

Firth Primary School



LEARNING TO BE OUR BEST TOGETHER

Learning Improvement Plan 2021/2022

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School Session 2021/2022

The Scottish Government's Aim: Scotland the best place to grow up and learn and our commitment to ongoing improvement reflects this aim. Our commitment to this statement remains steadfast and our team and whole-school community are working hard to realise this ambition and ensure our children achieve their potential.

What Informs Us?

We have learned a great deal about our school community during year 1, its resilience and adaptability to thrive even under the most demanding of circumstances. We have reflected as a community on the progress made on our various improvement priorities from Year 1 and revised our Year 2 plan with this in mind.

COVID Recovery

The impact of the pandemic has taught us that now, more than ever, there is a real need for strong collaboration between school and home. We have learned many lessons from school closures, managing online learning and supporting children and families.

The progress made in our COVID Recovery has helped us to shape our Year 2 plan, building on the successes and identifying next steps to make our work even better.

The National Improvement Framework

Our understanding of the framework and how it drives us has improved since year 1. Our COVID Recovery has been crucial to help us realise the child at the centre and 'Getting it Right' in an inclusive, positive and community-focused way. We are now able to target our improvement work more specifically as a result.



What did we do?

- We evaluated a range of data and evidence on how we progressed against our previous targets during a process of Self-Evaluation, revisiting the HGIOS4 indicators
- We sought the views of our school community to help us
- We reflected on our outcomes in the Standards and Quality Report for the year

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

Our Roadmap - Year 2 - 2021/22

Our roadmap has been designed as part of a 3 year strategic plan developed in collaboration with our school community.

Welcome to Year 2: The Journey - Part 1

This year we are building on the foundations already achieved and underpinned by our safeguarding system.

PRIORITY ONE:

Theme	HGIOS 4 Area	NIF Drivers	What will we do?	How will we know we are successful?
Caring Classroom Communities	<p>Learning Provision</p> <p>1.5 Management of resources and environment for learning</p> <p>2.2 Curriculum</p> <p>Successes & Achievements</p> <p>3.2 Raising Attainment and Achievement</p>	<p>Teacher Professionalism</p> <p>School Improvement</p>	<p>Building on the new ethos and culture to develop inclusive, nurturing pedagogies.</p> <p>Develop classroom spaces to promote enriched learning experiences.</p> <p>Professional development for all school staff to support responsive, classrooms as learning communities.</p>	<p>Staff understanding and confidence of cultivating responsive, nurturing and inclusive pedagogy increases.</p> <p>SMT & peer lesson observations show increased differentiation within lessons and better use of classroom spaces.</p> <p>Pupils are provided with appropriate support and challenge in their learning, evidenced in: observations, progress and impact meetings and achievement predictions.</p> <p>Our pupils report that they feel happy, safe and supported in class during learner conversations.</p> <p>The number of children requiring the use of restorative approaches to make positive choices decreases.</p>

PRIORITY TWO:

Theme	HGIOS 4 Area	NIF Drivers	What will we do?	How will we know we are successful?
	<p>Learning Provision</p> <p>2.3 Learning, Teaching and Assessment</p> <p>Successes & Achievements</p> <p>3.2 Raising Attainment and Achievement</p>	<p>Teacher professionalism</p> <p>Assessment of children's progress</p> <p>Performance Information</p>	<p>Building on the newly implemented quality assurance and moderation calendar, we will:</p> <p>Create a shared assessment framework for the school so that we have a shared understanding of what, how and when we assess.</p> <p>Implement a new whole-school tracker to track and monitor pupil progress and achievement more effectively.</p> <p>Use the tracker to map onto the staged intervention framework to help us provide more targeted support and challenge to learners.</p> <p>Map the learner pathways onto the tracker to enhance progression.</p> <p>Introduce termly progress and impact meetings to review pupil progression in line with the new staged intervention guidance.</p>	<p>We have a whole school tracking document which provides key information of our children, their progress and achievement.</p> <p>Our assessment framework provides practitioners with a core overview to balance formative and summative assessment leading to more effective and informed planning and more accurate and robust achievement predictions.</p> <p>Staff will have a better understanding of staged intervention and how this triangulates with the assessment and tracking information - creating a linked framework to enhance learners' experiences.</p> <p>Learner pathways will be embedded leading to greater understanding of a learner's journey.</p> <p>Progress and impact meetings ensure that early intervention is flagged and support implemented to ensure 'on the cusp' learners are identified before an attainment gap develops.</p>

PRIORITY THREE:

Theme	HGIOS 4 Area	NIF Drivers	What will we do?	How will we know we are successful?
	<p>Successes and Achievements</p> <p>3.3 Increasing Creativity and Employability</p> <p>Leadership & Management</p> <p>1.5 Management of resources to promote equity</p>	<p>Teacher Professionalism</p> <p>Parental Engagement</p>	<p>Embed digital literacy as part of the school curriculum.</p> <p>Create a digital technology pathway for learning.</p> <p>Provide a better internet bandwidth by connecting to fibre.</p> <p>Complete provision of digital resources in classrooms and homes.</p> <p>Create an online connection for home learning opportunities.</p> <p>Protect time for practitioners to develop digital skills and competency with new technology.</p> <p>Empower pupils to be digital experts.</p> <p>Create opportunities for pupils to share expertise and create pupil leadership roles.</p> <p>Digital skills learning opportunities for families and the community.</p> <p>Share skills development with partner school.</p>	<p>Children and families will have the resources required alongside the skills to use these effectively to support remote and family learning.</p> <p>Teachers will have the knowledge and skills to deliver high-quality digital readiness lessons with children and families, having developed their own abilities to a high standard.</p> <p>Classrooms will have appropriate digital technology to support and extend pupil learning effectively.</p> <p>Home learning platforms will be effectively used to facilitate home learning experiences promoting connectivity with school and home.</p> <p>Networking across schools and the community will be strengthened to support families in a wider range.</p>

PRIORITY FOUR:

Theme	HGIOS 4 Area	NIF Drivers	What will we do?	How will we know we are successful?
Strengthening Our Community & Partnerships	<p>Leadership and Management</p> <p>1.3 Leadership of Change</p> <p>Learning Provision</p> <p>2.7 Partnerships</p>	<p>School Leadership</p> <p>School Improvement</p>	<p>Continue to embed the new values, rules, ethos and culture with our school community</p> <p>Building on this, bring our school community together to create a share vision and aims in collaboration with our partners.</p> <p>Mobilisation of the Community Action Group to drive forward the Community Project.</p> <p>Re-establishing The Firth Primary School Parent Council including seeking new members.</p> <p>Seek evaluations from our partners to help us self-evaluate and improve our joint working.</p>	<p>There is greater consistency and cohesion across the school in terms of our vision and direction leading to increased pace of change.</p> <p>Our school community has a united curriculum rationale to drive forward excellence and equity.</p> <p>Our community action group, alongside our pupils, drives forward the implementation of the Community Project to support community learning and development and mental health in an intergenerational way.</p> <p>We will have more robust data of our partner's experiences which will show what is working well and how we can improve.</p>