



Communities and Education Directorate

Whitehirst Park Primary

Bun-Sgoil Pàirc Whitehirst

Improvement Plan 2021-2022



Vision, Values and Aims

Whitehirst Park Primary's Vision, Values and Aims underpin everything we do. They are at the heart of our curriculum, extra curricular activities and the way we interact with each other.

At Whitehirst Park Primary our children, staff, parents and community partners work together to promote a culture of mutual respect and lifelong learning where children are happy, motivated and have high self-esteem and confidence to enable them to realise their potential.

We aspire to provide the highest quality of learning and teaching in order that our children and young people will develop the knowledge, skills and attitudes necessary to succeed in our changing society.

We have high standards in all that we do, which are reflected in our Values and Aims:



Ambition - We have high expectations, we believe, we can and we are determined to succeed.

Respect - We are honest and trustworthy. We value others' rights, differences, feelings and property. We are polite, have good manners and treat others with dignity.

Responsibility - We ensure the decisions we make have a positive impact on the school environment, local community, the wider world and ourselves.

Equity - We ensure that the needs of the individual are met. We provide appropriate opportunities and support to enable all to reach their potential.

Resilience - We are a Nurturing school. We support all to develop the life skills to 'bounce back' from challenges.

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:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

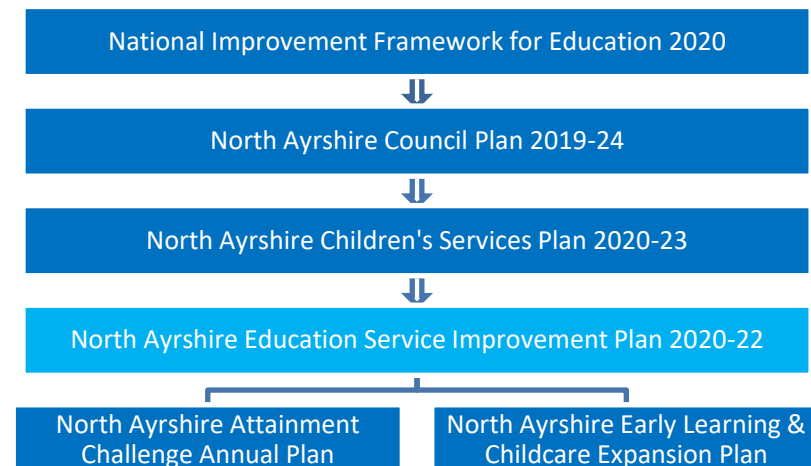
National Improvement Framework:

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:



COMMUNITIES & EDUCATION DIRECTORATE




COUNCIL PLAN 2019-24

Education Service Delivery Plan 2021-22



Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life


We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1.  We will create high quality indoor and outdoor learning experiences and environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2.  We will ensure our learning estate provides a safe environment in the context of COVID-19.
3.  We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.



We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1.  In response to COVID-19, we will redesign and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2.  In the context of COVID-19, we will maintain a focus on high quality learning, teaching and assessment in our schools, including in-school and remote learning contexts.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1.  We will further refine our draft Parental Engagement Policy.
2. We will build on our well-established programme to support families with their child's learning, considering the additional demands resulting from COVID-19.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.
4. We will develop and implement a clear communications strategy to ensure all stakeholders are kept informed of developments, strategy and policy.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a range of wellbeing supports and advice for staff to ensure they are able to meet the needs of our children and young people.
2. We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19.
3.  We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19.
4.  We will focus on promoting positive relationships.



Strategic Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



| School Priorities | Focus on school recovery through approaches to assessing and supporting wellbeing and attainment | Develop Gaelic Medium Education for Primary 1, 2 and 3 pupils | Develop a culture of leadership at all levels | Maximise Parental Engagement in the life and work of the school | Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners |
|-----------------------|--|--|--|--|--|
| High Level Objectives | <p>Wellbeing: We will build on our well established wellbeing programmes and nurturing approaches to support staff, pupils and parents.</p> <p>Attainment: We will identify gaps in learning through rigorous assessment and improve the attainment and achievement of our children and young people through high quality learning and teaching.</p> | <p>Learning and Teaching We will ensure all pupils in the Gaelic Medium class experience high quality learning experiences.</p> <p>Curriculum: We will ensure there is a clear, progressive and cohesive curriculum plan in place for Early and First Level.</p> <p>Profile: We will work with local and national partners to promote the Gaidhlig provision within North Ayrshire.</p> | <p>Staff We will ensure staff have opportunities to lead through collegiate activities and career long professional learning.</p> <p>Pupils We will provide a wide range of opportunities for pupils to lead and take responsibility for their own learning.</p> | <p>Parent Council We will support the Parent Council to engage and take the views of the wider Parent Forum.</p> <p>Family Learning We will provide a range of opportunities for Parents to engage</p> | <p>Learning and Engagement:</p> <ul style="list-style-type: none"> Learners' experiences are consistent, motivating, challenging and well-planned Learners understand the purpose of their learning Learners have the opportunity to lead learning and know their views are valued, sought and acted upon <p>Quality of teaching:</p> <ul style="list-style-type: none"> Learners experience a wide range of learning environments and creative teaching approaches Explanations and instructions are clear through the use of high quality learning intentions, success criteria, skilled questioning and effective feedback Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence <p>Effective use of Assessment:</p> <ul style="list-style-type: none"> Assessment is consistently used to inform next steps in learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning Regular and varied assessment is moderated to ensure it is valid, reliable and relevant <p>Planning, tracking and monitoring:</p> <ul style="list-style-type: none"> Learners and their parents/carers are involved in planning and evaluating learning Collaborative planning clearly identifies what is to be learned and how this will be assessed Rigorous monitoring processes provide reliable information about learners' experiences, progress and attainment All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges |



Strategic Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



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

*0.2 FTE Educational
Recovery/Nurture
Teacher*

*Additional Classroom
Assistant hours to
support Early
Intervention in P1*

*Literacy and
Numeracy Support
Resources*



Detailed Action Plan 2021-22: Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst



| School Strategic Priority: | | Focus on school recovery through approaches to assessing and supporting wellbeing and attainment | | | | | Linked to Directorate Priority: 1,2& 4 |
|---|---|--|--|--|--|--|--|
| High Level Objectives | HGIOS 4 HGIOELC NIF | Supported through PEF? Y/N | How will I achieve this? | Timescale Assigned to: | Pupil Outcomes | Measurement | |
| Wellbeing We will build on our well established wellbeing programmes and nurturing approaches to support staff, pupils and parents. | HGIOS 4 | Yes | PEF Pupil Support/Recovery (0.2FTE): ➤ Targeted 1:1 and group support from Pupil Support Teacher to support vulnerable families and pupils | PEF Pupil Support (0.5FTE): August - March 2022 | <ul style="list-style-type: none">Improvement in emotional wellbeing will facilitate learner engagement and therefore attainment.Raised attainment for targeted pupils through equipping, supporting and building the capacity of parents to maximise children's opportunities for learning. | <ul style="list-style-type: none">SHANARRI wheel wellbeing booklet - pre and post interventions for targeted pupils, evaluating parental support with learning and health promoting initiatives - looking for increase in Achieving and Healthy Wellbeing Indicators.PASS - pre and post interventions for targeted pupils - looking for an increase in positive responses. | |
| | 2.1-2.4 2.7 and 3.1 | | | | | | |
| | NIF | | | | | | |
| | Priority 2 and 3: Drivers 1, 2, 3 and 4 | No | Clear Operational Recovery Plans: ➤ Develop build and share school COVID plans, arrangements and expectations with staff, parents and pupils in line with Scot Govt guidance. ➤ Main messages: This is not a normal return to school. We remain on a public health emergency footing. We need to maintain good public health behaviours in our establishments in line with recovery planning and SCOT GOV "FACTS" to reduce the incidence of the virus. ➤ Use corporate signage advice and public health messages to regularly revise procedures with all members of the community. ➤ Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities | SLT and All Staff: August - December 2021 Reviewed at Scot Govt updates | <ul style="list-style-type: none">Staff will feel safer and confident in their return to duty in schools and establishments when following and adhering to policy and guidancePolicies and procedures issued to staff are discussed and agreed at virtual collegiate meetings evidence that clear and consistent messages are being provided. | <ul style="list-style-type: none">Regular discussions/staff surveys to review proceduresObservations on adherence to COVID arrangements.Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.Pre and post CLPL training survey shows an increase in understanding and confidence in all staff.Participation rates show that all staff have engaged in CLPL and most staff have participated in drop-ins/optional activities.Staff self-evaluation as part of the PRD process demonstrates that all staff feel less anxious and more confident in relation to their own wellbeing.Collegiate programme shows that a range of staff wellbeing activities opportunities are being provided. | |

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| | | No | Promoting Staff Wellbeing: <ul style="list-style-type: none"> ➤ Ensure there are clear channels of communication so that all staff are fully informed of policies, procedures and arrangements during, and post Covid 19 phasing. ➤ Fortnightly collegiate meetings with teaching staff and regular check ins with non teaching staff with a standing item of wellbeing to promote open dialogue. | SLT and All Staff: August - December 2021 | <ul style="list-style-type: none"> • Staff will feel psychologically safer and confident in their return to duty in schools and establishments when focussing on the impact of COVID on Mental Health and wellbeing on themselves and pupils • Staff will recognise the importance of our own mental health and therefore be better equipped to support pupils | <ul style="list-style-type: none"> • Regular discussions/staff surveys to review procedures |
| | | No | Promoting Pupil Wellbeing: <ul style="list-style-type: none"> ➤ Revisit School Positive Relationships Policy to refresh staff understanding of supporting pupil recovery through a rights respecting approach ➤ Audit and Review School Health and Wellbeing Planners to incorporate use of Nurturing North Ayrshire CLPL, ICE PACK Knowing Me Knowing You, PATHS and Change and Loss ➤ Create Health and Wellbeing Consistency Guide ➤ Review School Anti- Bullying policy with all stakeholders and plan Anti-Bullying Week activities | PT: August - December 2021 | <ul style="list-style-type: none"> • There are clear plans and supports in place in place to support pastoral wellbeing of staff • A focus on Mental health and wellbeing of all supports and promotes wellbeing effectively. • Positive relationships feature highly in our response to CYP • Learning and teaching promotes resilience and safeguarding of CYP • Children and Young people feel safe • There is mutual respect based on shared values and expectations • There is improvement in children and young people's health and wellbeing • Pupils will experience consistency and progression in Health and Wellbeing lessons and approaches across the school | <ul style="list-style-type: none"> • SHANARRI wheel wellbeing booklet - for all pupils • PASS - pre and post interventions for targeted pupils - looking for an increase in positive responses • Pupil and Parental Surveys |



Detailed Action Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



| School Strategic Priority: | | Focus on school recovery through approaches to assessing and supporting wellbeing and attainment | | | | | Linked to Directorate Priority: 1 & 2 |
|--|--|--|---|--|--|--|---------------------------------------|
| High Level Objectives | HGIOS 4 HGIOELC NIF | Supported through PEF? Y/N | How will I achieve this? | Timescale / Assigned to: | Pupil Outcomes | Measurement | |
| Attainment We will identify gaps in learning through rigorous assessment and improve the attainment and achievement of our children and young people through high quality learning and teaching. | HGIOS 4 | Yes | PEF Pupil Support (0.2FTE) and Recovery Teacher (0.8FTE): ➤ Targeted 1:1 and group support from Pupil Support Teacher and Recovery Teacher to assess pupils, identify gaps and plan programmes to support and raise attainment. | PEF Pupil Support (0.2FTE) and Recovery Teacher (0.8FTE): August - December 2021 | <ul style="list-style-type: none">Raised attainment and progress in learning for targeted pupils as gaps will have been identified and plans put in place to support them appropriately. | Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none">❖ <i>Appropriate resources are being used.</i>❖ <i>High quality interactions between pupils and pupil support teacher</i>❖ <i>Conversations about learning with pupils reveal improved engagement.</i>❖ <i>Teaching forward plans and evaluations display appropriate interventions and resources being used.</i> Teacher professional judgement attainment data and standardised assessment data. Pre and post intervention assessment data | |
| | 2.2 | | | | | | |
| | 2.3 | | | | | | |
| | 2.4 | | | | | | |
| | NIF | | | | | | |
| | Priorities 1 and 2: Drivers 1, 4 and 6 | | | | | | |



Detailed Action Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



| School Strategic Priority: | | Develop Gaelic Medium Education for Primary 1, 2 and 3 pupils | | | | | 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 | |
| Learning and Teaching We will ensure all pupils in the Gaelic Medium class experience high quality learning experiences. | HGIOS 4 | No | High Quality Learning and Teaching: ➤ Continue contact with Bòrd na Gàidhlig for support with policy and procedures ensuring we are meeting statutory requirements ➤ Moderation activities - planning and learning and teaching approaches with Sgoil na Coille Nuaidh ➤ Gàidhlig PT to engage in relevant CLPL from Social Enterprise Academy, Stòrlann,/ An t-alltan, Bòrd na Gàidhlig and Education Scotland ➤ Secure funding for Language Assistant | Principal Teacher/ Head Teacher:- August - June 2022 | <ul style="list-style-type: none">• Pupils are actively involved and fully engaged in lessons across the curriculum.• Pupils will have opportunities and resources to develop their Gàidhlig language, literacy, numeracy and social skills in a variety of settings, affording a depth in learning.• Pupils will benefit from coherent, progressive learning experience and develop fluency in Gàidhlig speaking, reading and writing.• Teacher confidence is improved which in turn will improve experiences for pupils and attainment. | Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none">❖ <i>Appropriate resources are being used.</i>❖ <i>High quality interactions between pupils and pupil support teacher</i>❖ <i>Conversations about learning with pupils reveal improved engagement.</i>❖ <i>Teaching forward plans and evaluations display appropriate interventions and resources being used.</i> Teacher professional judgement attainment data and standardised assessment data. | |
| | 2.2 | | | | | | |
| | 2.3 | | | | | | |
| | NIF | | | | | | |
| | Priority 1 Drivers 1, 2 and 4 | | | | | | |



Detailed Action Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



| School Strategic Priority: | | Develop Gaelic Medium Education for Primary 1, 2 and 3 pupils | | | | | 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 | |
| Curriculum: We will ensure there is a clear, progressive and cohesive curriculum plan in place for Early and First Level. | HGIOS 4 | No | ➤ Continue contact with Bòrd na Gàidhlig for support with policy and procedures ensuring we are meeting statutory requirements ➤ Create Curriculum Rationale and Plan for Gàidhlig | Principal Teacher/ Head Teacher:- August - June 2022 | <ul style="list-style-type: none"> Pupils are actively involved and fully engaged in lessons across the curriculum. Pupils will have opportunities and resources to develop their Gàidhlig language, literacy, numeracy and social skills in a variety of settings, affording a depth in learning. Pupils will benefit from coherent, progressive learning experience and develop fluency in Gàidhlig speaking, reading and writing. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. | Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>High quality interactions between pupils and pupil support teacher</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display appropriate interventions and resources being used.</i> Teacher professional judgement attainment data and standardised assessment data. | |
| | 2.2 | | | | | | |
| | 2.3 | | | | | | |
| | NIF Priority 1 Drivers 1, 2 and 4 | | | | | | |



Detailed Action Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



| School Strategic Priority: | | Develop Gaelic Medium Education for Primary 1, 2 and 3 pupils | | | | | 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 | |
| Profile: We will work with local and national partners to promote the Gàidhlig provision within North Ayrshire. | HGIOS 4 | No | <ul style="list-style-type: none"> ➤ Parent from P1/2/3GME to be encouraged to join Parent Council to promote understanding ➤ Establish contact with Comann nam Pàrant Bòrd na Gàidhlig and North Ayrshire Gaelic Language Support Worker Community to promote the Gàidhlig provision ➤ Communication about Gàidhlig provision to be shared with all Early Years establishments in North Ayrshire | Principal Teacher/ Head Teacher:- August - January 2022 | <ul style="list-style-type: none"> • Enrolment will increase and the provision will grow • Pupils will benefit from a wider cohort of peers socially and further develop fluency in Gàidhlig Gaelic speaking, reading and writing. | Pupil enrolment will increase in January 2022 Classroom monitoring and Quality Assurance Activities: <ul style="list-style-type: none"> ❖ <i>High quality interactions between pupils and pupil support teacher</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> | |
| | 2.2 | | | | | | |
| | NIF | | | | | | |
| | Priority 1 Drivers 1, 2 and 4 | | | | | | |



Detailed Action Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



| School Strategic Priority: Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners | | | | | | Linked to Directorate Priority: 1,2,3 and 4 |
|---|---------------------------|----------------------------------|---|---|--|---|
| High Level Objectives: | HGIOS 4 HGIOELC NIF | Supported through PEF? Y/N | How will I achieve this? | Timescale / Assigned to: | Pupil Outcomes | Measurement |
| Learning and Engagement: <ul style="list-style-type: none"> Learners' experiences are consistent, motivating challenging and well-planned Learners understand the purpose of their learning Learners have the opportunity to lead learning and know their views are valued, sought and acted upon | HGIOS 4 | No | <u>Literacy: Writing</u> | | | |
| | 2.3 | | | | | |
| | NIF | | | | | |
| | Priorities 1 and 2 | | | | | |
| Quality of teaching: <ul style="list-style-type: none"> Learners experience wide range of learning environments and creative teaching approaches Explanations and instructions are clear through the use of high quality learning intentions, success criteria, skilled questioning and effective feedback Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence | Drivers 1, 2 and 4 | | <ul style="list-style-type: none"> Staff knowledge, skills and confidence around developing writing skills using PM Writing Pedagogical approaches to improving attention and writing across the curriculum | <p>Working Party with PSST Lead August 2021-October 2021</p> <p>All teaching staff: Working PSST Lead October 2021-December 2021</p> <p>Working Party with PSST Lead October 2021-March 2022</p> <p>All teaching staff September 2021</p> | <p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils will develop a range of strategies to support their writing skills across the curriculum. Improvement in pace and challenge. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. Pupils' needs will be better met through use of various strategies for raising attainment. | <p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Evidence of consistent visible learning approaches to enhance practice.</i> ❖ <i>Conversations about learning with pupils reveal consistent practice.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher questionnaire at start of CLPP and at end of programme.</p> <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data.</p> |
| | | | Whole School pilot using PM for agreed genre and evaluate | | | |
| | | | Evaluate and Review current Writing planners to incorporate PM Writing. | | | |
| | | | Update consistency guide for Writing to incorporate PM Writing | | | |
| | | | CLPL: Professional Learning Approaches to Writing | | | |

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| <p>Effective use of Assessment:</p> <ul style="list-style-type: none"> Assessment is consistently used to inform next steps in learning and teaching, is matched to learners' needs to identify appropriate and timely interventions and is planned at the start of a block of learning Regular and varied assessment is moderated to ensure it is valid, reliable and relevant <p>Planning, tracking and monitoring:</p> <ul style="list-style-type: none"> Learners and their parents/carers are involved in planning and evaluating learning Collaborative planning clearly identifies what is to be learned and how this will be assessed Rigorous monitoring processes provide reliable information about learners' experiences, progress and attainment All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges | | | <p><u>Literacy: Listening and Talking</u></p> <p>CLPL: Professional Learning Academy Oracy Intervention</p> <ul style="list-style-type: none"> Staff knowledge, skills and confidence around developing oracy Pedagogical approaches to improving oracy across the curriculum <p>Evaluate and Review current Listening and Talking planners to incorporate Attention and Listening and Oracy skills.</p> <p>Update consistency guide for Writing to incorporate Attention and Listening and Oracy skills.</p> <p>CLPL: Professional Learning What is a communication friendly environment?</p> | <p>Working Party with Teacher lead completing Oracy Intervention September 2021-March 2022</p> <p>Working Party with Teacher Lead October 2021-March 2022</p> <p>All teaching staff November 2021</p> | <p>Raised Attainment as:</p> <ul style="list-style-type: none"> Pupils will develop a range of strategies to support their writing skills across the curriculum. Improvement in pace and challenge. Teacher confidence is improved which in turn will improve experiences for pupils and attainment. Progressive experiences for all pupils with depth of learning and enhanced opportunities for application will be evident. Pupils' needs will be better met through use of various strategies for raising attainment. | <p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> <i>Appropriate resources are being used.</i> <i>Evidence of consistent visible learning approaches to enhance practice.</i> <i>Conversations about learning with pupils reveal consistent practice.</i> <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher questionnaire at start of CLPP and at end of programme.</p> <p>Comparing previous year(s) end teacher professional judgement attainment data and standardised assessment data.</p> |
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| | | | <p><u>STEM and Outdoor Learning</u></p> <p>Professional Learning Academy CLPL: Go Wild</p> <ul style="list-style-type: none"> • Staff knowledge, skills and confidence around developing listening skills • Pedagogical approaches to improving attention and listening across the curriculum <p>Professional Learning Academy CLPL: Lost Words</p> <ul style="list-style-type: none"> • Staff knowledge, skills and confidence around developing listening skills • Pedagogical approaches to improving attention and listening across the curriculum <p>Professional Learning Academy CLPL: P7 Outdoors Transition Project</p> <ul style="list-style-type: none"> • Staff knowledge, skills and confidence around developing listening skills • Pedagogical approaches to improving attention and listening across the curriculum | <p>P6 and P6/7 Staff September 2021 - March 2021</p> <p>P4 and P45 Staff Dates TBC</p> <p>P1a, P2b, P3/4 and P6/7 staff September In-service 20/9/21</p> | <p>Raised Attainment as:</p> <ul style="list-style-type: none"> • Pupils are actively involved and fully engaged in lessons across the curriculum. • Reduction in low level disruption as pupils will be fully engaged. • Pupils will have opportunities to develop their literacy, numeracy and social skills in a variety of settings, affording a depth in learning. • Teacher confidence is improved which in turn will improve experiences for pupils and attainment. | <p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Evidence of consistent approaches.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher professional judgement attainment data and standardised assessment data.</p> |
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| | | | <p>Professional Learning Academy CLPL: Outdoor Learning in Maths Transition Project</p> <ul style="list-style-type: none"> • Staff knowledge, skills and confidence around developing listening skills • Pedagogical approaches to improving attention and listening across the curriculum <p>Review current Second Level Numeracy planners to incorporate Second Level Framework</p> <p>Review current Second Level Science planners to incorporate Second Level Skills progression Framework</p> <p>Link Sustainability and Outdoor Learning to IDL topics and reflect in Curriculum Rationale for the Whole School and each stage</p> | <p>P7 and P6/7 Staff September 2021 - March 2021</p> <p>DHT August - September 2021</p> <p>STEM Working Party</p> <p>All teaching staff August-September 2021</p> | <p>Raised Attainment as:</p> <ul style="list-style-type: none"> • Pupils are actively involved and fully engaged in lessons across the curriculum. • Reduction in low level disruption as pupils will be fully engaged. • Pupils will have opportunities to develop their literacy, numeracy and social skills in a variety of settings, affording a depth in learning. • Teacher confidence is improved which in turn will improve experiences for pupils and attainment. | <p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate resources are being used.</i> ❖ <i>Evidence of consistent approaches.</i> ❖ <i>Conversations about learning with pupils reveal improved engagement.</i> ❖ <i>Teaching forward plans and evaluations display consistent practice.</i> <p>Teacher professional judgement attainment data and standardised assessment data.</p> |
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| | | | <p><u>Assessment</u></p> <p>Roll out the use of SOFA Assessments from P2-7</p> | <p>All teaching staff and SLT September 2021 and March 2022</p> | <p>Raised attainment and progress in learning for all pupils as gaps and next steps will have been identified and plans put in place to support progression.</p> | <p>Classroom monitoring and Quality Assurance Activities:</p> <ul style="list-style-type: none"> ❖ <i>Appropriate assessments being used</i> ❖ <i>Conversations about learning with pupils and audits of forward planning show evidence of progress</i> <p>Teacher professional judgement attainment data and standardised assessment data.</p> |
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Detailed Action Plan 2021-22: Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst



| School Strategic Priority: | | Develop a culture of leadership at all levels | | | | | Linked to Directorate Priority: 1 |
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| High Level Objectives | HGIOS 4 HGIOELC NIF | Supported through PEF? Y/N | How will I achieve this? | Timescale / Assigned to: | Pupil Outcomes | Measurement | |
| Staff We will ensure staff have opportunities to lead through collegiate activities and career long professional learning. | HGIOS 4 | No | PLA training OLEVI Outstanding Teacher Programme ➤ Practitioner will increase their knowledge, understanding and skills in highly effective pedagogical practice ➤ Practitioner knowledge, skills and confidence in teaching and assessing ➤ Pedagogical approaches to classroom practice ➤ Practitioners' own professional development ➤ Practitioners' ability to influence and empower peers to excel. All teaching staff (and non-teaching where appropriate) will be part of School Improvement Working Parties. Collegiate meetings to include opportunities to share good practice. Different staff will take the lead at each session. | P1 and P3/4 Class Teacher | Raised attainment as: • Improved quality of learning and teaching will engage learners • Learners will benefit from positive, nurturing and appropriately challenging relationships resulting in high quality learning outcomes • Learners understand progress and their next steps in learning through high quality feedback • Learners will make informed choices about their own learning and have a key role in leading learning | Classroom monitoring and Quality Assurance Activities: ❖ <i>High quality resources are being used.</i> ❖ <i>Evidence of consistent highly effective pedagogical approaches.</i> ❖ <i>Conversations about learning with pupils reveal high levels engagement.</i> ❖ <i>Evidence of shared practice with colleagues</i> | |
| | 1.2 | | | Term 3 | | | |
| | NIF | | | Dates TBC | | | |
| | Priorities 1 and 2 Drivers 1, 2 and 4 | | | All staff from August 2021 | | | |
| | | | | All staff from August 2021 | | | |

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| Pupils We will provide a wide range of opportunities for pupils to lead and take responsibility for their own learning. | HGIOS 4 | No | Pupil Committees will link to School Improvement Priorities Review role of House Captain and Vice Captain to ensure they have meaningful opportunities to develop leadership skills. Professional dialogue around pupils leading learning in planning and tracking meetings | HT/DHT August 2021 | Raised attainment as: <ul style="list-style-type: none"> • Learners will benefit from positive, nurturing and appropriately challenging leadership opportunities resulting in high quality learning outcomes • Learners will make informed choices about their own learning and have a key role in leading learning | Classroom monitoring and Quality Assurance Activities: ❖ <i>Observations and conversations about learning with pupils reveal high levels engagement. Pupils are able to talk about leading learning.</i> |
| | 1.2 | | | | | |
| | NIF | | | HT/DHT August 2021 | | |
| | Priorities 1 and 2 Drivers 1, 2 and 4 | | | HT/ from August 2021 | | |



Detailed Action Plan 2021-22: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



| School Strategic Priority: | | Maximise Parental Engagement in the life and work of the school | | | | | Linked to Directorate Priority: 3 |
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| High Level Objectives | HGIOS 4 HGIOELC NIF | Supported through PEF? Y/N | How will I achieve this? | Timescale / Assigned to: | Pupil Outcomes | Measurement | |
| Parent Council We will support the Parent Council to engage and take the views of the wider Parent Forum. | HGIOS 4 | No | Work in partnership to create a Parent Council Improvement Plan linking to the school Quality Assurance Calendar <ul style="list-style-type: none">Calendar will include gathering parental views, social events and fundraising activities taking into account the cost of the school day | HT and Parent Council From August 2021 | Improved Wellbeing: <ul style="list-style-type: none">Pupils will benefit from positive family interactions in school Raised Attainment: <ul style="list-style-type: none">Parental confidence around supporting learning at home will improve as we can identify supports for parents | Quality Assurance Activities: <ul style="list-style-type: none">❖ Improved engagement in Parental surveys❖ Improved engagement/attendance with/at Parent Council events | |
| | 2.7 | | | | | | |
| | NIF | | | | | | |
| | Priorities 1, 2,3 and 4 Drivers 1, 2, 3 and 4 | | | | | | |
| Family Learning We will provide a range of opportunities for Parents to engage in school life | HGIOS 4 | No | Family Learning Team: Supporting Transition into Primary 1 <ul style="list-style-type: none">Parental knowledge, skills and confidence around developing early literacy, numeracy and school routines Family Learning Team: Read, Write and Count Gift Bags P2 and P3 <ul style="list-style-type: none">Parental knowledge, skills and confidence around developing first level literacy, numeracy and school routines | FLT, PT and DHT August-September 2021 FLT and PT November 2021 | Improved Wellbeing: <ul style="list-style-type: none">Pupils will benefit from positive family interactions in school Raised Attainment: <ul style="list-style-type: none">Parental confidence around supporting learning at home will improve | Quality Assurance Activities: <ul style="list-style-type: none">❖ Post intervention surveys collated by Family Learning Team | |
| | 2.5 | | | | | | |
| | NIF | | | | | | |
| | Priorities 1, 2,3 and 4 Drivers 1, 2, 3 and 4 | | | | | | |

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| | | | <p>Family Learning Team: Bookbug Gift Bags P1</p> <ul style="list-style-type: none"> • Parental knowledge, skills and confidence around developing early literacy, <p>Family Learning Team: Family STEM Crime Scene Investigation P5 and P6</p> <ul style="list-style-type: none"> • Parents and pupils will take part in STEM activities to develop positive play, learning and interactions. <p>Family Learning Team: Young STEM Leader P5 and P6</p> <ul style="list-style-type: none"> • Targeted pupils will undertake activities at home and at school to develop positive play, learning and interactions. <p>Family Learning Team: Family Outdoor Learning – open to all stages</p> <ul style="list-style-type: none"> • Parents and pupils will take part in planting and growing activities to take care of the school grounds. | <p>FLT and PT November 2021</p> <p>FLT and PT Term 2 2021 TBC</p> <p>FLT and PT Term 3 2022 TBC</p> <p>FLT and PT Term 4 2022 TBC</p> | | |
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