Impact

School Improvement Framework

Improvement

Inclusion

Fairness and Compassion

Openness, Honesty and Integrity

Mutual Trust and Respect

School Improvement Plan 2020-2021
Luncarty Primary School

Key Reflective Questions	Evaluative Reflections
Disruption Describe your successes, key learning, and positive outcomes from this period of learning and teaching at home. Celebrate what has been achieved.	Staff • Increased understanding of technology available and skills in use have increased. Learning different ways to record/ video lessons, making choice boards and bitmoji classroom for Seesaw using Google slides, flipgrid, One note and Teams • Online training in technology (during home learning period for CPD) – Seesaw training . Ambassador training -Glow Clips Adobe Spark -I movies -Teams -Sumdog spelling – used for keeping groups progressing and practice with good information for CT on progress/ engagement - continuation od Numeracy practice through Sumdog Numeracy- gave info on engagement / progress • Less limited at home with access to working technologies and not being constrained by the access to / non-working school equipment / network. • Finding new approaches to learning that were accessible to children online and being adaptable . Revisiting and revising areas worked on in class in Term 1 and 2. • Organising and timetabling daily work an including some quality time for reading linked to training or other National / PK documents / updates Individualising / tailored learning opportunities for individuals, groups and time for finding / exploring differentiated resources to support home learning. • Context plans for last term were already in place and these were successfully used for aspects of home learning to engage the children especially in practical or outdoor learning. • Creating a series of lessons to keep the children motivated (P1 adventures for the toy dragon and interlinking the learning focus) • Planning meaningful outdoor learning linked with various curricular areas • Thinking carefully about the resources and taking time to look at them for impact on learning through the planned activities • Sustaining the children's focus was harder • Staff INSET – having time to read / re-read paper work and use PowerPoint input to suit own needs / pace/ reflection / review • Attending Webinars to gain more knowledge on subjects • Team meeting for transition information was more spread out – longer time taken over this using Team sessions • Improved work / life balance V feeling 'on call 24 hrs a day.' Children • Variable engagement and experiences during home learning especially the last few weeks where even the more motivated were reducing their engagement • Children enjoyed the range of activities and the creative planning that went into them .Keeping a focus on literacy and Numeracy skills • For some , who chose to engage , opportunities to develop their wider achievements e.g. Jazz • Getting more opportunities to be creative themselves and some being less distracted at home • Feedback -more instant and personal and children feeding back to each other / CT (some classes) Parents • Good communication with parents and responding to their requests. • Learning new skills with Seesaw themselves. • Sharing learning with parents and gaining an insight / improved understanding of their child's learning / abilities/ working skills in a school learning context. • Appreciation from parents was positive for staff

Transition
 	
What is the impact of Covid-19, and the period of learning at home, on learners in your current school context?
What is different?
 	
How are you approaching this?
	Staff
	• Identifying gaps in learning , time for revision and planning when / how to do this
	• Planning HWB especially lots on Growth mindsets , challenges and changes
	• Sending via Seesaw more instructional videos about literacy key skills (especially as there are no workshops for parents)
	
	Learners
	• Wide variety of experiences
	• Varying degrees of support from parents
	• Some losing their independent / resilience working skills and becoming too dependant of the immediate feedback from those supporting at home.
	• Some gaining in independence / resilience as parents have been busy working at home.
	• Progress of children has been variable with some engaging more in the tasks and progressing with the planned skills teachers were uploading online
	• Retaining skills
	• Starting points different from previous years – further behind (noticeable by CTs at same stage)
	• P1 missing last term in school had a big impact and assessing literacy / numeracy in P2 has evidenced the gap and regression.
	• Current P1s not aware of what P1 is like before so unaware of bigger changes , CTs being creative to ensure good learning experiences.
	• Impact on behaviour – getting back with peers – refreshing relationships (very chatty and not following class / playground rules, taking much longer to settle) , having to focus in a classroom environment with a variety of distractions
	• Some children finding the transition back to school challenging and getting into routines and different types of learning throughout the day
	• Some finding the new rules and procedures challenging but children on the whole have adapted well.
	• Some children very happy to be back and having peers to interact with
	• Children with ASN who did not experience their enhanced transition plan .
	• Nursery children had earlier transition experiences throughout the year, but ASN teacher pupil relationships gained during this time were lost and this has had to be re- established .
	
	Communication
	• Increased parental communication during home learning with immediate response / chat
	• Increased parental engagement with child's learning and gaining an insight into how their child learns.
	• Face to face communication more difficult and in playground with social distancing and impact on the relationships you can develop from this type of interaction.
	
	Transition in school
	    • Focus on creating clear expectations and boundaries
	    • Building relationships with learners, taking account of the restrictions and changes I some curricular areas e.g. PE , Music, drama
	    • Assessing progress , finding out what they can / cannot do in their current learning to create plans for them to continue to progress on their learning journey from this point onwards.
	    • Reinforcement and consolidation period particularly for literacy – reading and writing and Numeracy skills
	    • Children not having face to face and working experiences with other groups within school and no whole school get togethers.
	    • Big focus on HWB -emotions , feelings, worries / no worries – using circles
	    • Focus on working together skills and time needing to be spent on this.
	    • Sustaining their focus is more challenging / harder
	    • CPD online as this can be done at convenient times rather than rushing to after school courses.

Reimagining What are you now doing differently or better because of this experience? What could you aim to do differently or better? What are your next steps as a school leader and as a school?	• Eager to engage and upskill learners with technology and making use of Seesaw and GLOW in class contexts. • Staff increasing use of Seesaw • more frequently messaging parents and answering their queries / questions , Improved communication including phone calls • issuing learning information to parents rather than reading records and putting up higher order questions that will be discussed during guided reading with CTs • use of activities for homework • reflecting on home learning activities that worked well and using them again at home or in school for learning. • CTs upskilling in technologies/ apps to help self and class learning Seesaw Pioneer course • Ensuring learners are prepared in case of future issues including use of systems , particularly all aspects of Seesaw and use of equipment resources that could be sent home with them • Focusing on HWB – positive and growth mindsets so they are in the right place to continue their learning journey. • Timesaving procedures e.g. not having to change for P.E compensate for time taken for hygiene measures. • Improvements in movement around the school – Use of class doors for entry and exit has really improved the corridors and there is a calmer entry / exit. • Using reflections from Inset – Environment to review 'back in school'.

C/F from session19-20

Improvement Outcome 1 : Learners will apply their knowledge and understanding of LLW skills with a focus on HWB, Working Together, Leadership and Solving Problems, applied to Literacy and Numeracy contexts . Learners will clearly demonstrate and articulate the skills they are learning. Staff and children will use a shared language of learning which can be discussed with understanding.

NIF Priorities:	**NIF Driver(s):**	**HGIOS4 QI(s):**
Improvement in attainment, particularly in literacy and numeracy **Closing the attainment gap between the most and least disadvantaged children**	- Teacher professionalism - School leadership - Assessment of children's progress - School Improvement	**1.2 Leadership of Learning** **1.3 Leadership of change** **2.2 Curriculum** **2.3 Learning, teaching and assessment** **2.7 Partnerships** **3.2 Raising attainment and achievement**
: Head Teacher, Principal Teacher **Class Teachers**	**Completion Date: June 2021**	**Review Dates:** 1. 18.11.20 2. 17.2.21 3. 28.4.21 (next steps)

What impact will you measure?	**How will you measure it?**	**Progress**
- Teachers knowledge of LLW focus areas linked to planning experiences through contexts and core skills in literacy and numeracy; and through approaches used for learning; enabling the children to develop a good understanding of these skills in the workplace - The Visual prompts clearly displayed in classrooms are linked to the language of the focus skills to support children use and articulate them when learning. Children's ability to demonstrate and talk about skills they are focusing on in their learning Developing an understanding of : - the characteristics of visible learners, - the social behaviours for good learning to occur - the learning behaviours for good learning to occur	**agreed valued learner characteristics** - Classroom observation and monitoring - Conversations with pupil groups - Professional dialogue/ Moderation activities - Tracking and monitoring meetings - Regular staff reviews of progress and sharing of class practice - Using pupil voice ,individual and group questionnaires to establish understanding of what is an effective learner - Observations at various points in session of how they use learner qualities when talking about their work and as they work based on an agreed profile . - Analysing outcomes for potential next steps. (Corwin Visible Learning -evidence into Action)	

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School Improvement Plan - Priorities and Outcomes
What are the outcomes that you plan to achieve for your children, young people and families for this session?

(Continued from May Inset 2020)
Improvement Outcome 2
Improving practice in supporting the inclusion of all learners within the school environment

NIF Priority: • **Closing the attainment gap between the most and least disadvantaged children** • **Improvement in children and young people's health and wellbeing** • **Improvement in attainment, particularly in literacy and numeracy**	**NIF Driver(s):** School leadership Teacher professionalism Performance information	**HGIOS4 QI(s):** **2.1 Safeguarding and Child protection** **2.4 Personalised support** **2.6 Transitions** **3.1 Ensuring wellbeing , equality and inclusion** **3.2 Raising attainment and achievement**
School Lead: Head Teacher , Principal teacher,	**Completion Date: June 2021 (1/3)**	**Review Date: 30.9.20** **31.3.21** **2.6.21 (next steps)**

What impact will you measure?	**How will you measure it?**		*Progress*
• The development of inclusive classrooms which supports effective inclusion practice and the extent learners participate in school life , peer relationships and progress in their learning. • Consistent approaches to behaviour and relationship management	• Evaluation of the physical classroom environment pre return to school and reflection post return to school(CICS) • Evaluation of the social environment (linking with outcome 2) (CICS and • Review of the impact of behaviour and relationship blueprint and the strategies adopted		