



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



## Communities and Education Directorate

**Whitehirst Park Primary**

**Bun-Sgoil Pàirc Whitehirst**

**Improvement Plan 2022-2023**



## 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.

# NORTH AYRSHIRE COUNCIL

## EDUCATION SERVICE IMPROVEMENT PLAN SUMMARY 2022-23

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead. A full version of the service improvement plan will be published on the Council website.





## Strategic Plan 2022-23: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



Establishment Priorities	Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners	Develop Gaelic Medium Education for Primary 1, 2, 3 and 4 pupils	Focus on school recovery through approaches to assessing and supporting wellbeing, Curriculum Design and Meeting Needs	Develop a culture of leadership at all levels	Maximise Parental Engagement in the life and work of the school
	NA PRIORITY 1 2 4 5	NA PRIORITY 1 2 4 5	NA PRIORITY 1 2 3 4 5	NA PRIORITY 1 5	NA PRIORITY 1 2 4 5
<b>Thematic areas</b>	<p><b>Learning and Engagement:</b></p> <ul style="list-style-type: none"> <li>Learners' experiences are consistent, motivating, challenging and well-planned</li> <li>Learners have the opportunity to lead learning and know their views are valued, sought and acted upon</li> </ul> <p><b>Quality of teaching:</b></p> <ul style="list-style-type: none"> <li>Learners experience a wide range of learning environments and creative teaching approaches</li> <li>Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence</li> </ul> <p><b>Effective use of Assessment:</b></p> <ul style="list-style-type: none"> <li>Assessment is consistently used to inform next steps in learning and teaching</li> <li>Regular and varied assessment is moderated to ensure it is valid, reliable and relevant</li> </ul> <p><b>Planning, tracking and monitoring:</b></p> <ul style="list-style-type: none"> <li>Learners and their parents/carers are involved in planning and evaluating learning</li> <li>Collaborative planning clearly identifies what is to be learned and how this will be assessed</li> <li>All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges</li> </ul>	<p><b>Curriculum:</b></p> <p>We will ensure there is a clear, progressive and cohesive curriculum plan in place for Early and First Level.</p> <p><b>Culture:</b></p> <p>We will work with local and national partners to promote the Gàidhlig provision and culture within North Ayrshire.</p> <p><b>Family Learning:</b></p> <p>We will work with local and national partners to promote Gàidhlig Language acquisition in parents.</p>	<p><b>Wellbeing:</b></p> <p>We will build on our well established wellbeing programmes and nurturing approaches to building relationships to support staff, pupils and parents.</p> <p><b>Curriculum Design:</b></p> <p>We will refresh our Curriculum Rationale and Design.</p> <p><b>Meeting Needs:</b></p> <p>We will create inclusive environments to support the attainment and achievement of our children and young people.</p>	<p><b>Staff</b></p> <p>We will ensure staff have opportunities to lead through collegiate activities and career long professional learning.</p> <p><b>Pupils</b></p> <p>We will provide a wide range of opportunities for pupils to lead and take responsibility for their own learning.</p>	<p><b>Communication and Reporting</b></p> <p>We will create a clear communication and reporting strategy.</p> <p><b>Family Learning</b></p> <p>We will provide a range of opportunities for Parents to engage in school life and to support their child's learning.</p>



## Strategic Plan 2022-23: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



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

*0.4 FTE Pupil Support/Wellbeing Teacher*

*16.5hrs Classroom Assistant hours to support Early Level into First*

*Fund to reduce the cost of the school day*



## Detailed Action Plan 2022-23: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



School Strategic Priority 1: Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners						Linked to Directorate Priority: 1,2,4 and 5
High Level Objectives:	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
<p><b>Learning and Engagement:</b></p> <ul style="list-style-type: none"> <li>Learners' experiences are consistent, motivating, challenging and well-planned</li> <li>Learners have the opportunity to lead learning and know their views are valued, sought and acted upon</li> </ul> <p><b>Quality of teaching:</b></p> <ul style="list-style-type: none"> <li>Learners experience a wide range of learning environments and creative teaching approaches</li> <li>Rigorous, collaborative planning allows learners to develop higher order thinking skills, curiosity and independence</li> </ul>	HGIOS 4	<p><b>Yes</b></p> <p>Classroom Assistant (16.5hr) to support play and early level intervention</p>	<p><b>Professional Learning Academy Play Pedagogy Intervention:</b></p> <ul style="list-style-type: none"> <li>Staff knowledge, skills and confidence around creating and resourcing a play based environment</li> <li>Staff knowledge, skills and confidence around planning and assessment</li> <li>Pedagogical approaches to incorporating play across the curriculum</li> </ul> <p><b>Review approaches to Medium and Short Term Planning:</b></p> <ul style="list-style-type: none"> <li>Staff knowledge, skills and confidence around the learning, teaching, assessment and moderation cycle</li> <li>Staff knowledge skills and confidence around creative, motivating and challenging contexts for learning</li> <li>Staff knowledge skills and understanding of learners leading and involved in their learning</li> </ul>	<p>Head Teacher, Principal Teacher Gaelic, Primary 1 Staff August 2022- March 2023</p> <p>All staff September - December 2022</p>	<p><b>Raised Attainment and increased pupil engagement as:</b></p> <ul style="list-style-type: none"> <li>Pupils are actively involved and fully engaged in planning lessons and activities across the curriculum.</li> <li>Pupils will have opportunities to develop their literacy, numeracy and social skills in real life settings, affording a depth in learning and clear understanding of the world they live in.</li> </ul>	<p><b>Classroom/Play space monitoring and Quality Assurance Activities:</b></p> <ul style="list-style-type: none"> <li>Appropriate and creative resources and context are being used.</li> <li>Evidence of consistent, creative approaches to enhance practice.</li> <li>Conversations about learning with pupils reveal improved engagement and clear evidence of learners leading learning</li> <li>Improved Teacher professional judgement a data and standardised assessment data.</li> </ul>
	<p>2.3 3.2</p> <p>NIF</p> <p><b>Priorities 1 3 and 5</b></p> <p><b>Drivers 2, 4, 5 and 6</b></p>				<p><b>Raised Attainment and increased pupil engagement as:</b></p> <ul style="list-style-type: none"> <li>Pupils are actively involved and fully engaged in planning lessons and activities across the curriculum.</li> <li>Pupils will have opportunities to develop their literacy, numeracy and skills across the curriculum in real life settings, affording a depth in learning and clear understanding of the world they live in.</li> </ul>	<p><b>Quality Assurance Activities:</b></p> <ul style="list-style-type: none"> <li>Forward plans and evaluations display creative, consistent practice with clear evidence of learners leading learning and development of skills</li> <li>Weekly Pupil Learning Logs/ Diaries/Reflections show evidence of development of skills.</li> <li>Improved Teacher professional judgement a data and standardised assessment data.</li> </ul>

<p><b>Effective use of Assessment:</b></p> <ul style="list-style-type: none"> <li>• Assessment is consistently used to inform next steps in learning and teaching</li> <li>• Regular and varied assessment is moderated to ensure it is valid, reliable and relevant</li> </ul> <p><b>Planning, tracking and monitoring:</b></p> <ul style="list-style-type: none"> <li>• Learners and their parents/carers are involved in planning and evaluating learning</li> <li>• Collaborative planning clearly identifies what is to be learned and how this will be assessed</li> <li>• All staff make good use of data to evaluate interventions and improve outcomes for all learners; including those facing additional challenges</li> </ul>			<p><b>Review approaches to Assessment and Moderation:</b></p> <ul style="list-style-type: none"> <li>• Review Learning and Teaching Consistency Guides and Assessment Policy taking NA Learning, Teaching and Assessment Policy and Moderation Leads into account</li> <li>• Nominated Moderation Leads (MLs) will be identified and given time to plan and lead moderation activities within during collegiate sessions for session 2022-23.</li> <li>• MLs will have led bespoke professional learning in relation to moderation, learning, teaching, and assessment including High Quality Assessments</li> <li>• All staff to engage in a series of moderation activities across stages and with other practitioners in school and across the cluster</li> </ul>	<p>HT/DHT Lead September - December 2022</p> <p>MLs and HT September 2022</p> <p>MLs and HT by February 2023</p> <p>All staff by April/May 2023</p>	<p><b>See above</b></p> <p><b>Raised Attainment and increased learner engagement as:</b></p> <ul style="list-style-type: none"> <li>• Increased learner involvement in planning learning, teaching, and assessment</li> <li>• Improved quality of advice and feedback to learners about the quality of their work and what they can do to make it better.</li> <li>• Use of a variety of assessment approaches will allow learners to demonstrate their knowledge, understanding, skills, attributes, and capabilities in different contexts across the curriculum</li> </ul>	<p><b>See above</b></p> <p><b>Pre and post staff evaluation will demonstrate:</b></p> <ul style="list-style-type: none"> <li>➤ Increased practitioner confidence in sharing practice and moderation</li> <li>➤ Improved practitioner confidence in planning High Quality Assessments</li> <li>➤ Improved practitioner confidence in robust accurate teacher professional judgements</li> </ul>
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## Detailed Action Plan 2022-23: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



School Strategic Priority 2:		Develop Gaelic Medium Education for Primary 1, 2, 3 and 4 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	
<b>Curriculum:</b>  We will ensure there is a clear, progressive and cohesive curriculum plan in place for Early and First Level.	<b>HGIOS 4</b>	<b>No</b>	<ul style="list-style-type: none"> <li>Update Curriculum Rationale and Plan for Gàidhlig in line with refreshed narrative</li> <li>Adapt WPPS Literacy Planners to incorporate Literacy and Gàidhlig experiences, outcomes and benchmarks</li> <li>Create English Language Plan and Consistency Guide for Reading and Writing in Primary 4</li> <li>Review Curriculum and approaches to teaching and learning with Education Scotland Gaelic Education Officer</li> </ul>	Principal Teacher/ Head Teacher:- September - March 2023	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Pupils are actively involved and fully engaged in lessons across the curriculum.</li> <li>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.</li> <li>Pupils will benefit from coherent, progressive learning experience and develop fluency in Gàidhlig speaking, reading and writing.</li> <li>Teacher confidence is improved which in turn will improve experiences for pupils and attainment.</li> </ul>	<b>Classroom monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>Appropriate resources are being used.</li> <li>High quality interactions between pupils and teacher</li> <li>Conversations about learning with pupils reveal improved engagement.</li> <li>Teaching forward plans and evaluations display appropriate interventions and resources being used.</li> <li>Improved Teacher professional judgement attainment data and standardised assessment data.</li> </ul>	
	2.2 2.3 3.2						
	NIF						
	<b>Priorities 1 3 and 5</b>  <b>Drivers 2, 4, 5 and 6</b>						



<b>Culture:</b>  We will work with local and national partners to promote the Gàidhlig provision and culture within North Ayrshire.	<b>HGIOS 4</b>	<b>No</b>	<ul style="list-style-type: none"> <li>Continue links with Comunn na Gàidhlig, Comunn na Parant, esgoil, feisean nan Gaidheal, and NA connected communities to promote GME and culture.</li> <li>Promote Gaidhlig language and culture by organising a school trip to a Celtic connections event and preparing a whole school concert event.</li> <li>Plan activities for pupils and staff to participate in promoting World Gaidhlig week.</li> <li>Pupil Voice Languages committee will promote Gàidhlig within the school and local community</li> </ul>	Principal Teacher/ Class Teacher:- September - March 2023	<b>Increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Pupils have a wide range of opportunities to develop their Gàidhlig beyond the classroom</li> <li>Raised profile of Gàidhlig provision and culture within North Ayrshire leading to improved wider experiences for pupils outside of the school day</li> </ul>	<b>Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>Pupil Voice committee minutes demonstrate activities to raise awareness of Gàidhlig language</li> <li>Feedback from pupils and parents following visits and school events</li> <li>Increased school roll in Session 2023-24</li> </ul>
	<b>2.2 2.5 2.7</b>					
	<b>NIF</b>					
	<b>Priorities 1 3 and 5</b>  <b>Drivers 2, 3, 4, 5 and 6</b>					

<b>Family Learning:</b>  We will work with local and national partners to promote Gàidhlig Language acquisition in parents.	HGIOS 4	No	<ul style="list-style-type: none"> <li>Create Gàidhlig Language Blog to support parental acquisition of Gàidhlig Language - work with NA Connected Communities and Comunn na Parant</li> </ul>	Principal Teacher/ Class Teacher:- September - March 2023	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Parents will have opportunities and resources to develop their Gàidhlig language, literacy and numeracy skills</li> <li>Parent confidence is improved which in turn will improve experiences at home for pupils and attainment.</li> </ul>	<b>Classroom monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>Parental Evaluation of blog and their confidence</li> <li>Conversations about learning with pupils reveal improved engagement.</li> <li>Improved Teacher professional judgement attainment data and standardised assessment data.</li> </ul>
	2.5					
	NIF					
	<b>Priorities</b> 1, 2, 3 and 5  <b>Drivers</b> 3 and 4					



## Detailed Action Plan 2022-23: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



School Strategic Priority 3:		Focus on school recovery through approaches to assessing and supporting wellbeing, curriculum design and meeting needs				Linked to Directorate Priority: 1, 2, 4 and 5
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes	Measurement
<b>Wellbeing:</b> We will build on our well established wellbeing programmes and nurturing approaches to building relationships to support staff, pupils and parents	<b>HGIOS 4</b>	<b>Yes</b>	<b>PEF Wellbeing Support Teacher (0.4FTE):</b> <ul style="list-style-type: none"> <li>Targeted 1:1 and group support from Pupil Support Teacher to support vulnerable families and pupils</li> </ul> <b>Whole School Approaches to Wellbeing:</b> <ul style="list-style-type: none"> <li>New HWB pathways/plans will be implemented across the school</li> <li>RISE assessments will be used to target areas for individual, group and class interventions</li> <li>NA Wellbeing resources for parents will be added to school website</li> <li>Wellbeing partners will be invited to Open Evenings /Target Talk Evenings</li> <li>Revisit School Positive Relationships Policy to refresh staff understanding of supporting pupil recovery through a rights respecting approach</li> <li>Paul Dix Behaviour Change Online Course</li> <li>Create Consistency Guide for celebrating pupil achievement</li> </ul>	PEF Support Teacher (0.4FTE):  August 2022-March 2023  All staff September 2022 - December 2022  DHT by September 2022	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Improvement in emotional wellbeing will facilitate learner engagement and therefore attainment.</li> </ul> <b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Improvement in emotional wellbeing will facilitate learner engagement and therefore attainment.</li> <li>Parents will be supported to meet the needs of pupils at home</li> <li>Pupil achievement in and out of school will improve self confidence and self esteem</li> </ul>	<b>Classroom monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>Strengths and Difficulties Questionnaire and Boxall Assessments - pre and post intervention</li> <li>RISE - pre and post interventions for targeted pupils - looking for an increase in positive responses.</li> <li>Conversations about learning with pupils during observed lessons reveal improved engagement.</li> <li>Improved Teacher professional judgement attainment data and standardised assessment data.</li> </ul> <b>Classroom monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>High quality interactions between pupils and teacher demonstrating focus on positive relationships and wellbeing</li> <li>Conversations about learning with pupils reveal improved engagement</li> <li>Clear routines</li> <li>Consistent practice across all classes</li> </ul>
	2.4 3.1					
	NIF					
	Priorities 1, 2, 3 and 5  Drivers 2, 4, 5 and 6					

<b>Curriculum Design:</b> We will refresh our Curriculum Rationale and Design.	<b>HGIOS 4</b>	<b>No</b>	<b>Curriculum Rationale:</b> <ul style="list-style-type: none"> <li>Review , Evaluate and Refresh WPPS Curriculum Rationale in line with the Refreshed Curriculum for Excellence Narrative and our local context</li> </ul>	All staff, pupils and parents September - November 2023	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>The curriculum and approaches to learning and teaching will be informed by learners motivations and aspirations</li> <li>Learners will have agency in their learning with opportunities for personalisation</li> <li>Staff will be clear on the knowledge and skills that underpin individual curriculum areas and how to use an interdisciplinary approach to planning experiences.</li> </ul>	<b>Classroom/Play space monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>Appropriate and creative resources and context are being used.</li> <li>Evidence of consistent, creative approaches to enhance practice.</li> <li>Conversations about learning with pupils reveal improved engagement and clear evidence of learners leading learning</li> <li>Forward plans and evaluations display creative, consistent practice with clear evidence of learners leading learning and development of skills</li> <li>Weekly Pupil Learning Logs/ Diaries/Reflections show evidence of development of skills.</li> <li>Improved Teacher professional judgement a data and standardised assessment data.</li> </ul>
	2.2					
	<b>NIF</b>					
	<b>Priorities 1, 2, 3, 4 and 5</b>  <b>Drivers 1, 2 ,3, 4, 5 and 6</b>					

<b>Meeting Needs:</b> We will create inclusive environments and develop inclusive practice to support the attainment and achievement of our children and young people.	<b>HGIOS 4</b>	<b>No</b>	<b>Circle Resource:</b>  Staff CLPL on using the Circle Resource to promote effective inclusive practice starting with The environment (physical and social) and Routines and structures	All staff Term 1	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>• The physical layout of the classroom and play spaces support the needs of all learners</li> <li>• The routines and structures in place for learners promote order and consistency</li> </ul>	<b>Classroom/Play space monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>• Learning environments across the school are consistently calm, well resourced, clutter free and organised</li> <li>• Routines across the school are well established and have some degree of consistency</li> <li>• Social relationships between peers are built on respect and consistent approaches are used by adults to support positive relationships</li> </ul>
	<b>2.4 3.1</b>					
	<b>NIF</b>					
	<b>Priorities 1,2 3 and 5</b>  <b>Drivers 2, 4, 5 and 6</b>					



## Detailed Action Plan 2022-23: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



School Strategic Priority 4:		Develop a culture of leadership at all levels					Linked to Directorate Priority: 1, 2, 4 and 5
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	High Level Objectives	Timescale / Assigned to:	Pupil Outcomes	Measurement	
<b>Staff</b>  We will ensure staff have opportunities to lead through collegiate activities and career long professional learning.	HGIOS 4	No	All teaching staff (and non-teaching where appropriate) will be part of School Improvement Committees  Collegiate meetings to include opportunities to share good practice. Different staff will take the lead at each session.	All staff from August 2022  All staff from August 2022	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Improved quality of learning and teaching will engage learners</li> <li>Learners will benefit from positive, nurturing and appropriately challenging relationships resulting in high quality learning outcomes</li> <li>Learners understand progress and their next steps in learning through high quality feedback</li> <li>Learners will make informed choices about their own learning and have a key role in leading learning</li> </ul>	<b>Classroom/Play space monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>High quality resources are being used.</li> <li>Evidence of consistent highly effective pedagogical approaches.</li> <li>Conversations about learning with pupils reveal high levels engagement.</li> <li>Evidence of shared practice with colleagues</li> </ul>	
	1.2 1.3						
	NIF						
	Priorities 1 and 4  Drivers 1, 2, 4 and 6						
<b>Pupils</b>  We will provide a wide range of opportunities for pupils to lead and take responsibility for their own learning.			Introduce weekly reflection time for pupils to reflect on skills learned around four capacities/contexts for learning and termly targets  Pupil School Improvement Committees to be re-launched for P3-7 pupils initially  Professional dialogue around pupils leading learning in planning and tracking meetings	All staff from September 2022  PT August 2022  HT/ DHT from August 2022	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Learners will benefit from positive, nurturing and appropriately challenging leadership opportunities resulting in high quality learning outcomes</li> <li>Learners will make informed choices about their own learning and have a key role in leading learning</li> </ul>	<b>Classroom monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>Observations and conversations about learning with pupils reveal high levels engagement. Pupils are able to talk about leading learning and their targets</li> </ul>	



## Detailed Action Plan 2022-23: **Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst**



School Strategic Priority 5:		Maximise Parental Engagement in the life and work of the school					Linked to Directorate Priority: 1, 2, 4 and 5
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	High Level Objectives	Timescale / Assigned to:	Pupil Outcomes	Measurement	
<b>Communication and Reporting</b> We will create a clear communication and reporting strategy.	HGIOS 4	No	Introduce <i>Seesaw</i> as a tool for reporting to parents.  Create <i>Communication and Reporting</i> strategy outlining which medium will be used for different types of communication e.g. xpressions, twitter, seesaw, website	DHT and Class Teachers from September 2022  HT/ DHT from August 2022	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>• Pupils will benefit from positive family interactions in school</li> <li>• Parental confidence around supporting learning at home will improve</li> </ul>	<b>Classroom monitoring and Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>• Samples of pupil seesaw activity across the school will show consistent use as outlined in strategy and high levels of engagement with parents</li> <li>• Survey of parents and pupils collated by SLT</li> </ul>	
	2.3 2.5						
	NIF						
	Priorities 1 and 5  Drivers 3 and 4						

<b>Family Learning</b> We will provide a range of opportunities for Parents to engage in school life and to support their child's learning.	HGIOS 4	<b>No</b>	<b>Family Learning Team: Supporting Transition into Primary 1</b> <ul style="list-style-type: none"> <li>Parental knowledge, skills and confidence around developing early literacy, numeracy and school routines</li> </ul>	FLT, PT and DHT Term 1	<b>Raised Attainment and increased learner engagement as:</b> <ul style="list-style-type: none"> <li>Pupils will benefit from positive family interactions in school</li> <li>Parental confidence around supporting learning at home will improve</li> </ul>	<b>Quality Assurance Activities:</b> <ul style="list-style-type: none"> <li>Post intervention surveys collated by Family Learning Team and Class Teachers</li> </ul>
	2.5		<b>Family Learning Team: Homework Club P4</b> <ul style="list-style-type: none"> <li>Parental knowledge, skills and confidence around developing first level literacy and numeracy</li> </ul>	FLT, PT, CT Term 1		
	NIF		<b>Family Learning Team: Read, Write and Count Gift Bags P2 and P3</b> <ul style="list-style-type: none"> <li>Parental knowledge, skills and confidence around developing first level literacy, numeracy and school routines</li> </ul>	FLT and PT Term 2		
	Priorities 1, 2, 3 and 5  Drivers 3 and 4		<b>Family Learning Team: Bookbug Gift Bags P1</b> <ul style="list-style-type: none"> <li>Parental knowledge, skills and confidence around developing early literacy,</li> </ul>	FLT and PT Term 2		
			<b>Family Internet Safety P6</b> <ul style="list-style-type: none"> <li>Parental knowledge, skills and confidence</li> </ul>	FLT and PT Term 2		
			<b>Family Learning Team: Young STEM Leader P5</b> <ul style="list-style-type: none"> <li>Targeted pupils will undertake activities at home and at school to develop positive play, learning and interactions.</li> </ul>	FLT and PT Term 3		



			<p><b>Family Learning Team: Family Kit Bag Targeted Families</b></p> <ul style="list-style-type: none"> <li>Parents and pupils will take part in fun activities to promote wellbeing</li> </ul>	<p>FLT and PT Term 3</p>	
			<p><b>Family Learning Team: Family Fun Activities - open to all stages</b></p> <ul style="list-style-type: none"> <li>Parents and pupils will take part in fun activities to promote wellbeing</li> </ul>	<p>FLT and PT Term 1-4</p>	
			<p><b>Family Learning Team: Family Outdoor Learning P2</b></p> <ul style="list-style-type: none"> <li>Parents and pupils will take part in fun activities to promote wellbeing and outdoor learning</li> </ul>	<p>FLT and PT Term 4</p>	
			<p><b>Curriculum Open Evening for Parents</b></p> <ul style="list-style-type: none"> <li>Class Teachers will present how we teach areas of the curriculum for Parents providing an overview and review of the year</li> </ul>	<p>All Class Teachers Term 1 and Term 4</p>	



## Whitehirst Park Primary Bun-Sgoil Pàirc Whitehirst Maintenance Agenda 2022-23



High Level Objectives	HGIOS 4	NIF	How will we achieve this?	Lead:
Focus on ensuring high quality learning experiences for all children, incorporating the effective use of assessment by staff and learners	2.3 3.2	Priorities 1 3 and 5  Drivers 2, 4, 5 and 6	<ul style="list-style-type: none"> <li>❖ Evaluate, Review and Edit current Writing planners to incorporate PM Writing Pedagogy.</li> <li>❖ Evaluate, Review and Edit current Listening and Talking planners to incorporate Attention and Listening and Oracy Pedagogy</li> <li>❖ Create consistency guide for Outdoor Learning incorporating Sustainability Work/CLPL for planning and recording</li> <li>❖ Review current Second Level Numeracy planners to incorporate Second Level Framework</li> <li>❖ Review current Second Level Science planners to incorporate Second Level Skills progression Framework</li> </ul>	<ul style="list-style-type: none"> <li>❖ PSST</li> <li>❖ P7 Teacher</li> <li>❖ PT and P1 Teacher</li> </ul>
Continue to improve the Health and Wellbeing of pupils and staff	3.1	Priorities 1 and 2  Drivers 1 and 2	<ul style="list-style-type: none"> <li>❖ Continue to tackle excessive workload and bureaucracy at particular times of year for all staff</li> <li>❖ Provide staff with tools for self care</li> </ul>	<ul style="list-style-type: none"> <li>❖ HT</li> <li>❖ PT</li> </ul>