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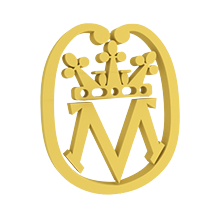
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**Communities and Education Directorate**

**St. Mary’s Primary School**

**Improvement Plan 2021-2022**



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**Vision, Values and Aims**



**Vision, Values and Aims**

**Vision**

The whole school community will work as a team to ensure that all children can be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. Our children will develop the knowledge, skills and attributes they will need to flourish in life, learning and work, now and in the future. Our school will be a nurturing environment where children are supported and challenged to investigate, explore and embrace all experiences and outcomes offered by Curriculum for Excellence.

**Values**

Here at St. Mary’s our values are:

* Faith
* Compassion
* Ambition
* Respect

**Aims**

* St Mary’s is a welcoming, happy, safe, inclusive and nurturing environment where everyone is valued and children’s rights are respected.
* We will develop as a community of faith and learning by promoting Gospel values and through celebration and worship; sharing our God-given talents for the common good.
* Our children will be motivated, encouraged and stimulated through a variety of high quality learning and teaching experiences; differentiated to meet the needs of all learners.
* As a community we will celebrate the personal and wider achievements of all both in class and at assemblies.
* Our partnership with parents, parish, local community and partner agencies, based on mutual respect and support the health and wellbeing of all our young people.
* We will maintain high standards and expectations, challenging our learners to be aspirational. They will be challenged and supported to set their own targets and achieve their goals in learning and life.
* We will promote the values of Global Citizenship and learning for sustainability to promote care for both our immediate environment and the wider world.

**The North Ayrshire Annual Improvement Plan**

The North Ayrshire Education annual improvement plan sets out our priorities for the year ahead in pursuit of the joint aims of achieving excellence and equity for our learners. It takes account of the feedback from consultation with our stakeholders across the Council and community and ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework. In the delivery of this plan, we will work in close partnership across the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The COVID-19 pandemic has presented us with a fresh set of challenges and this plan reflects this new evolving context. Therefore, this is a plan like no other previously devised. However, as well as the context, it draws on the rigorous self-evaluation undertaken in establishments and across the service of the progress towards the previous year’s plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

**Council Priorities:**

The Council strategic priorities for 2019-24 are detailed below:



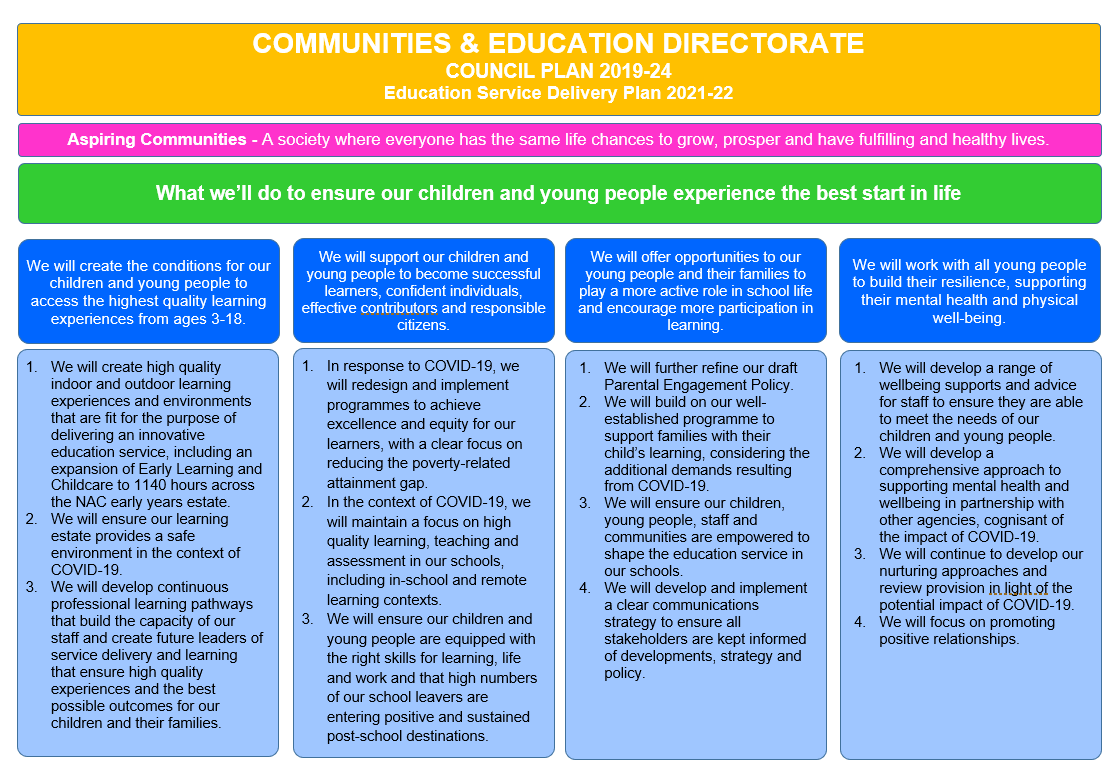
**National Improvement Framework:**

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

Alignment to Local and National Plans

This plan is aligned to local and national plans as follows:

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**Strategic Plan 2021-22: [St. Mary’s Primary School]**

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| **School Priorities** | **We will work with all young people to build their resilience, supporting their mental health and physical wellbeing.** | **We will create the conditions for our children and young people to access the highest quality learning experiences, supporting our children to become successful learners, confident individuals, effective contributors and responsible citizens.** | **We will explore and develop a play-based approach to learning, both inside and outside the classroom.** | **Develop our teaching of Mandarin and increase the cross-curricular links made within this.** |
| **High Level Objectives** | * We will focus on promoting positive relationships. * We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19. * We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19. * We will develop a range of wellbeing supports and advice to ensure they are able to meet the needs of our children and young people. | * In the context of COVID-19, we will maintain a focus on high quality learning, teaching and assessment in our school to raise attainment in Literacy and English. * To ensure that development of these skills is placed in a cross-curricular context, with particular emphasis on World of Work and employability skills. | * To create a learning environment where children can participate in a range of challenging, progressive and creative play-based learning experiences responsive to their interests. | * Enhance skills in Mandarin to ensure our young people are fully equipped with knowledge and skills which will be useful in the future. * Improve the cross-curricular links made within our Mandarin provision. |

**Strategic Plan 2021-22: [St. Mary’s Primary School]**

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

**Detailed Action Plan 2021-22: [St. Mary’s Primary School]**

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| **Establishment Strategic Priority:** | | **Serving the Common good using the seven themes of Catholic Teaching as a benchmark for self-evaluation and improvement. Consider the impact of our Catholic Mission on wellbeing, equality and inclusion of all pupils and on our collaborative and partnership working.**  **Priority 1- We will work with all young people to build their resilience, supporting their mental health and physical wellbeing.** | | | | | **Linked to Directorate Priority:** 4 |
| **NIF Key Priorities:** | | |  |  |  | | --- | --- | --- | | **Who?** | **When?** | **How?** | | **Staff** | **Collegiate** | **Questionnaires**  **HGIOS 4** | | **Pupils** | **Across the term** | **Pupil Voice groups**  **Questionnaires** | | **Parents** | **Termly** | **Parent/Teacher Meetings / Reports / Seesaw** | | | | | |  |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |
| *Taken from strategic plan on page 5*  We will focus on promoting positive relationships.  We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19.  We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19.  We will develop a range of wellbeing supports and advice to ensure they are able to meet the needs of our children and young people. | *Pick the key indicator(s) on which you are focusing*  2.4  3.1 | *Ensure all your proposed PEF spend is included within the IP* | *What will we do?*  *How will we deliver this?*  *Ensure you include high level details of PEF spend as appropriate, including targeted groups*  **Teacher Professionalism:**   * Revise NAC policy on Restorative Practice with all staff. * Continue to promote, model and embed our school values; ***Faith, Compassion, Ambition, Respect.*** * Pursue RRS Gold Award, ensuring pupil’s rights are at the centre of our planning. * Up-skill staff in delivering ‘God’s Loving Plan’ to teach relationships and sexual health. * Maintain our proactive, rather than reactive approach to mental health.   **School Leadership:**   * Reintroduce ‘Worry Warriors’ (P1-4) and ‘Peer Mediators (P5-7) to promote pupil leadership of relationship management. * Develop our own Promoting Positive Relationships policy, working in partnership with the other Largs Campus schools. * Continue to work in partnership with our Church for the benefit of all. * Explore HGIOUS HWB theme challenge questions to gather pupil voice to inform improvement. * Pupils will have opportunities to build positive relationships across the school and lead their own learning through being part of pupil leadership groups.   **Teacher Professionalism:**   * Continue to utilise our Bounceback resource, making full use of their baseline questionnaires to target our interventions, teach pupils the skills to develop their resilience and measure the impact of this input. We will develop and standardise our recording of this information to ensure consistency across the school. Children requiring further support will continue to be flagged to SLT and nurture provision or access to other agencies (e.g. AIW, Ed. Psych.) will be facilitated. * Continue to provide 2 hours of high-quality PE lessons, engage regularly with Active Schools and ensure our after-school clubs offer a variety of experiences responsive to pupil voice. * Make more effective use of outdoor space for learning, mental and physical health and wellbeing and maintain our Eco School status. * Develop outdoor spaces within the playground that provide more tranquillity and sensory experiences for pupil requiring a more peaceful setting during break and lunch times. * Continue to plan achievable and measureable targets for our pupils, taking full account of the eight wellbeing indicators. * Support our new Mandarin teacher to begin Tai Chi with pupils. Our Mandarin teacher will also run an after-school class to support cooking, art etc. to include parents.   **Parental Engagement:**   * Maintain productive partnership with our FLW to provide outdoor learning experiences and to deliver online bespoke accredited mental health classes to parents. * Restart parental workshops on wellbeing e.g. Growth Mindset, Visible Learning, Mindfulness. * Continue with informal meetings ‘drop-ins’ between SLT and parents. Maintain links with Church to ensure all families in need receive support.   **School Leadership:**   * Cascade the messages of support from the Largs Wellness Model to maintain the wellbeing of pupils and staff. * Staff will be trained on NAC’s SHINE resource. * Maintain our link for our P7s to have access to the Largs Academy Counsellor. * We will participate in the Children 1st Mental Health pilot.   **School Leadership:**   * Maintain our commitment to gathering pupil voice to develop and improve our school through our ‘SHANARRI Box’ where pupil feedback and worries can be shared during weekly assemblies and focus groups etc. * In recognition of the increasing cost of the school day, we will be investigating and implementing a range of initiatives to combat this. We will be starting a pre-loved uniform store and will look in to starting a breakfast club in conjunction with the other schools in our Campus. This will continue to grow and develop as more guidance from North Ayrshire Council is released.   **School Leadership/Teacher Professionalism:**   * Classroom Assistant time will continue to be allocated responsively. We will develop our multi-agency working relationships. * Continue to seek opportunities to up-skill staff via CLPL. * Staff will utilise and embed their learning from NAC’s Nurture modules. | *Timescale could be month or term.*  *Assigned to roles rather than actual names is preferable*  August ’21 (HT/DHT and all staff). | *What will be better for the children and young people?*  *Focus on learning, achievement and wellbeing*  **Teacher Professionalism:**   * Staff will use consistent language and facilitate effective maintenance of positive relationships. * Pupil wellbeing will be ensured through explicit teaching of mental health and resilience strategies, and the maintenance of strong links with our Church.   **School Leadership:**   * Pupils will take ownership of managing and maintaining their relationships and develop their social skills and emotional resilience. * Our pupils will be educated in a nurturing, Rights Respecting environment where all members of the school community will endeavour to live by our school values. We will aspire to model these values across a range of learning contexts, for example, as a Fairtrade Achiever school we will continue to develop our understanding of how we can affect change within our local community and the wider world, and how, through social media, we can support the work of Fairtrade.   **Teacher Professionalism:**   * Pupils explicitly taught to manage and maintain mental wellbeing. This will be recorded more consistently to inform transition and make identification of trends easier. * Pupils will experience more of their learning time outdoors, which will contribute positively to their overall wellbeing. * Pupils will have more positive experiences during play times and will therefore be in a healthier and more resilient mental state to support the fostering of positive friendships. This will make our learning environment more inclusive for all pupils.   **Parental Engagement:**   * AIW will maintain links with the families of pupils under their care, ensuring access to appropriate support.   **School Leadership:**   * CA / PST time will continue to be allocated proportionate to need. This will be reviewed and changed regularly, responsive to emergent need. This will support pupil wellbeing and help to raise attainment.   **Parental Engagement:**   * Fostering a close, purposeful relationship with consistency of language and approach at home and school will improve pupil wellbeing. * Parents will be re-integrated into the life and work of the school in a post-Covid world.   **School Leadership:**   * Our school will have a nurturing and positive ethos where all members of our school community feel their wellbeing is supported. The six principles of Nurture will underpin our practice.   **School Leadership:**   * Pupils will feel respected and listened to. They will feel involved in the life and work of the school.   **School Leadership/Teacher Professionalism:**  Pupils will have sufficient support to maintain their wellbeing and will be able to access and progress in their learning.  Staff will demonstrate understanding of the Nurture principles and this will be evident in their planning and practice. | *Measures of success?*  *How will we know?*  *What specific evidence will we gather to show the impact of every improvement activity?*  *Remember to triangulate: use data, observation and stakeholder views.*  **Teacher Professionalism:**   * Consistency of understanding and language will be demonstrated during revision session. Explicit teaching of language and resilience strategies will be evident during observation of Restorative Conversations and monitoring of weekly and forward plans.   **Assessment of Pupil’s Progress:**   * Anecdotal evidence from pupils’ weekly ‘SHANARRI Box’ slips – with patterns/common themes noted, addressed and recorded. * Gold RRS Questionnaires and evidence gathered to reflect support offered.   **School Leadership:**   * Observation of playground interactions and pupil-led Restorative Conversations. * Pupil voice gathered through focus groups. * Feedback sought from staff regarding impact of training and confidence delivering GLP material during Forward Plan feedback meetings. * Pupil voice on experience of working within leadership groups and achievement of awards.   **Teacher Professionalism/ Assessment of Pupil’s Progress:**   * Data from questionnaires will be collated and the changes measured. SMT will be able to monitor data for trends and to support interventions. * Observation of pupils and their use of spaces across learning and free time. * Pupil voice on how they use and would like to adapt/change the space to better suit their needs. * More positive results will be evident on pupil questionnaires.   **School Leadership:**   * Moderation and monitoring of ASN paperwork targets. * Professional dialogue about specific pupils during Forward Plan meetings. * Identifying and examining trends across year groups and targeting multi-agency input to ensure pupils reach their full potential and achieve positive destinations.   **Parental Engagement:**   * Feedback gathered from parents who attend sessions – via questionnaires. Information gathered from these used to inform next steps.   **School Leadership:**   * Questionnaires and check-ins. * Referrals to CAMHS, AIW and the school counsellor.   **School Leadership:**   * Observation of weekly assemblies. * ‘You said, we did’ board updated to reflect pupil voice. Publish this on school website. * Pupil voice questionnaires/focus groups will reflect this.   **School Leadership/Teacher Professionalism:**   * Bounceback questionnaire data and resulting interventions revisited and effectiveness assessed to inform next steps. * Staff feedback on Nurture modules and reflections showing understanding and implementation of Nurture principles. | |

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| **Establishment Strategic Priority:** | | **Priority 2 – We will create the conditions for our children and young people to access the highest quality learning experiences, supporting our children to become successful learners, confident individuals, effective contributors and responsible citizens.** | | | | | **Linked to Directorate Priority: 1 & 2.** |
| **NIF Key Priorities:** | | |  |  |  | | --- | --- | --- | | **Who?** | **When?** | **How?** | | **Staff** | **Collegiate** | **Questionnaires**  **HGIOS 4** | | **Pupils** | **Across the term** | **Pupil Voice groups**  **Questionnaires** | | **Parents** | **Termly** | **Parent/Teacher Meetings / Reports / Seesaw** | | | | | |  |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |

**Detailed Action Plan 2021-22: [St. Mary’s Primary School]**

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| *Taken from strategic plan on page 5*  In the context of COVID-19, we will maintain a focus on high quality learning, teaching and assessment in our school to raise attainment in Literacy and English.  Children will have a better understanding of the purpose of their learning through application of the skills in cross-curricular contexts and exploration of the World of Work. | *Pick the key indicator(s) on which you are focusing*  3.2  2.3  2.2  3.3 | *Ensure all your proposed PEF spend is included within the IP* | *What will we do?*  *How will we deliver this?*  *Ensure you include high level details of PEF spend as appropriate, including targeted groups*  **Writing and Grammar:**  Through analysis of our data and identification of trends over time, staff identified writing as a particular area for development. Through research and trial of various resources e.g. Big Writing and Pie Corbett’s Talk for Writing, PM Writing has been identified as the best tool to raise attainment in writing as this exposes pupils to a wide range of genres.  **Teacher Professionalism:**   * All teachers will begin to implement their learning from Stephen Graham and PM Writing Courses. * All staff to work together in a Working Party to create a policy, informed by the PLA’s Literacy Framework. This will be adapted over time to document procedures agreed by all staff: * New assessment criteria to be developed, adapted using feedback from staff and agreed for whole-school use. These will reflect the seven principles of curriculum design. * Progression will be ensured by agreeing coverage of genres across the stages. Cohesion will be ensured by ensuring the associated punctuation and grammar is taught as part of the writing unit. * End-of-unit evaluations to be completed to show impact of teaching and to ensure progression from last input on that genre * Consistent language and approach agreed and used by staff and regular moderation opportunities (within and beyond North Ayrshire e.g. SWEIC and with comparator schools identified using the ‘Power By’ tool) to support development of this. * SLT and peer observed lessons, as well as jotter audits, will focus around this – allowing best practice to be shared and to guide staff CLPL. * Utilise PST to enhance provision of writing through smaller-group input * Staff will participate in whole school training on Cornell note-making delivered by SMT and PLA. * Staff to agree progressive common word lists for spelling to ensure consistency across the stages.   **Parental Engagement:**   * Run workshop for parents to share new way of working and assessing pupil progress. * Writing-themed shared finishes. * Restart ‘Star Writers’ Awards – Best Effort / Most Improved etc. * Share examples of work e.g. Youtube, creating books etc.   **Reading:**  **Teacher Professionalism:**   * Revise newly-created reading skills resources. * Staff to familiarise themselves with new books and create resources and suggested follow-up activities to support development of these skills. * Progression across a level to be agreed for each skills in P5-7 and for the end of Early Level, to match First Level grid previously created. To be moderated and adapted following feedback from staff.     **School Leadership / Teacher Professionalism:**   * All pupils will be exposed to variety of careers. They will have the opportunity to pose questions to the speakers and make the link between their own learning and skills development and how this will be applicable in a given career. * P7 pupils will have the opportunity to participate in real-life work placement experiences. * Pupils will apply and develop their literacy skills through participation in and promotion of these experiences. * Pupils will show leadership across the curriculum e.g. Leadership Groups, IDL topics, Christmas Fayre, SCIAF fundraising, French Café, Mandarin Hub – engaging with visitors from China. This will increase pupil agency and activism as they choose causes to fundraise for. * Links made with local businesses to ensure pupils have access to a range of experiences. Sustainability is ensured as this can be built upon each year. * Pupil voice sought to ensure experiences offered are meaningful and responsive to their interests. | *Timescale could be month or term.*  *Assigned to roles rather than actual names is preferable*  Aug ’21 – ongoing (All Teaching Staff / SMT).  Aug ’21 –ongoing.  (All Teaching Staff / SMT).  Aug ’21 –ongoing.  (All Teaching Staff / SMT).  Aug ’21 –ongoing.  (All Teaching Staff / SMT). | *What will be better for the children and young people?*  *Focus on learning, achievement and wellbeing*  **Teacher Professionalism:**   * Staff will be up-skilled and more confident in the teaching of writing. Children will have higher-quality learning experiences within this context. * Engagement in peer writing lesson observations (supports staff CLPL). * An increase in staff confidence in the teaching of writing. * An increase in staff confidence in skills progression within genres. * Staff will have a greater understanding of how to implement the Cornell note-making method. * Upper school pupils will be able to use the Cornell method to create a structured yet visual way of note making.   **Assessment of Children’s Progress:**   * A reduction in the attainment gap that exists between highest and lowest attaining pupils. * Increased attainment evidence through monitoring and tracking and assessment.   **School Improvement:**   * Pupils and staff will have a greater understanding of: writing genres, purpose for writing, the writing process, text structures, sentence structure, spelling and punctuation. * Create an audit of current writing resources at each reading level and regularly review to ensure pupils have a wealth of materials to support the writing process.   **Parental Engagement/ Assessment of Pupil’s Progress:**   * Parents will be up-skilled and will be more confident supporting their children. A consistent approach will contribute to raising attainment for all learners.     **School Improvement/ Teacher Professionalism:**   * Pupils and staff will have a greater understanding of: different reading skills.   **School Leadership/Teacher Professionalism/ Assessment of Children’s Progress:**   * Pupils will be more motivated to develop their literacy skills as they will have a better understanding of the real-life application of these. * Attainment in Literacy will rise to reflect the increased motivation and contextualisation of the learning. * Our pupils will have a range of experiences. * Pupil agency and activism will increase and planning, learning and teaching will become more child-led and more responsive to pupil interest. Pupils’ creativity will be enhanced. | *Measures of success?*  *How will we know?*  *What specific evidence will we gather to show the impact of every improvement activity?*  *Remember to triangulate: use data, observation and stakeholder views.*  **Teacher Professionalism:**   * SMT observe writing lessons across the stages P1 - P7. * Staff observe & evaluate peer observations. * Staff questionnaires pre and post to measure confidence levels. * SMT will complete jotter audits of pupils writing – the Cornell note-making method will also be evident. * Whole school will evaluate the effectiveness of the Cornell approach to note-taking   **Assessment of Children’s Progress:**   * Whole-staff agreement of assessment procedures and guidance, and consistent application across all stages. * Staff and pupil feedback gathered via audit. * SMT tracking and monitoring data. Forward plan dialogues with SMT and interventions implemented responsive to the needs identified. * Collegiate working resulting in moderation of standards ensuring a robust approach   **School Improvement:**   * A progression overview in writing across levels will be created and evaluated .DHT * Pupil voice will be used to ascertain % pupils who can identify features of genres being taught HT * A list of writing/reading resources will be compiled to ensure a wide-range of different texts to support writing DHT * Standardised assessment scores & teacher judgement levels will be used to show progression HT * Staff will evaluate the overall effectiveness of the PM writing resource   **Parental Engagement:**   * Parental feedback gathered via questionnaires. * SEEMIS data.   **School Leadership/Teacher Professionalism/ Assessment of Children’s Progress:**   * Seemis data for Literacy will reflect an increase in attainment. * Pupil voice will show an increase in confidence and understanding of the purpose behind the learning. * Jotter audits and moderation will show an increase in the quality of written pieces pupils produce. * Planning – weekly and forward and professional dialogue during meetings will reflect the increasingly child-led and world of work skills focus. |

**Detailed Action Plan 2021-22: [St. Mary’s Primary School]**

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| **Establishment Strategic Priority:** | | **Priority 3 – We will explore and develop a play-based approach to learning, both inside and outside**  **the classroom.** | | | | | **Linked to Directorate Priority: 1 & 2.** |
| **NIF Key Priorities:** | | |  |  |  | | --- | --- | --- | | **Who?** | **When?** | **How?** | | **Staff** | **Collegiate** | **Questionnaires**  **HGIOS 4** | | **Pupils** | **Across the term** | **Pupil Voice groups**  **Questionnaires** | | **Parents** | **Termly** | **Parent/Teacher Meetings / Reports / Seesaw** | | | | | |  |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |

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| *Taken from strategic plan on page 5*  To create a learning environment where children can participate in a range of challenging, progressive and creative play-based learning experiences responsive to their interests. | *Pick the key indicator(s) on which you are focusing*  1.2  1.5  2.2  2.3 | *Ensure all your proposed PEF spend is included within the IP* | *What will we do?*  *How will we deliver this?*  *Ensure you include high level details of PEF spend as appropriate, including targeted groups*  We will be participating in NAC’s pilot of play-based learning. This plan will develop and change as more information and training is provided.  **School Leadership:**   * Participate in NAC’s pilot of play-based learning. * Review Early/First Level planning to take account of principles for play-based learning. * Develop robust risk assessments to support the increased outdoor provision. * Link with Largs EYC to establish outdoor area in Campus in wooded area. * Parent Council to pursue grants to purchase outdoor clothing and/or resources to facilitate play. * Develop ‘Grab and Go’ boxes to facilitate and use for outdoor learning. * Develop quality observation and assessment criteria to record play and ensure experiences meet the seven principles of curriculum design. Engage with EYC staff for guidance and to share good practice, share ideas and evaluate provision in environment.   **Parental Engagement:**   * Involve parents in process through workshops, shared finishes and sharing of experiences on Seesaw/social media.   **Teacher Professionalism:**   * Staff to undertake further training to up-skill and develop their knowledge and understanding of play-based learning. Staff to use their CLPL to experiment with implementation of a play-based approach – reflecting upon impact and using this to inform next steps. * Staff to share resources and ideas for play-based and outdoor learning. * Incorporate staff expertise e.g. Forest Schools – cascading this to other members of staff. | *Timescale could be month or term.*  *Assigned to roles rather than actual names is preferable*  Aug ’21 –ongoing.  (All teaching staff & DHTs).  Aug ’21 –ongoing.  (P1-3 staff & DHTs).  Aug ’21 –ongoing.  (P1-3 staff & DHTs). | *What will be better for the children and young people?*  *Focus on learning, achievement and wellbeing*  **School Leadership:**   * Our P1-3 children will have the opportunity to experience and choose a variety of play-based learning experiences. * Our P1-7 pupils will experience a range of outdoor learning experiences as we develop and improve the provision offered by our environment. Our pupils will experience outdoor learning in the safest manner possible.   **Assessment of Pupil’s Progress:**   * Staff will become adept at planning for and/or identifying different types of play. Staff will use this information to adapt the learning environment responsively to promote pupil interests or challenge the learning. They will be able to record these experiences effectively and use them to assess pupil progress. Children’s learning will be assessed in a variety of ways across our indoor/outdoor provision.   **Parental Engagement:**   * Parents will have a clear understanding of how we are delivering the Early and First Level Curriculum and will have the opportunity to play an active role in their child’s learning. They will have opportunities to provide feedback to inform next steps.   **Teacher Professionalism:**   * Staff will develop their understanding of play pedagogy and will become more confident planning and observing experiences. * Staff will become adept at evaluating their environment and changing it responsively to pupil interest and learning requirements. | *Measures of success?*  *How will we know?*  *What specific evidence will we gather to show the impact of every improvement activity?*  *Remember to triangulate: use data, observation and stakeholder view*  **School Leadership:**   * Learning experiences documented in planning, from staff evaluations on weekly planners and through professional dialogue conducted during forward plan meetings. * Pupil voice gathered via ‘SHANARRI Box’ or questionnaires or pupil focus groups. * Experiences documented and shared via Seesaw/social media – should be a recurring thread of play-based and outdoor learning.   **Assessment of Pupil’s Progress:**   * Monitoring of planning – professional dialogue with staff around organisation. * Observation of play. * Pupil voice gathered. * Staff reflections on weekly planners and during forward plan feedback meetings.   **Parental Engagement:**   * Parental feedback gathered using questionnaires. * Seesaw / social media.   **Teacher Professionalism:**   * Reflections and evaluations from staff – PRD meetings, weekly planners and professional dialogue during forward plan meetings / collegiate planning meetings / staff meetings. * Creation of a shared folder in One Drive to store and share resources. |

**Detailed Action Plan 2021-22: [St. Mary’s Primary School]**

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| **Establishment Strategic Priority:** | | **Priority 4 – Develop our teaching of Mandarin and increase the cross-curricular links made within this.** | | | | | **Linked to Directorate Priority: 1, 2 & 4.** |
| **NIF Key Priorities:** | | |  |  |  | | --- | --- | --- | | **Who?** | **When?** | **How?** | | **Staff** | **Collegiate** | **Questionnaires**  **HGIOS 4** | | **Pupils** | **Across the term** | **Pupil Voice groups**  **Questionnaires** | | **Parents** | **Termly** | **Parent/Teacher Meetings / Reports / Seesaw** | | | | | |  |
| **High Level Objectives** | **HGIOS 4**  **HGIOELC**  **NIF** | **Supported through PEF?**  **Y/N** | **How will we achieve this?** | **Timescale / Assigned to:** | **Pupil Outcomes**  *What will change for our learners?* | **Measurement**  *How will we measure impact?* | |

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| *Taken from strategic plan on page 5*  Enhance skills in Mandarin to ensure our young people are fully equipped with knowledge and skills which will be useful in the future.  Improve the cross-curricular links made within our Mandarin provision. | *Pick the key indicator(s) on which you are focusing*  2.2  2.3  2.5  2.7  3.3 | *Ensure all your proposed PEF spend is included within the IP* | *What will we do?*  *How will we deliver this?*  *Ensure you include high level details of PEF spend as appropriate, including targeted groups*  **School Leadership:**   * We will maintain our commitment to being a Confucius Hub and will continue to ensure our children’s educational experiences are enhanced via our links to China. * We will support our Mandarin teacher to ensure they are included within our school community and our pupils and staff can benefit fully from their expertise. * We will timetable discrete Mandarin lessons for each class (P5-7). * We will supplement the core language teaching with application of these Mandarin skills across a range of cultural and cross-curricular experiences e.g. STEM, HWB and Social Subjects.   **Teacher Professionalism:**   * Our Mandarin teacher will provide high-quality learning and teaching to our pupils. * Teaching staff will support and observe the learning within their own classes to enhance their own knowledge/skills and ensure pupils are encouraged to reach their full potential. * Teaching staff will support the cross-curricular application of Mandarin learning, ensuring depth, progression and relevance in our delivery of Mandarin.   **Parental Engagement:**   * Our Mandarin teacher will seek opportunities to involve parents in the learning through re-instating our popular after-school Mandarin club, completing a range of cultural learning experiences where they can support their children’s development of new language skills. * Share learning with parents through assemblies, focus weeks and social media. | *Timescale could be month or term.*  *Assigned to roles rather than actual names is preferable*  Aug 21 – June 22  (HT, DHT and Mentor)  Aug 21 – June 22  (P5-7 CTs & Mandarin Teacher).  Aug 21 – June 22 (Mandarin Teacher).  Aug 21 – June 22  (P5-7 CTs & Mandarin Teacher).  Aug 21 – June 22 (Mandarin Teacher). | *What will be better for the children and young people?*  *Focus on learning, achievement and wellbeing*  **School Leadership / Teacher Professionalism:**   * Pupils from P5-7 will experience high-quality learning and teaching. They will be able to communicate using simple Mandarin words and phrases. * Children will continue to be enthusiastic and engaged with the language and will be able to showcase their skills across a range of learning experiences. * Our Mandarin garden will support pupil wellbeing and place their language/cultural learning in a meaningful, real-life context as they explore the elements of this and the reasons they are included. * Participation in the ‘Climate Ready Classroom’ initiative will link with children’s prior learning and provide a wider context for learning.   **Parental Engagement:**   * Parents will be involved in learning and will feel more equipped to support the development of their children’s skills. Pupils will feel motivated and encouraged in their learning, contributing positively to their overall wellbeing. | *Measures of success?*  *How will we know?*  *What specific evidence will we gather to show the impact of every improvement activity?*  *Remember to triangulate: use data, observation and stakeholder view*  **School Leadership / Teacher Professionalism / Parental Engagement:**   * Observation of lessons and pupil experiences. * Pupil voice gathered via focus groups, SHANARRI box slips and pupil feedback on lessons/experiences. * Staff feedback gathered during professional dialogue, reflections/evaluations and during Forward Plan feedback sessions. * Evidence of learning shared via Seesaw / on social media. * Parental feedback sought via questionnaires etc. following events. |