



St. Fergus Primary School

School Improvement Plan

2023/24



Renfrewshire
Council

Planning framework

As part of Children's Services, St. Fergus' Primary School has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

Renfrewshire's Education Priorities

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

Pupil Equity Funding

Our school receives Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities— where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**— with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

Renfrewshire's Education Improvement Plan Priorities

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Our Vision: 'Working together to promote, excellence in achievement and well-being for all.'

Our Values:

- ✚ God's Love
- ✚ Honesty
- ✚ Positive Attitude
- ✚ Respect
- ✚ Responsibility

Our Aims:

- ✚ To understand the value of God's Love in our school and local community.
- ✚ To promote a positive attitude and mindset to learning.
- ✚ To use our voices to promote positive changes for all.
- ✚ To provide a happy, safe and stimulating learning environment for all.
- ✚ To develop skills for learning, life and work in our curriculum.
- ✚ To support each child's needs in their unique learning journey.



Who did we consult?

To identify our priorities for improvement, we sought the views of Staff, learners, Parents/ Carers and Partners, we used a variety of methods of getting the views of those who are involved in the life and work of St Fergus' Primary such as:

<p><u>Staff</u></p> <ul style="list-style-type: none"> • Staff meetings • In-Service Days • Curriculum Development Sessions • Regular Self-evaluation linked to Quality indicators (HGIOS) • Individual Forward Plan feedback with SLT • Attainment and GIRFEC Meetings • Personal Review and Development meetings • Regular review of School Improvement Plan priorities • Education Scotland Professional Learning materials • Consultation exercise 'Identifying Priorities for Improvement' 	<p><u>Learners</u></p> <ul style="list-style-type: none"> • Regular Pupil Group meetings- Pupil Council, Eco Committee, Laudato Si, School Librarians, Digital Leaders, Wellbeing Warriors, Mini Vinnies • Hot Chocolate Friday • Pupil questionnaires and feedback • Strengths and improvement consultation • Show Me What You Know Meetings (SMWYK) • Throughout classroom curricular Planning activities
<p><u>Parents/Carers</u></p> <ul style="list-style-type: none"> • Annual Report feedback • Parent Evenings • St. Fergus' Families Together Meetings • Monthly newsletters • Parental evaluations of school events • Website • Team Around the Child (TAC) meetings <ul style="list-style-type: none"> • Parental Questionnaires/Surveys • Induction Days • Parent Workshops • Family Learning Sessions • Open days 	

We have also consulted with our partners across and outwith the Council to assist us in the delivery of our priorities by:

Informal feedback through discussions with a range of partners including:

- Meetings with Glencoats Primary
- St. Andrew's Cluster Schools
- Transition Meetings with Early Years Centres and Secondary Schools
- Termly meetings with Active Schools Co-ordinator
- Regular collaborative meetings with Home Link Worker, Educational Psychologist, Parish Priest, Exchange Counselling, Who Cares? Scotland, Active School Co-ordinator
- Community Groups

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include;

- Regular Self-evaluation linked to Quality indicators (HGIOS)
- Target setting which allows tracking over the session to maintain highest attainment- September, January and April
- Forward Plans are reviewed by staff and Senior Leadership Team (SLT), termly, followed by professional dialogue
- 'Show Me What You Know' (SMWYK) visits by the SLT
- Class visits in various subject areas to observe the children's learning experiences
- Staff Learning Visits observing colleagues/classes at other stages and developing feedback/professional dialogue
- Children are part of the Learning visits to encourage pupil voice
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- GIRFEC Overview within Whole School Tracker
- Review of Child's Plans and IEP Action Plans
- Team around the Child (TAC) meetings
- Liaison with external partners who provide support for children and pupils to ensure best provision for children.
- A range of award assemblies where success within the four capacities and wider achievement are celebrated

Moderation

- Joint working with Glencoats Primary and Kilbarchan Primary across all levels within Literacy
- School based moderation within all curricular areas.

Attendance

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls
- Absence and late coming are monitored throughout the year

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1 – Health and Wellbeing: To ensure that children will experience inclusive learning and supportive relationships which lead to positive life outcomes.

HGIOS/HG IOELC QIs 1.3 2.2 2.4 2.5 2.7 3.1	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	Developing in Faith <ol style="list-style-type: none"> Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learning Promoting Gospel values Celebrating and worshipping Serving the common good
Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Our engagement in Renfrewshire's Nurturing Relationships Approach(RNRA) has had a very positive impact on the universal support of children's wellbeing across our school. Session 2022-23 we have been looking Non-Violent Resistance (NVR) and Relational Gestures.</p> <p>From the data collected in session 2022- 23 from staff, pupils and parents indicates that relational gestures have had a positive impact on distressed behaviours in the classroom.</p> <p>Most stages P1-7 have had a reduced occurrence of distressed behaviour.</p> <p>In SLT SMWYK visits there is still improvement to be made to deal with distressed behaviour in the playground.</p> <p>To move forward with RNRA it has been decided by our RNRA Core Group and Pupil group 'Wellbeing Warriors' that the next</p>	<p>By June 2025:</p> <p>The RNRA core group will support consistent approaches by all staff in their awareness and implementation of the skills required to respond to children's distressed behaviour which will result in almost all learners being supported to regulate and be ready for learning.</p> <p>Staff will see a reduction in incidences of distressed behaviour in pupils.</p> <p>Almost all children at Primary 4-7 will have an understanding of nurture practices in school.</p> <p>Monitoring of pupil experiences during SLT 'Show me what you know' visits.</p> <p>By June 2024</p> <p>Inclusive practice is consistently implemented across all stages which will result in almost all learners being</p>	<p>RNRA Action Plan</p> <p>Establish a baseline of targeted children's distressed behaviour over a set period of four weeks in August/September.</p> <p>Establish a baseline Core Group's ability reduce the number of children's distress behaviour through specific interventions.</p> <p>RNRA Core Group members will trial out further small tests of change which will be evaluated using Plan-Do-Study-Act improvement cycles.</p> <p>Feedback from teachers and support staff – staff meetings, collegiate sessions, CLPL</p> <p>Staff confidence survey pre and post interventions</p>	<p>RNRA action plan created for session 2023-24- Core Principle will be 'Language is a vital means of communication'</p> <ul style="list-style-type: none"> Inservice Day 1- Educational Psychologist Input (1 Hour) <p>4 Core Group meetings across the school year</p> <p>RNRA CLPL delivered by Educational Psychologist and RNRA core group</p> <ul style="list-style-type: none"> Inservice Day 2 - (1 Hour) Inservice Day 3- (1 Hour) Inservice Day 4- (1 Hour) CLPL 8 – 29th May (1 Hour) <p>Monthly 'Wellbeing Wednesday's experiences planned by the Health and Wellbeing Pupil Group.</p> <p>Monthly Wellbeing Wednesday Parent Breakfast parental sessions ran by PEF ISA and Community partners RAMH.</p> <p>Community Based Universal Wellbeing club P5-7 Led by PEF ISA St Fergus' and Key Workers from Glencoats Primary</p>

<p>step is to ensure understanding and consistency in our approach to the Core Nurture Principle of 'Language is a vital means of communication'.</p> <p>This principle supports us in exploring how language is used in the classroom, playground and school environment. As It is important for our children to be able to understand and express their thoughts and feelings. It is also crucial for adults/parents to understand the importance of their own language towards children and young people, and how this can impact them.</p> <p>In our P4-7 Pupil Survey (May 23) 39% of children wanted Health and Wellbeing to be included in our School Improvement Plan.</p> <p>Session 2022-23 Renfrewshire Council led a GIRFEC refresh across education, social work and health to improve approaches to single and multi-agency planning to bring about positive outcomes for young people and families with additional support needs. All staff need to engage fully with the new systems and approaches to ensure that our practice is robust and continues to have a very good impact on children's wellbeing and inclusion across our mainstream and Flexible Learning Resource.</p> <p>Our personalised support planning and GIRFEC tracking demonstrates that there is a continuing need to provide Flexible Learning experiences for pupils with an identified ASN to support and enable effective inclusion and engagement.</p>	<p>supported to regulate and be ready for learning.</p> <p>An inclusive ethos which aims to honour the life, dignity and voice of each person made in the image of God.</p>	<p>Pupil Support Plans and Support Meeting Data.</p> <p>Parental views during the Team around the Child Meetings for targeted group of children with social, emotional and behavioural needs.</p> <p>Family Nurture Survey analysis will show parents have a good understanding of nurture language used at school</p> <p>Additional Support Needs (ASN) Conversations with key staff (September, January and April).</p> <p>PASS scores/Well-being Webs/Attainment data will increase and show this has had a positive impact on engagement, attainment and health and wellbeing.</p> <p>Circle Resource Checklist- Individuals and tracked groups demonstrating improvements over time</p> <p>Monitoring of pupil experiences during SLT 'Show me what you know' visits.</p> <p>Feedback from teachers and support staff – staff meetings, collegiate sessions, CLPL</p> <p>Staff confidence survey pre and post interventions</p>	<p>Pupil Interventions provided by PEF ISA, ECLC and CA</p> <ul style="list-style-type: none"> - LIAM Interventions - Circle of Friends <p>Time to Talk Sessions Twice weekly for all stages PEF ECLC and CA</p> <p>Family Learning Events run by whole staff team to share key messages of RNRA/Nurture Principles PEF - Teaching/Support Staff Commissioning FLE 4 – 1st May</p> <p>CLPL provided for all staff in Cluster on Inclusive Learning and Collaborative Working (CIRCLE resource) to secure development of inclusive classrooms and adopt a more learner- centred approach</p> <ul style="list-style-type: none"> - Inservice Day 1 - The Circle Resource (2 Hours) <p>DHT to Attend LISN- sharing practice and development with Educational Psychologist</p> <p>DHT as Pupil Support Co-ordinator to support practitioners with new paperwork/processes etc</p> <p>PEF ISA to support targeted children who require a Personalised Curriculum on 1:1 /small group basis.</p>
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Improvement Priority 2 – Raising Attainment and Achievement: literacy and Numeracy

HGIOS/HGIOELC QIs 1.3 2.3 2.5 3.2	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	Developing in Faith <ol style="list-style-type: none"> Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learning Promoting Gospel values Celebrating and worshipping Serving the common good
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Rationale for change	Outcome and Expected Impact	Measures	Interventions														
<p>Writing The current academic session 22-23, Achievement of a Level (ACEL) Writing data is as follows:</p> <table border="0"> <tr> <td>P1 – 55%</td> <td>P5 – 67%</td> </tr> <tr> <td>P2 – 72%</td> <td>P6 – 66%</td> </tr> <tr> <td>P3 – 52%</td> <td>P7 – 52%</td> </tr> <tr> <td>P4 – 75%</td> <td></td> </tr> </table> <p>For the current academic session 22-23, improvements have been made in the following stages:</p> <table border="0"> <tr> <td>P2 + 12 %</td> <td>P6 + 7 %</td> </tr> <tr> <td>P4 +15 %</td> <td>P7 + 6 %</td> </tr> <tr> <td>P5 +17 %</td> <td></td> </tr> </table> <p>There is a need to continue to build on improved consistency in writing and to continue to moderate learning, teaching and assessment processes for writing.</p> <p>In our P4-7 Pupil Survey (May 23) 45% of children wanted Writing to be included in our School Improvement Plan.</p>	P1 – 55%	P5 – 67%	P2 – 72%	P6 – 66%	P3 – 52%	P7 – 52%	P4 – 75%		P2 + 12 %	P6 + 7 %	P4 +15 %	P7 + 6 %	P5 +17 %		<p>Writing - By June 2024: Teacher confidence in judging children's attainment of a level in writing will continue to improve through planned moderation sessions and peer learning sessions with Glencoats Primary and Kilbarchan Primary, informed by assessment criteria and use of cohort milestone trackers.</p> <p>At key stages we aim to improve levels of attainment in writing: P1 – 70% - 82% will achieve Early Level P4 – 52%- 71% will achieve First Level P7 – 66%- 75% will achieve Second Level</p> <p>Writing - By June 2025 At all other stages we aim to improve expected standards within First and Second Levels.</p>	<p>Additional Support Needs (ASN) Conversations with key staff (September, January and April).</p> <p>Moderation of writing planning information and evidence of work.</p> <p>In House Moderation of Reading planning information and evidence of work.</p> <p>Professional dialogue/feedback at Community Moderation sessions.</p> <p>Attainment and Planning Meetings where Staff will scrutinise data from last session and current session. Dips in attainment will be identified and next steps agreed (September, January and April).</p> <p>Writing, Reading, Numeracy Assessment Cohort Trackers</p>	<p>Peer observations/learning visits with focus on writing –St Fergus, Glencoats and Kilbarchan (WTA)</p> <p>Moderation with Glencoats Primary and Kilbarchan Primary– planned writing experiences: - CLPL 1- 20th September (1.5 Hours) - Trio Visits- Oct- Dec (WTA- 4 Hours) - CLPL 6 – 27th March (1.5 Hours)</p> <p>Implement Writing Engagement survey to gather Pupil Voice with Glencoats and Kilbarchan Primaries</p> <p>SLT to lead and support peer learning visits with focus on effective learning and teaching in writing</p> <p>All teachers to use new cohort milestones writing and reading trackers to track learners' progress termly to inform attainment tracking meetings and planning</p> <p>Moderation of planned Reading experiences: - October Inservice- (1 Hour) - CLPL 2- 1st November (1 Hour) - February Inservice – (1 Hour) - CLPL 5 – 21st February (2 Hours)</p>
P1 – 55%	P5 – 67%																
P2 – 72%	P6 – 66%																
P3 – 52%	P7 – 52%																
P4 – 75%																	
P2 + 12 %	P6 + 7 %																
P4 +15 %	P7 + 6 %																
P5 +17 %																	

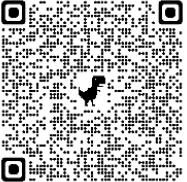
<p>Reading</p> <p>The current academic session 22-23, Achievement of a Level (ACEL) Writing data is as follows:</p> <p>P1 – 64% P5 – 67% P2 – 80% P6 – 62% P3 – 59% P7 – 65% P4 – 75%</p> <p>For the current academic session 22-23, improvements have been made in the following stages:</p> <p>P2 + 16 % P6 + 7 % P7 +13 %</p> <p>There is a need to continue to build on improved consistency in reading and to continue to moderate learning, teaching and assessment processes for reading.</p> <p>In our P4-7 Pupil Survey (May 23) 48% of children wanted Reading to be included in our School Improvement Plan.</p> <p>Numeracy</p> <p>Learning visits and evidence of pupils’ work demonstrate a need to support teachers in going beyond the textbook in order to ensure children and young people encounter maths as an open, creative and collaborative subject.</p> <p>Through our self-evaluation and Trio observations we need to revisit and explore various task structures with a low-floor and high-ceiling, which will ensure that all learners can be appropriately challenged and supported in their mathematical development.</p>	<p>P2 – 55% - 67% P3 – 72% - 80% P5 - 75% - 81% P6 – 67%- 77%</p> <p>Reading - By June 2024:</p> <p>At key stages we aim to improve levels of attainment in writing:</p> <p>P1 – 70% - 82% will achieve Early Level P4 – 59%- 65% will achieve First Level P7 – 65%- 77% will achieve Second Level</p> <p>Reading- By June 2025</p> <p>At all other stages we aim to improve expected standards within First and Second Levels.</p> <p>P2 – 64% - 76% P3 – 80% - 88% P5 - 75% - 87% P6 – 67%- 73%</p> <p>Numeracy- By June 2024:</p> <p>At key stages we aim to improve levels of attainment in writing:</p> <p>P1 – 50% - 78% will achieve Early Level P4 – 59%- 65% will achieve First Level P7 – 66%- 75% will achieve Second Level</p> <p>Numeracy - By June 2025</p> <p>At all other stages we aim to improve expected standards within First and Second Levels.</p> <p>P2 – 73% - 85% P3 – 84% - 88% P5 - 81% - 87%</p>	<p>Pupil Support Plans and Support Meeting Data.</p> <p>Targeted intervention data/evidence of work.</p> <p>Pupils’ work - Writing Journey jotters/Literacy and Numeracy Jotters</p> <p>Monitoring of pupil experiences in writing records/Literacy and Numeracy Jotters/ SLT ‘Show me what you know’ visits.</p> <p>Data in Reading and Writing Pupil Surveys GL Assessment data (NGRT/PTE/PTM/ NGST) – to be used diagnostically to identify any gaps, and as measure of impact and progress.</p> <p>SNSA data – to be used diagnostically to inform next steps.</p> <p>Children’s feedback on parental involvement during SLT ‘Show me what you know’ visits.</p> <p>Focus group of parents post Family learning events</p> <p>Parents will have an increased voice and opportunity to participate in their child’s learning and the wider school Calendar.</p>	<p>In-house Trio visits with Reading Focus (Jan- March)</p> <p>Literacy and Numeracy Champions, Miss Strang and Mrs McDougall, will guide staff to engage in collaborative discussions across levels to share experiences of effective teaching and learning in Writing and Numeracy.</p> <p>PEF Classroom Assistant/ASNA/ELCO support for targeted children Across all stages for Reading, Writing and Numeracy.</p> <p>Staff requiring refresh on Renfrewshire Literacy Approach to engage with Local Authority Sessions: Session 1– 28th August The Primary Literacy Coaching Programme Session 2 – 4th September Raising Attainment in Reading</p> <p>HT to Liaise with Literacy Development officer to create Bespoke package of support for Support Staff</p> <p>Numeracy/ Maths - Task Design: - October Inservice- (1 Hour) - CLPL 3 - 22nd November (2 hours) - CLPL 4- 24th January (2 hours) - February Inservice – (1 Hour)</p> <p>Universal Family Learning Events (FLE) with focus on Literacy and Numeracy PEF -Teaching/Support Staff Commissioning - FLE 1- 6th Sep - FLE 2- 25th Oct - FLE 3 – 29th Feb</p> <p>Universal Learning- Early , First and Second Level, After School Clubs PEF -Teaching/Support Staff Commissioning</p>
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<p>The current academic session 22-23, Achievement of a Level (ACEL) Writing data is as follows:</p> <p>P1 – 73% P5 – 61% P2 – 84% P6 – 66% P3 – 59% P7 – 57% P4 – 81%</p> <p>For the current academic session 22-23, improvements have been made in the following stages:</p> <p>P2 + 4 % P5 +11 % P4 + 6 % P6 + 7%</p> <p>In our P4-7 Pupil Survey (May 23) 42% of children wanted Numeracy to be included in our School Improvement Plan.</p> <p>Our Family Learning events during Session 22-23 have had an average of 39% of our children across all stages at each event. During these events all families have indicated that the events help them support their children at home.</p>	<p>P6 – 61%- 65%</p> <p>Teachers will be able to use assessment and tracking data effectively, including new cohort milestone trackers to identify key writing, reading and Numeracy milestones to inform next steps for learners.</p>		<p>Introduction of Class Meetings for Parents during the school day to allow for the cascading of key elements of Literacy and Numeracy to support Learning at home.</p>
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Improvement Priority 3 – Curriculum: Review of our Curriculum Rationale and Practitioner Enquiry

HGIOS/HGIOELC Qis 1.2 1.3 2.2 2.7	NIF Priorities <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children's and young people's health and wellbeing Improvement in employability skills and sustained, positive school leaver destinations for all young people 	NIF Drivers <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	Developing in Faith <ol style="list-style-type: none"> Honouring Jesus Christ as the Way, the Truth and the Life Developing as a community of faith and learning Promoting Gospel values Celebrating and worshipping Serving the common good
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Our curriculum rationale was developed in 2016, therefore needs to be reviewed.</p> <p>Following the review of our shared vision, values and aims Session 22-23, we must now ensure that our curriculum is shaped by these.</p> <p>We must ensure that all stakeholders contribute to its development and design, and that it reflects the unique features of our school community.</p> <p>Through self-evaluation last session it has been identified that the sharing of practice in good teaching and learning should be a priority to improve all classroom practice across the school. This is based on the success of Teacher's attending the Improving our Classrooms CLPL.</p>	<p>By March 2024 All Teaching staff will have a greater understanding of interventions/ pedagogy that will lead to greater attainment/achievement for almost all our children.</p> <p>All teaching staff will be empowered to critically examine how their Teaching impacts on our children</p> <p>All Teaching staff will use this evidence to inform teacher judgement and next steps for our children</p> <p>By June 2025 Review of a curriculum rationale that is shaped by our revised shared vision, aims and values.</p> <p>All stakeholders contribute to the development of our curriculum rationale.</p>	<p>Staff confidence survey pre and post interventions</p> <p>Professional dialogue/feedback at Attainment and GIRFEC Meetings- September, January and April</p> <p>Professional Dialogue during Presentation and Feedback sessions</p> <p>Pre and post stakeholder survey data re. knowledge and understanding of our curriculum rationale: - FLE 6th September - Parents' Evening 15th/16th May</p> <p>Pupil survey data May</p> <p>Completed curriculum rationale.</p>	<p>Each Class teacher will undertake research in an aspect of their classroom that requires improvement e.g. aspect of literacy/Numeracy/Health and Wellbeing highlighted within school data analysis that is a common theme either within the stage or across the school.</p> <p>Each Class Teacher will undertake a small test of change in relation to this area and recording of impact on attainment/ achievement</p> <p>Inservice Day 3- Why Practitioner Enquiry? Use of Education Scotland Examples:</p>  <p>Each Class Teacher will deliver Presentation on intervention and impact on learners. - 6th March (1 Hour) - 13th March(1 Hour)</p> <p>1 Class Teacher embarking on West Partnership's Improving Our Classroom (IOC)</p>

	<p>Our curriculum rationale takes account of local, national policy and guidance and all the factors that make our school unique.</p> <p>Everyone in our school community understands what the school is trying to achieve through its curriculum.</p> <p>Our curriculum rationale clearly demonstrates our commitment to securing children’s rights and wellbeing.</p>		<p>Conduct pre stakeholder surveys re. knowledge and understanding of current curriculum rationale.</p> <ul style="list-style-type: none"> - Staff- Inservice Day 3 - Children- Class Teacher to gather information October – December 2023 - Parents - FLE 3- 29th February 2024 <p>Use of Education Scotland’s Curriculum Toolkit Materials</p>  <p>Inservice Day 3- 1 Hours Inservice Day 5 - 1 Hour</p> <p>Pupil Council Meetings to ensure Child’s Voice is clear in the review of our Curriculum Rationale</p> <p>Establish Parent’s and Community Focus Group</p>
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