihood of positively impacting pupil learning and raising attainment.  **Assessment of Children’s Progress**  All staff will be involved in monitoring and tracking the progress and development of individuals  PLA Progress tracking format  **Performance Information**  Regular collegiate meetings to discuss progress and plan next steps.  Progress tracking information  **Parental Engagement**  Sharing visible learning with parents:  ‘Sharing the Learning’ events,  ‘Stay and Play’  Parent information sessions  FLZ involvement with parents | Session 2018/19  All Staff  3/9/18  12/9/18  12/9/18  3/10/18  3/10/18  24/10/18  24/10/18  21/11/18  21/11/18  18/1/19  January 21st 9.30-12.30.  January 30th 4-5pm  30th January-13th February  13th February 4-5pm  13th February-6th March    6th March 4-5pm  6th March – 20th March  20th March 4-5pm  by 19th April  SMT  All Staff  DHT  All Staff  All Staff  All Staff  SMT  All staff  SMT  FLT | * Raised attainment and achievement for all pupils * Pupils across the school will demonstrate key skills of being Successful learners * Increased confidence for pupils * Improved problem solving and critical thinking skills * Increased creativity * Pupils will develop key skills for learning life and work. | Pre and Post Intervention Questionnaires to determine a baseline and the impact of interventions.  Records of quality professional discussions between staff  Improvements evidenced in Monitoring and Tracking Visits  Increased attainment and achievement for most pupils across the establishment recorded through Progress Trackers and Teacher Focus Meetings  Assessment data to reflect improvement in attainment – Pupil Progress Tracker  Monitoring –SMT observations, Peer observations records and actions  Pupil Focus Group Feedback  Parental engagement records  Parental questionnaires | |