

Dundonald Primary School and Early Years Centre: Summary of our Improvement Plan for 2023-24

Priority 1: Raising attainment in Literacy

- ✓ Continue to develop approaches to **assessment**, ensuring that it is planned as part of learning and teaching and results in **high quality feedback** and **next steps for learners** - embed **Assessment Rationale and Pathway**
- ✓ Develop and refine our approach to **capturing and sharing Children's Learning Profiles** in our EYC by implementing the use of **My Learning Journals** (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones
- ✓ Continue to improve the quality of our learning and teaching through collaborative professional learning
'Taking a Closer Look at ...' Prof. Learning Sessions focused on:
 - ✦ **Raising attainment in Listening and Talking at Early Level - Early Talk Boost**
Early level staff to engage in professional learning focused on the children's language and communication skills - implement Talk Boost led by Sula O'Duffy and Rachel Niven (Speech and Language Therapists) and Karen Gaw (EYP & Communication Champion - May In-Service on 02/05/2024);
 - ✦ **Raising attainment in Reading - Reading and Phonics Progression P1-P7 (Aug Inset)**
 - ✦ **South Ayrshire Reads:** All staff to participate in South Ayrshire Reads Engagement Sessions
 - ✦ **'Read, Write, Count' Family Learning Workshop for P1-7** led by Dundonald Staff
 - ✦ **South Ayrshire Reads - Science of Reading Professional Learning Session**
 - ✦ **Key features of a Taught Reading Session:** Focused on non-fiction as well as fiction texts (Aug In-Set)
- ✓ **Raising attainment in Writing through High Quality Feedback:** Key features of high quality feedback; the learning, teaching and assessment cycle; consistent implementation of Writing Feedback sheets.
- ✓ Continue to invest in staff leadership of learning through **Lead Learner** roles. Lead Learners will engage in professional learning in relation to an area of their choosing (**Scottish Book Trust Reading Schools Lead Learners; HWB - PATHS; Rights Respecting Schools and Pupil Council Lead Learner**) and will then lead/share evidence-based practice from research and their own experiences
- ✓ Implement a **'Coaching and Mentoring'** approach to medium term planning for learning, teaching and assessment - time will be protected for staff to:
 - Develop **medium term plan collegiately**
 - Engage in **shared evaluations** of plans for learning, teaching and assessment with Senior Leadership Mentor
 - Include time for 'Sharing of Practice' at every Collegiate Staff Meeting
- ✓ **Enhance Literacy Across the Curriculum** through implementing **teaching and learning approaches which promote creativity, curiosity, metacognition and problem solving** (Play based approaches - embed RTA in EYC; Play-Based Pedagogies from P1-P4 and planing IDL in P1-3 using Talking and Thinking Floorbooks; Making Thinking Visible Thinking Routines, Critical Skills approaches)
- ✓ Promote reading for enjoyment and build a **culture of reading** throughout the school and early years centre by working in partnership to become a **'Scottish Book Trust Reading School'** - this will include:
 - ✦ Establishing a **Reading Leadership Group** who will create a **Reading Schools Action Plan**
 - ✦ Share progress and reading activities through **'Dundonald Loves Reading'** assemblies
 - ✦ Involving all children in **selecting new books for class libraries**
 - ✦ Daily **'Everyone Reads in Class'** and storytelling from EYC to P7
 - ✦ **Weekly Bookbug** sessions for EYC children and regular **Bookbug Family Sessions** for children at Early Level (EYC and P1 - Four over the course of the school year)
- ✓ Special **Storytelling** sessions led by published authors (Martin Stewart, Simon Lamb) and drama specialist (Moxie Kids Entertainment, M&M Theatre Productions)

Provide opportunities for families to engage in their children's learning in relation to Literacy and English in a variety of ways:

- ✓ School and EYC Learning Together Calendar to include **'Bookbug' focus at Early Level** (EYC and P1) PEEP sessions (four over the course of the year)
- ✓ EYC 'Stay and Play' (four over the year)
- ✓ Establish a calendar of **regular visits** from the **South Ayrshire Mobile Library** to the school car park (at end-of-school day pick-up times to allow families easy access)
- ✓ Promote **'Dundonald Loves Reading'** activities through Newsletters and messages to families
- ✓ **South Ayrshire Reads Family Engagement Sessions:** Share and promote opportunities for families to participate in South Ayrshire Reads Family Engagement Sessions
- ✓ Inspire children to read and write through providing opportunities for them to participate in workshops led by published authors (Martin Stewart and Simon Lamb)
- ✓ **Enrich learning** in Literacy across the curriculum through **seeking opportunities for children to work with partners from the world of work** (for example, visits from History Alive, visiting specialists from Museums/Dundonald Castle/STEM)

MARR CLUSTER PRIORITIES

- ✓ Develop our approaches to planning of high-quality assessment of children's writing. Staff to collaborate throughout the process ensuring effective moderation and consistency of standards through Marr Cluster Creative Writing Competition.
- ✓ Promote reading for enjoyment and build a culture of reading throughout the Marr Cluster through engaging in South Ayrshire Reads CLPL and implementing South Ayrshire Reads approaches.
- ✓ Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning (May 2024).
- ✓ Lead SAC pilot to develop knowledge of terminology that is essential to supporting learners' transition from primary to secondary through Critical Literacy Transition Project and recommended list of texts.

Priority 2: Raising attainment in Numeracy

- ✓ Continue to develop approaches to **assessment**, ensuring that it is planned as part of learning and teaching and results in **high quality feedback** and **next steps for learners** - embed **Assessment Rationale and Pathway**
- ✓ Develop and refine our approach to **capturing and sharing Children's Learning Profiles** in our EYC by implementing the use of **My Learning Journals** (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones
- ✓ Continue to improve the quality of our learning and teaching through collaborative professional learning
'Taking a Closer Look at ...' Prof. Learning Sessions focused on:
 - **Creating a Numeracy Rich Early Years Centre - Indoors and Out:** Professional Dialogue and associated follow-up focused on Education Scotland's Early Level 'Number and Number Processes Sketch Note'; EYC staff learning visits to other Early Years Centres will focus on Numeracy, Maths and Outdoor Learning (Term 1)
 - **Being Me through Block Play - Promoting Mathematical Language and Creativity** - professional learning for EYC staff (Ed. Scotland Wakelet: <https://wakelet.com/wake/tZ4pZVWflaaYORuMoldJ7>)
 - **Improving Children's Understanding of Numbers and Number Fluency** (Count on Us - Numeracy Blueprints - Professional Learning and Team Teaching)
 - **Improving Children's Mental Agility** (Number Talks Professional Learning and Team Teaching)
- ✓ **Enhance Numeracy Across the Curriculum** through implementing **teaching and learning approaches which promote creativity, curiosity and problem solving** (Play based approaches - embed RTA in EYC; plan IDL in P1-3 using Talking and Thinking Floorbooks; Block Play in P1-3; Making Thinking Visible Thinking Routines, Critical Skills approaches)
- ✓ Refine our approaches to **medium and short term planning for Numeracy and Mathematics** - planning will continue to be underpinned by South Ayrshire's Numeracy and Maths Skills Pathways and enhanced by the exemplification provided within the Highland Numeracy Progression.

Provide opportunities for families to engage in their children's learning in relation to Numeracy and Maths in a variety of ways:

- ✦ School and EYC "Learning Together Calendar" to include:
- ✦ **'Numeracy and Mathematics'** focus at Early Years PEEP sessions (four over session 2023-24) - share 'Every Day is a Learning Day' activities via PEEP and via children's online interactive Learning Journals
- ✦ EYC 'Stay and Play' (four over the year)
- ✦ **'Read, Write, Count' Family Learning Workshop for P1-7** led by Dundonald Staff
- ✦ EYC: **Numeracy Rhyme of the Week** to be shared with families via **'EYC - We are Learning to...'** fortnightly newsletters (shared via My Learning Journal online platform)
- ✦ **Enrich learning** in Numeracy across the curriculum through **seeking opportunities for children to work with partners from the world of work** linked to the focus of their learning (for example, STEM Ambassadors to classes when strong structures, financial education etc)

JMARR CLUSTER IMPROVEMENT PRIORITY:

- ✦ Provide consistent high-quality learning experiences across numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment. Re-launch common methodology and language of numeracy through Maths Challenge Day.
- ✦ Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning (May 2024)

Key Drivers:

- ❖ Raising attainment and achievement for all
- ❖ Partnership working and positive relationships
- ❖ Excellence and equity
- ❖ High quality learning for everyone



Friendship, Respect, Honesty, Perseverance, Optimism and Inclusion are the 6 core values that underpin all that we do. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).

Priority 3: Improving Children's Health and Wellbeing

- ✓ Continue to develop approaches to **assessment**, ensuring that it is planned as part of learning and teaching and results in **high quality feedback** and **next steps for learners - embed Assessment Rationale and Pathway**
- ✓ Develop and refine our approach to **capturing and sharing Children's Learning Profiles** in our EYC by implementing the use of **My Learning Journals** (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones
- ✓ Inspire high quality learning and teaching through professional learning for staff:
 - ✚ **Professional Learning** focused on **Staged Intervention Plans and Creating SMART (Specific Measurable Achievable Realistic Timed) Targets** (linked with CfE experiences, outcomes and benchmarks for Health and Wellbeing and scaffolded by Boxall resources)
 - '**Taking a Closer Look at Realising the Ambition**' Professional Learning for EYC staff
- ✓ Continue to invest in staff leadership of learning through **Lead Learner** roles. Lead Learners will engage in professional learning in relation to an area of their choosing (**Scottish Book Trust Reading School** Lead Learner; HWB - **PATHS**; **Rights Respecting Schools and Pupil Council** Lead Learner) and will then lead/share evidence-based practice from research and their own experiences
- ✓ **Highlight** the school and early years centre **values** through: making them visible in all classrooms and communal areas; **celebrating achievements** which **reflect our values** through weekly Dundonald Achievement Awards (shared by class teachers and key workers); linking values to *Assembly Calendar*
- ✓ **Promote** our **refreshed Curriculum Rationale** with staff, pupils and families (all stakeholders) to ensure we have a shared understanding of what we are aiming to achieve through our curriculum and how we are going to achieve it
- ✓ Continue to develop approaches to building resilience and strategies to support mental wellbeing: **Continue to embed the PATHS Programme** from EYC to P7 with a focus on improving the children's emotional wellbeing (the Programme includes activities to develop self-esteem, emotional awareness, self-control and conflict resolution)
- ✓ Introduce **Nurture Group-Time** within our EYC to support and promote the children's social and emotional wellbeing
- ✓ Refresh the programme for **'Together Time Assemblies'** and our **Themes of the Fortnight** (Theme shared via Staff Bulletin). Include the following: focus on school values; Learning about UNCRC Rights of the Child; Promotion of Health and Wellbeing; Personal Achievements

Provide opportunities for families to engage in their children's learning in relation to health and wellbeing in a variety of ways:

- ✓ Develop school and EYC "**Learning Together Calendar**" which includes activities focused on health and wellbeing:
 - ✚ EYC Outdoor PEEP sessions focused on Health and Wellbeing (three over the year)
 - ✚ EYC 'Stay and Play' (four over the year)
 - ✚ EYC 'Play on Pedals' (term 3 - families invited to join sessions and home learning activities shared via 'My Learning Journals')
 - ✚ P1-7 Outdoor Learning sessions (at least two over the year) - implement South Ayrshire's Outdoor Learning Experiences Grid

Inspire children to appreciate and value the importance of good health and wellbeing in our everyday lives through:

- ✓ Active Schools initiatives and lunchtime/after school clubs led by staff

Increase attendance at Dundonald Primary School and Early Years Centre:

- ✓ Identify **factors impacting on attendance**
- ✓ **Raise awareness of impact of attendance** with families - including term time holidays - Marr Cluster to create posters/leaflets for families highlighting importance of good attendance
- ✓ Work in **partnership with our families who are facing challenges** to build relationships and trust and strengthen communication
- ✓ Work in **partnership with local agencies and services** to reduce barriers to attendance

MARR CLUSTER PRIORITIES

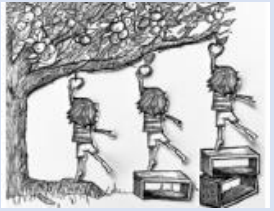
- ✓ Promote the Marr Cluster vision across the school and wider community to ensure unity of approach. Embed a shared understanding of what high-quality learning, teaching and assessment looks like. Develop approaches to celebrating success underpinned by values and rights.
- ✓ Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning.

Promotion of positive relationships and engagement with secondary school for pupils identified at P5-P7 with a view to ensuring increased attendance by:

- ✓ Identifying factors impacting on attendance
- ✓ Raising awareness of impact of attendance on our families - including term time holidays
- ✓ Working in partnership with our families who are facing challenges to build relationships and trust and strengthen communication
- ✓ Working in partnership with local agencies and services to reduce barriers to attendance
- ✓ Implement the Team Around the Cluster pilot, evaluating the impact on children and families.

Our Vision: At Dundonald PS and EYC, we want **everyone** to feel **nurtured** (Article 9), **included** (Article 23) and **involved** in all aspects of early years and school life. **Everyone** has the right to engage in **high-quality learning**, to **achieve success** (Article 29) and to experience **positive relationships** (Article 4 and 5).

We aspire to be a school of excellence where the children are at the heart of all that we do.



Equity and Ambition for all

We **aim** to:

- ✓ Provide a safe and nurturing environment for all (Article 19)
- ✓ Develop all pupils' self-esteem and confidence to allow them to reach their full potential (Article 28)
- ✓ Recognise and celebrate achievement for all pupils within and beyond school
- ✓ Encourage children to be actively involved within the school and their own community (Article 11)
- ✓ Provide everyone with challenging, motivating, positive and purposeful learning experiences (Article 29)
- ✓ Ensure all pupils fulfil their potential as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals through engaging fully with school life.

Key Drivers:

- ✦ Raising attainment and achievement for **all**
- ✦ **Partnership working** and **positive relationships**
- ✦ **Excellence** and **equity**
- ✦ High quality **learning for everyone**

Learning, Teaching and Assessment

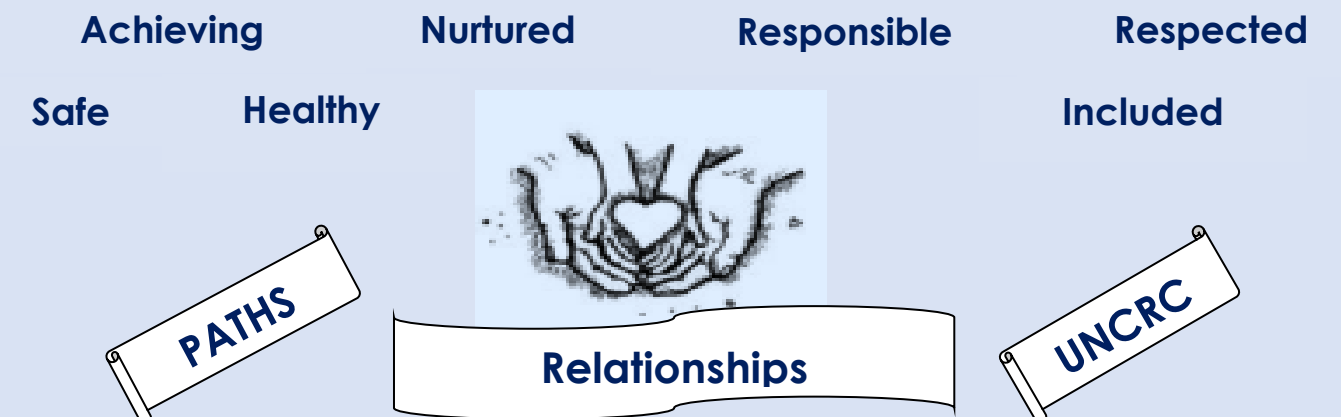
We aim to raise attainment through high quality learning and teaching. Learning, teaching and assessment is planned carefully using the Curriculum for Excellence Experiences and Outcomes. High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. These interactions promote thinking and demonstrate learning and development. They are based on thoughtful questions, careful listening, reflective responses and effective feedback strategies.

Teachers and early years practitioners assess constantly as part of daily learning and teaching. We do this by:

- ✓ watching and listening to learners carrying out tasks
- ✓ by looking at what they write
- ✓ by considering how they answer questions.

We get to know our learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next.

Getting it Right for Every Child (GIRFEC)



Friendship, Respect, Honesty, Perseverance, Optimism and Inclusion are the 6 core values that underpin all that we do. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).