



School Improvement Plan

2023-24

Burnfoot Community School

INTRODUCTION - School Improvement Planning 2023/24

This document outlines our identified priorities for Session 2023/24, which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2022/23. For more information on our performance, see our School Improvement Report 2022/23.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

Strengths 2022-23
<ul style="list-style-type: none">• Whole school consistent approach to Learning, teaching and assessment of literacy refreshed.• Deeper understanding of pedagogical approaches to teaching writing using the Talk for Writing approach supported through CLPL and in-service day training.• Whole school focus on effective timetabling of core literacy and numeracy and targeted interventions becoming more embedded across the school.• Continued application of nurture principles and wellbeing to support pupils being ready to learn.• Whole school consistent approach to monitoring attendance embedded.

Areas for Improvement 2023-24

	Short Term	Medium Term	Long Term
Learning, teaching and assessment assessment (incl. pedagogy, pathways and digital)	<p>Continue to embed Talk for Writing and Emerging Literacy approaches to enhance Literacy experiences and outcomes.</p> <p>Share Inspire Learning Progression Pathways and ensure that all practitioners engage with it.</p>	<p>Deepen pedagogical approaches to inclusive practice in the classroom which supports all learners to access and engage with Literacy. Participate in the moderation cycle.</p> <p>Ensure all practitioners are proficient in using Showbie and can evidence their use on a daily basis to enhance pupil learning profiles. Showbie is used as a school reporting tool in line with cluster expectations.</p>	<p>Embed agreed planning and implementation of Talk 4 Writing and Emerging Literacy strategies and opportunities and progression of attainment.</p> <p>Embed expectations of Inspire Learning Pathway and create a digital infrastructure that supports and enhances learning, teaching and assessments, incl. school website.</p>
Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)	<p>Use data from GMWP survey to tailor inclusion and nurture needs.</p>	<p>Further embed Nurture principles in daily practice. Begin to use data from GMWP survey to tailor inclusion and nurture needs. Begin to explicitly teach language and purpose of wellbeing indicators.</p>	<p>Children are embedding the language of the wellbeing indicators to support self-regulation and identifying own needs more independently supported by all staff and families. Staff are proactively planning to support identified needs.</p>
Early Learning & Childcare	<p>Establish weekly planning cycle and evaluate opportunities and resources used to support numeracy and maths in play.</p> <p>Continue to ensure Care Plans are reflected in planning for individual children.</p>	<p>Embed the use of Early Level numeracy trackers to support planning and observations.</p> <p>Embed the use of language of wellbeing Indicators with children. Model through play and interactions.</p>	<p>Deeper understanding of planning and progression of children's knowledge and understanding. Regular opportunities to support mathematical vocabulary in everyday interactions and experiences.</p>

			Language of learning beginning to be used regularly with children to support developing independence and sense of self.
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Local authority priority: The #SBCway – a consistent BGE curriculum

QI	NIF Priority	SBC Framework	Intended outcome:			
2.2, 2.3, 3.2		LTA	To engage with, self-evaluate against and prepare to fully implement the #SBCWay in every school across the local authority. Engage and align!			
Process			Progress Tracker			
			St. lead and key people	Timescale (Date)	Measures of Success	Review Date
1	The #SBCWay What we are going to do? 4 phases of engagement and alignment across Session 2023/24. ALL schools must engage with all 4 phases although the level of engagement can differ. This must be agreed at Cluster level. Phases: <ol style="list-style-type: none"> 1. Oracy 2. Reading 3. Writing 4. Numeracy Each phase will require schools to: <ul style="list-style-type: none"> • engage in evaluation of the new materials • compare with existing pathways, assessments and programmes/structures • identify what are the key priorities for change at Cluster/School levels • Trial/experiment with an aspect of the new resource (if time) • Reflect on learning, feedback etc for the phase and share with central lead team. 		QIO Cluster Leads All HTs All School staff (at appropriate levels depending on role)	Whole Authority via Teams> 2hrs per In-set days: 14 th Aug October February May = 8hrs Agreed by Clusters for each sprint: Minimum 2.5 hours (for bold activities) = 10hrs WTA (min)	To complete 4 Alignment Sprints, each answering the reflective questions: How do current practices align with new approach? How do current practices differ from new approach? What support is required to be ready to adopt new approach? Each sprint to comprise of: <ul style="list-style-type: none"> • 1 x cluster HT engagement day • Minimum 2.5hrs school level engagement Additional 'all-schools' engagement at each In-set day Alignment Sprint 1: Oracy (Aug – Oct) Alignment Sprint 2: Reading (Oct – Dec) Alignment Sprint 3: Writing (Jan – Feb) Alignment Sprint 4: Numeracy (Mar – April)	Sprint 1 = Oct 23 Sprint 2 = Dec 23 Sprint 3 = Feb 24 Sprint 4 = Apr 24

	<p>Why we need to do it?</p> <ul style="list-style-type: none"> • To achieve equity and equality of educational offer and experience no matter the learning setting a child/young person attends. • To support our staff to be able to know what to teach and how it can be effectively taught across Literacy, Numeracy and Health and Wellbeing in the BGE. • To achieve consistency across the local authority in terms of what and how children and young people learn. 		<p>Additional hours as decided per schools: Add here</p>		
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Priority 1: Learning, teaching and assessment (incl. pedagogy, pathways and digital)

QI	NIF Priority	SBC Framework	Intended outcome: We will embed newly agreed planning approaches and implementation of Emerging Literacy and Talk4Writing and opportunities and progression of attainment across the whole school (ELC-P7) by June 2024.		
2.3	Improvement in attainment, particularly in literacy and numeracy	LTA	To embed the principles of SBCs LTA framework in school to improve the quality of teaching and learning which will positively impact on attainment and learner's experiences.		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Review Date
1	<p>What we are going to do? To support teachers and practitioners in planning using the agreed approaches and appropriate progression pathways in order to raise attainment in Writing by a min of 5% at all levels.</p> <p>Why we need to do it? To ensure we meet SBC stretch aims. To ensure we provide effective planning and progression in Literacy. Continue to focus on improving learning in teaching in literacy across the school by increasing professional confidence in teacher judgement and strengthen the consistency of understanding of pedagogy between schools and across the cluster.</p>	All Staff	Session 23-24	<p>All teachers plan collaboratively using the agreed framework. Regular 3 or 4-weekly cold write and hot write show improvement in pupils' work.</p> <p>Teaching of knowledge, skills and understanding is aligned with the planning and benchmarks.</p> <p>Summative and formative assessments used to inform progress and attainment and inform professional pedagogy as per the Moderation Cycle.</p> <p>Observations of classrooms' pedagogy by SLT and peers will show consistent approach in</p>	

	In response to feedback from Quintile 1 Review, we will ensure a consistent and coherent pedagogical approach is used across the school that best meets the needs of our learners.			<p>delivering T4W and Emerging Literacy approaches.</p> <p>Learning walks will evidence improved Literacy learning environments.</p> <p>Practitioners share outcomes at individual, level and across the whole school to spotlight on next steps and exemplary practice.</p>	
2	<p>What we are going to do? Implement an effective tracking and monitoring system of children’s progress across the school.</p>		Every block	<p>SLT will use a cluster framework to track progress and attainment P1-P7.</p> <p>Highland progression pathways used to track and monitor children’s progress P2-P7 and Early Level continue to use the Developmental Overviews alongside the SBC trackers and Highland Literacy Pathways used for moderation purposes.</p> <p>Professional support and challenge discussions held during Progress and Attainment meetings with all practitioners.</p> <p>Phonics – regular – 6-week assessments to measure progress and amend groupings.</p> <p>Support for Learning consultations held termly to identify pupils at risk that require further and more intense support.</p> <p>Link to PEF Plan ensure that planned interventions impact positively on attainment.</p>	
	<p>Why we need to do it? Previous tracking system was not fit for purpose and did not identify clearly the needs of individuals. Track progress and attainment to plan intervention effectively. Evidence closing the poverty related attainment gap.</p>				

3	<p>What we are going to do? Actively engage with the moderation cycle.</p>		Regular planning meeting sessions	Meetings are in place to allow practitioners time to collaborate and work collegiately to plan purposeful learning.	
	<p>Why we need to do it? Practitioners expressed their need to develop the understanding of achieving the CfE levels.</p> <p>Practitioners needs to understand the progression of skills, knowledge and understanding within a level and across levels.</p>				
4	<p>What we are going to do? Ensure that pupil voice is heard and evident when planning outcomes for learning.</p>		CAT sessions	Learning Intentions and Success Criteria used at all times during lessons and used by pupils to evaluate their own learning.	
	<p>Why we need to do it? Not enough evidence to show pupil participation in planning their learning.</p>				
			Inservice days	<p>Planned opportunities to moderate, challenge and support peer feedback to make adaptations as appropriate.</p> <p>Practitioners will demonstrate parity of esteem when participating in moderation and will have greater confidence in their judgement.</p>	
				<p>Planning shows pupils' views taken into consideration.</p> <p>Children will show greater confidence and understanding of their next steps and the purpose for learning.</p>	

Priority 2: Inclusion (incl. nurturing practice, promotion of wellbeing and universal / targeted supports for all learners)

QI	NIF Priority	SBC Framework	Intended outcome: For all staff and pupils to begin to embed the principles, practice and language of the Wellbeing Indicators. To further embed the six Nurture Principles. To ensure that the care and support for all learners is targeted and appropriate to meet individual needs			
3.1	Improvement in children's and young people's health and wellbeing	Inclusion and Nurture				
Process				Progress Tracker		
			Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	What we are going to do. Use data from GMWP to support H&WB in the classroom and to teach the pupils the language of the wellbeing indicators so children are able to articulate these in a meaningful way. Link this to our ongoing Building Resilience Programme.		All Staff	Session 2023-2024	Data from the GMWP is reflected in planning and teaching approaches and the language of nurture and wellbeing is evidenced in online Showbie profiles.	December 2023
					Curriculum Overviews will show planned opportunities for extending learning and pupil understanding of their own and others' H&WB.	March 2024
	Why we need to do it. The GMWP will allow teacher to plan effectively for nurture in their classrooms as well as allowing a whole school approach to tracking and monitoring. Children need to have the language to support their wellbeing so that interventions and support match actual needs.				Children will increasingly be able to show ways in which they can support their own emotional regulation and H&WB. This will be evidenced on Showbie and through restorative conversations.	March 2024
					Pupils will have a deeper understanding of neurodivergence at second level through LEANS programme.	June 2024

2	What we are going to do. Continue to develop whole school understanding and application of Nurture Principles which supports our ethos of inclusion.	All Staff	Session 2023-2024	Learning Walks are supporting our whole school approach to developing safe and calm learning environments. These are evidenced and evaluated through pupil and staff engagement.	December 2023
	Why we need to do it. Positive relationships and effective inclusion remain at the heart of all practice in our school which support all pupils.				March 2024
3	What we are going to do. Support for Learning team to continue working with children on achieving their individual learning milestones and support practitioners in reaching these goals.	All Staff	Session 2023-2024	Our termly attainment data grab will show these pupils make progress within their individual milestones. Teachers plans will reflect individual needs of the pupils and inclusive practice.	June 2024
	Why we need to do it. Our recent data analysis indicates that we have 30 pupils are accessing learning through their individual milestones.				
4	What we are going to do.				
	Why we need to do it.				

Priority 3: Early Learning & Childcare

QI	NIF Priority	SBC Framework	Intended outcome: A clear and consistent approach to teaching learning and assessment across early level.		
Process				Progress Tracker	
		Strategic lead and key people	Timescale (Date)	Measures of Success (What is the impact of the improvements for learners?)	Date Reviewed
1	What we are going to do. Revisit what early level looks like at Burnfoot adapt to ensure consistency and collaboration across ELC 2/3/4 and P1. Create Trackers for all other areas of the curriculum to support transition and achievement of level.	SLT 0.1 SEYO EYOs SLT 0.1 SEYO EYO	December 2023	All practitioners will have a clear understanding of the Teaching learning and assessment approach across early level at Burnfoot Community School All areas of the curriculum are tracked to support evidence that outcomes are being achieved. Interventions can be implemented to close any gaps.	
	Why we need to do it. To ensure consistency, breadth and depth of the early level curriculum.				
2	What we are going to do.	HT SEYO			December 2023

	<p>Develop weekly planning cycle to support numeracy rich environments for all ELC pupils. This will include language of maths as well as supporting planned enhanced provision and learning opportunities that allow for robust progress and tracking.</p>	EYO All EYPs		<p>Weekly planning meetings are in place and evidence opportunities for planned purposeful play.</p> <p>ELC practitioners have increased confidence in planning using the Es and Os.</p> <p>Plans are moderated and support adaptations to learning environment.</p> <p>Observations and tracking across Early Level is more consistent.</p> <p>Online Showbie Profiles show a consistency of approach in recording</p>	<p>March 2024</p>
	<p>Why we need to do it. All EYPs have identified a need to ensure curriculum coverage across maths and numeracy learning and to enable planned experiences linked to Es and Os. EYP observations and tracking will be more robust as a result.</p>				<p>June 2024</p>
3	<p>What we are going to do. Continue to embed weekly planning cycle to support literacy rich environments for all ELC pupils. This will include vocabulary planning as well as supporting planned enhanced provision and learning opportunities that allow for robust progress and tracking.</p>	HT SEYO EYO All EYPs		<p>Weekly planning meetings are in place and evidence opportunities for planned purposeful play.</p> <p>ELC practitioners have increased confidence in planning using the Es and Os.</p> <p>Plans are moderated and support adaptations to learning environment.</p> <p>Observations and tracking across Early Level is more consistent.</p> <p>Online Showbie Profiles show a consistency of approach in recording</p>	<p>December 2023</p>
	<p>Why we need to do it. Communication and language is one of the key building blocks in early years and supports attainment across all curricular areas. All EYPs have identified a need to ensure curriculum coverage across literacy learning and to enable planned experiences linked to Es and Os. EYP observations and tracking will be more robust as a result.</p>				<p>March 2024</p>
					<p>June 2024</p>

4	<p>What we are going to do. Continue to ensure Care Plans are reflected in planning for individual children. Continue to embed language of wellbeing Indicators with children. Model through play and interactions.</p>			<p>Care Plans reflect individual pupil needs and these are reflected in the planning and provision in the learning environments.</p>	
	<p>Why we need to do it. Inclusive approaches continue to be a focus for all. Young children need the time and space as well as the support of adults in the setting to develop their emotions in a safe, calm and purposeful environment. Each child's needs must continue to be met which matches their developmental needs. Including young children in developing their language of learning and the language of the wellbeing indicators supports all learners and will enhance transitions.</p>			<p>Care Plans will be uploaded on to Showbie making them easier to access and providing a shared collaborative space.</p> <p>Staff are evidencing self-evaluation and moderation approaches to justify provision.</p> <p>Individual children's needs are reflected in observations, next steps and progress and are captured in online Showbie profiles.</p> <p>Children will be using an increasing range of vocabulary which is age and stage appropriate to engage in wellbeing conversations with the adults they work with.</p>	

Ongoing Improvements 2023-24			
Process		Progress Tracker	
Improvement	Strategic lead	Measures of Success	Expected completion date

1	Focus on LTA – embedding Literacy Policy in line with SBC Break Through Curriculum.	CS/MR	See Priority 1.	
2	Showbie being rolled out across all stages and online learning profiles developed.	CS/MR/KG	All pupils have a Showbie profile which can be accessed by parents/carers. Practitioners will use Showbie to report to parents as per cluster expectations.	
3	Continue to develop inclusion and safeguarding approaches across the school in line with Team around the cluster expectations.	CS/AD	See Priority 3.	
4	Focus on LTA – developing Numeracy Policy in line with SBC Break Through Curriculum.	CS/MR	As per SBC requirements.	