



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath

Proud to be **apse** Overall Council of the Year 2017

## Education and Youth Employment

### Woodlands Primary and Early Years Class

### Improvement Plan 2019-20



## Vision, Values and Aims

### Our Vision, Values & Aims

In Woodlands Primary and Early Years we strive to have children who feel happy and confident and are proud of who they are, who are given the opportunity to be all they can be to reach their full potential in life.

We aim to provide the best possible education for our children by creating a school where everyone works together to ensure we all feel valued and respected. We do this by setting high expectations and ensure learners have exciting and challenging opportunities.

Our school values:

- **Inclusion**
- **Respect**
- **Nurture**
- **Perseverance**

We will aim higher by:

- **Improving teaching and learning,**
- **Raising achievement and realising potential,**
- **Encouraging lifelong learning,**
- **Working with families and communities for a better future,**
- **Celebrating success,**
- **Respecting the dignity and value of all,**
- **Giving children and staff a safe, happy and attractive place to work.**

## 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**

# EDUCATION & YOUTH EMPLOYMENT

DRAFT COUNCIL PLAN 2019-24

Delivery Plan 2019-20

**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 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 build strong collaborative partnerships to ensure we deliver a high quality education service for our children and families.
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. We will continue to design and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. We will improve the attainment and achievement of our children and young people through high quality learning and teaching in our schools.
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 implement a refreshed Parental Engagement Policy across the education service.
2. We will build on our well-established programmes to support families with their child's learning.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.

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

1. We will develop a coherent mental health strategy in partnership with other agencies.
2. We will continue to extend our nurturing approaches and access to counselling in our schools.
3. We will focus on promoting positive relationships.

## Strategic Plan 2019-20: Woodlands Primary and Early Years Class

School Priorities	To increase staff capacity and critical reflection to raise attainment in Numeracy, Literacy and Health & Wellbeing through a Visible Learning Approach	To enrich the quality of learners' experiences and attainment in Literacy	To enrich the quality of learners' experiences in attainment in Maths & Numeracy	To embed effective tracking, assessment, moderation, data analysis procedures within school	To embed the principles of GIRFEC, Nurture, and Restorative Practice into the life of the school
<p><b>High Level Objectives</b></p>	<p>Practitioners will develop their knowledge, understanding and skills in visible learning</p> <p>The leadership team will have increased confidence and be highly skilled in ensuring clear and consistent pedagogical practice across the school through robust approaches to quality assurance</p>	<p>Children will have increased skills, knowledge and understanding of key strategies to support their learning in Listening and Reading.</p> <p>Staff will have increased knowledge, skills and confidence in pedagogical approaches to delivering learning in literacy.</p> <p>Teachers will have increased knowledge, skills and confidence in assessing children's progress in literacy.</p>	<p>To embed practitioner skills and knowledge of strategies to support learning in maths and numeracy</p> <p>To implement a progressive, cohesive programme of work, including mental maths skills, in numeracy with agreed assessment.</p> <p>To extend outdoor learning opportunities at Early Level</p>	<p>To ensure consistency in professional judgement across the school and cluster.</p> <p>To strengthen professional dialogue across the school and cluster in moderating children's work</p> <p>To effectively use data to plan next steps for all children's learning and achievement.</p>	<p>To extend the nurturing schools approach across the whole school and Early Years, to improve children confidence, self-esteem and good mental wellbeing</p> <p>To embed restorative approaches across the school to promote positive relationships.</p> <p>To encourage effective parental engagement in children's learning and the school community</p> <p>To implement whole school and Family Learning Approaches</p>

## Strategic Plan 2019-20: Woodlands Primary and Early Years Class

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

*Early Years practitioner (0.5) in Primary 1 classes to raise attainment*

Class teacher (0.4) to provide additional support for identified P1 and P2 children

Classroom assistants (1.2) for targeted children support

Principal Teacher for cluster moderation to ensure consistency across the cluster in numeracy and literacy

Sensory equipment purchased for health and wellbeing of individual children

Active literacy textbooks and resources purchased for P1-P7 children.

## Detailed Action Plan 2019-20: Woodlands Primary and Early Years Class

School Strategic Priority:		To increase staff capacity and critical reflection to raise attainment in Numeracy, Literacy and Health & Wellbeing through a Visible Learning Approach				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
<p>Practitioners will develop their knowledge, understanding and skills in visible learning</p> <p>The leadership team will have increased confidence and be highly skilled in ensuring clear and consistent pedagogical practice across the school through robust approaches to quality assurance</p>	<p><b>HGIOS 4</b></p> <p>1.2 2.3 3.2</p> <p><b>NIF</b></p> <p>1 3</p>	<b>N</b>	<p>P7 teacher and DHT will train with the Professional Learning Academy (PLA) in Visible Learning Strand 1. This will increase their knowledge, understanding and skills in highly effective pedagogical practice including differentiation and visible learning through a training and coaching programme.</p> <p>P7 practitioner learning will be shared with stage partner and strategies implemented in both P7 classes.</p> <p>DHT will ensure key pedagogical approaches are in place and being delivered to a high standard.</p>	<p>P7 teacher and DHT Sept- Dec 2019</p> <p>P7 teachers Aug-June 2020</p> <p>DHT Aug-June 2020</p>	<p>Most or almost all P7 children will show improved confidence in problem solving and critical thinking.</p> <p>Attainment for most or almost all P7 pupils will improve</p>	<p>Pre and Post teacher questionnaire</p> <p>Visible Learning progress tracking form</p> <p>Quality assurance classroom visits and professional dialogue between SMT and teaching staff recorded</p> <p>Assessment data to reflect improvement in attainment</p> <p>Pupil Focus Group Feedback</p>

## Detailed Action Plan 2019-20: Woodlands Primary and Early Years Class

School Strategic Priority:		To enrich the quality of learners' experiences in attainment in Literacy				Linked to Directorate Priority: 2 & 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Children Outcomes	Measurement
<p>Children will have increased skills, knowledge and understanding of key strategies to support their learning in Listening and Reading.</p> <p>Staff will have increased knowledge, skills and confidence in pedagogical approaches to delivering learning in literacy.</p> <p>Teachers will have increased knowledge, skills and confidence in assessing children's progress in</p>	<p><b>HGIOS 4</b></p> <p>1.2 2.2 2.3 3.2</p>	<p><b>Y</b></p>	<p>Teachers will train, with the Professional Learning Academy (PLA), in the delivery of enhanced phonological awareness skills (P1-3)</p>	<p>P1-3 teachers Jan- Mar 2020</p>	<p>Children will have increased skills, knowledge and understanding in phonics to support their learning in literacy.</p>	<p>Pre and post intervention phonological awareness screener</p>
	<p><b>HGIOELC</b></p> <p>3.2</p>		<p>P4 and P5 teachers will train with the PLA to further develop children's effective attention and listening skills</p>	<p>P4 -5 teachers Nov- April 2020</p>	<p>Most or almost all children will attain appropriate levels in Reading and Listening and a few will exceed these.</p>	<p>Pre and post intervention Listening skills rating scale assessment</p>
	<p><b>NIF</b></p> <p>1 2</p>		<p>Reading Recovery and Boosting Reading will be utilised with targeted P2 children to raise attainment and achievement. <b>(PEF funded)</b></p>	<p>Reading Recovery teacher Classroom assistant Aug-June 2020</p>	<p>Children will experience consistency, progression and challenge with enhanced opportunities for application.</p>	<p>Feedback from staff on their confidence in the teaching of phonological awareness skills</p>
	<p>Reading Recovery trained teacher will deliver a programme of CLPL twilight sessions to staff. <b>(PEF funded)</b></p>		<p>Reading Recovery teacher Aug- June 2020</p>	<p>Children will know and employ a range of strategies to support their learning in reading and report increased confidence in reading</p>	<p>Quality assurance classroom visits and professional dialogue between SMT and teaching staff recorded</p>	
			<p>Teaching staff will identify children requiring targeted support to be</p>		<p>Attainment in reading for targeted P2 children will improve</p>	<p>Analysis of children's progress including comparison with previous performance in SNSA and GL assessments.</p>



<p>literacy.</p>			<p>provided by key staff. (PEF funded)</p> <p>All children in the Early Years Class will have easy access to their special books. The collection of evidence will be robust and well planned by staff.</p> <p>Work with cluster schools on moderation to ensure robust procedures and consistent approaches (PEF funded)</p> <p>Class newsletters will have a literacy section to provide parent/carers with ideas for supporting their child's literacy at home.</p> <p>Family Learning Team worker will hold sessions for <b>Term 1:</b> Supporting Transition Into Primary(STIP) Family Homework; Storytelling Family Fusion <b>Term 2:</b> Family Connects <b>Term 3:</b> Read, Write and Count Family Homework</p>	<p>RR &amp; ASN teachers CA and EY practitioner Aug- June 2020</p> <p>EYC staff Aug 2019</p> <p>All teaching staff Aug-June 2020</p> <p>Class teachers- 1 per term</p> <p>Family Learning Team Worker Aug-June 2020</p>	<p>EYC children will feel ownership of their learning and share with families, staff and each other, through evidence in their special books.</p> <p>Children will build on high quality feedback on expected standards</p> <p>Children will experience support, at home, consistent with the teaching taking place in school</p> <p>Children will feel engaged and supported in their life at school.</p>	<p>Verbal feedback from children and families about special books.</p> <p>More consistent approach across the cluster evidenced in SNSA data.</p> <p>Quality, focussed discussions with children and parent/carers at Learning Conversations.</p> <p>Parental feedback on Family Learning Team sessions</p>
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## Detailed Action Plan 2019-20: Woodlands Primary and Early Years Class

School Strategic Priority:		To enrich the quality of learners' experiences in attainment in Maths and Numeracy					Linked to Directorate Priority: 1, 2 & 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Children Outcomes	Measurement	
<p>To embed practitioner skills and knowledge of strategies to support learning in maths and numeracy</p> <p>To implement a progressive, cohesive programme of work, including mental maths skills, in numeracy with agreed assessment.</p> <p>To extend outdoor learning opportunities at early level</p>	<p>HGIOS 4 1.2 1.3 2.3 3.2</p> <p>HGIOELC 3.2</p> <p>NIF 1 2</p>	Y	<p>Implementation of new second level planners incorporating benchmarks.</p> <p>Staff CLPL to refresh knowledge and understanding and confidence in teaching mental maths agility strategies</p> <p>Targeted support provided by Additional Support teacher. (PEF funded)</p> <p>Early Years and P1 classes to train and implement Messy Maths (Loose parts play) – PLA</p> <p>EY - The outdoor area will be free flow to allow children to lead their learning outdoors</p> <p>Work with cluster schools on moderation to ensure robust</p>	<p>All teaching staff Aug-June 2020</p> <p>DHT &amp; class teacher Sept 2019</p> <p>Additional Support teacher Aug-June 2020</p> <p>EY staff and P1 teachers 8 week programme</p> <p>EY staff Aug- June 2020</p> <p>All teaching</p>	<p>Attainment and achievement in numeracy will be improved for almost all children.</p> <p>Children will experience increased pace and challenge.</p> <p>Consistent practice across the school will assist children to build on their progress.</p> <p>Teacher confidence in mental maths agility, progression and identifying the achievement of a level will be improved which in turn improve experiences for children and attainment.</p> <p>Children will experience outdoor play opportunities, developing problem solving skills, mathematical concepts and creativity.</p> <p>Children will learn through their learning experiences – the focus on process rather than end product</p> <p>Children will build on high quality feedback on expected standards</p>	<p>Compare previous year(s) attainment data with data generated at the end of 2018/19 session</p> <p>Classroom monitoring and quality assurance activities</p> <ul style="list-style-type: none"> <li>• Appropriate resources are being used</li> <li>• Evidence of approach to enhanced practice through classroom observation</li> <li>• Conversations about learning with children</li> <li>• Forward plans and evaluations</li> </ul> <p>Pre and post intervention staff questionnaires</p> <p>Children's progress recorded on Early Years trackers</p> <p>More consistent approach across the cluster</p>	

			<p>procedures and consistent approaches (PEF funded)</p> <p>Class newsletters will have a numeracy section to provide parents with ideas for supporting their child's numeracy at home.</p>	<p><i>staff</i> <i>Aug-June</i> <i>2020</i></p> <p><i>Class</i> <i>teachers-</i> <i>1 per term</i></p>	<p>Parents will be better able to support children's progress in numeracy. Children will experience support, at home, consistent with the teaching taking place in school</p>	<p>Quality, focussed discussions with children and parent/carers at Learning Conversations.</p>
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## Detailed Action Plan 2019-20: Woodlands Primary and Early Years Class

School Strategic Priority:		To embed effective tracking, assessment, moderation, data analysis procedures within school				Linked to Directorate Priority: 2 & 3
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Children Outcomes	Measurement
<p>To ensure consistency in professional judgement across the school and cluster.</p> <p>To strengthen professional dialogue across the school and cluster in moderating children's work</p> <p>To effectively use data to plan next steps for all children's learning and achievement.</p>	<p><b>HGIOS 4</b></p> <p>2.3 3.2</p> <p><b>HGIOELC</b></p> <p>1.1</p> <p><b>NIF</b></p> <p>1 2</p>	Y	<p>Staff will track children progress using the new school tracking format</p> <p>All staff to become more familiar with the national benchmarks, incorporated into new literacy and numeracy planning format, and use the information to guide learning, teaching and assessment effectively.</p> <p>All staff will be involved in school and cluster moderation activities and develop their skills in planning and delivering appropriate assessment activities. <b>(PEF funded)</b></p> <p>Analysis of target setting data to direct and influence future planning of teaching and learning.</p> <p>Pupil progress tracker to be used by all staff to record attainment, achievement and prediction.</p> <p>Standardised Assessment Data will be used to contribute to staff professional judgement.</p>	<p>Class teachers and EYP Aug-June 2020</p> <p>HT led All staff to track throughout the year</p>	<p>Rigorous tracking of children will ensure they are working at an appropriate pace and being challenged or supported where needed.</p> <p>Children will be involved in setting their targets using reliable assessment data.</p> <p>Appropriate planning will raise attainment for children and assessment approaches will be consistent across the school and cluster</p> <p>Analysis of assessment data will guide next steps in children's learning.</p>	<p>Teachers' plans will record appropriate planning for all children, including differentiation, to meet learners' needs.</p> <p>Children focus groups will meet with SMT and be able to discuss learning, teaching and targets.</p> <p>Data from monitoring and tracking of all children- CfE levels of attainment</p> <p>Analysis of tracking related to pace of progress.</p> <p>Wellbeing plans including SHANARRI wellbeing indicators – staged intervention plans</p> <p>Quality assurance classroom visits and professional dialogue between SMT and teaching staff recorded</p> <p>SNSA and GL assessment data analysis</p>

			<p>Parent views sought and implementation of amendments to new report card and learning conversations format</p> <p>EY practitioners set children's targets utilising their interests and preferred learning styles.</p> <p>EY practitioners plan, monitor and evaluate each area of the playroom ensuring learning intentions are clear for all.</p> <p>EY practitioners share children's targets with parent/carers regularly</p>	<p>All class teachers Aug-June 2020</p> <p>Early Years Practitioners Aug-June 2020</p>	<p>Children's views about learning are shared with teacher and family.</p> <p>Children's targets will be met by well planned areas where they will experience activities that provide breadth, depth and progression</p>	<p>Effective discussion with parents and children around child's progress.</p> <p>Quality progress reports for parents</p> <p>Weekly planning meetings</p> <p>Evidence of children's progressive learning and achievement of targets in individual folders.</p> <p>Lead practitioner observation and monitoring records and professional dialogue with practitioners.</p> <p>Milestones evidence recorded collated by Lead practitioner.</p>
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## Detailed Action Plan 2019-20: Woodlands Primary and Early Years Class

School Strategic Priority:		To embed the principles of GIRFEC, Nurture, and Restorative Practice into the life of the school				Linked to Directorate Priority: 4
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Children Outcomes	Measurement
<p>To extend the nurturing schools approach across the whole school and Early Years, to improve children confidence, self-esteem and good mental wellbeing</p> <p>To embed restorative approaches across the school to promote positive relationships.</p> <p>To encourage effective parental engagement in children learning and the school community</p>	<p><b>HGIOS 4</b> 1.2 2.5 3.1</p> <p><b>HGIOELC</b> 2.6</p> <p><b>NIF</b> 1 2 3 4</p>		<p>All staff will participate in Universal Nurturing Approaches (Level1) delivered by Educational Psychology</p> <p>All staff will undertake Autism Tier 2 training. Building on Tier 1, staff will gain an understanding of practical aspects and techniques.</p>	<p>Class teachers and EYP Aug-June 2020</p>	<p>Positive relationships will exist between staff and children and children will feel supported when experiencing stress or trauma.</p> <p>Staff will gain an overview of all 6 nurture principles, including an overview of Boxall and Education Scotland Self-evaluation Framework. This will allow staff a better understanding of children target setting.</p>	<p>Analysis of PASS data from GL assessment</p> <p>Children focus groups will meet with SMT and be able to discuss learning, teaching and targets.</p> <p>Boxall Profiles and related targets</p> <p>Wellbeing plans including SHANARRI wellbeing indicators – staged intervention plans</p>
			<p>Cluster training in Restorative Approaches provided by Educational Psychology</p>	<p>Class teachers and EYP Aug-June 2020</p>	<p>All children will experience a consistent approach towards maintaining positive relationships from all staff members.</p>	<p>Staff and pupil feedback on impact of approaches</p>
			<p>Primary 1 teachers will develop a trauma-informed approach to closing the poverty related attainment gap through training from Educational Psychology.</p>	<p>Primary 1 teachers &amp; classroom assistants</p>	<p>P1 children will experience a Primary 1 environment that helps them to develop self-regulation and prepares them for learning.</p>	<p>Attainment data showing reduction in the poverty related gap</p>

<p>Implement whole school and Family Learning Approaches</p>			<p>Family Learning Team worker will hold sessions for <b>Term 1:</b> Supporting Transition Into Primary(STIP) Family Homework; Storytelling Family Fusion Gardening <b>Term 2:</b> Family Connects Harry Potter STEM Arts and Crafts sessions <b>Term 3:</b> Read, Write and Count Family Homework Healthy Cooking and Eating <b>Term 4:</b> Gardening Mindset Early Years Transition Outdoor Team building Big Conversation</p> <p>Outdoor gym equipment to be installed in the playground- funded by the Parent Council</p> <p>EY key workers will hold an initial 'getting to know you' meeting with children and families at the start of the session</p> <p>EY staff will adjust, monitor and evaluate the development of the</p>	<p>Family Learning Team Worker Aug – June 2020</p> <p>Parent Council Aug 2019</p> <p>EY practitioners Aug- Oct 2019</p> <p>All EY staff</p>	<p>Children will feel engaged and supported in their life at school.</p> <p>The physical and emotional health of the children who choose to access the equipment will improve.</p> <p>Children and families will experience a positive initial visit where their views are valued by EY staff.</p> <p>Children will be happy, safe and learning through a balance of rest</p>	<p>Parental feedback on Family Learning Team sessions</p> <p>Observation and discussion with children.</p> <p>Effectiveness of developments implemented in the playroom records</p>
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			playroom to address the balance of quality care with quality education in respect of the expansion of hours.	Aug-June 2020	and play.	
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