



School Improvement Plan 2015/2016

Whiteness Primary School Improvement Plan 2015/2016



School Improvement Plan 2015/2016



Improvement Plan Priorities for 2015-16

	Improvement Priority	HGIOS Quality indicator	Impact on Pupils	Timescale	Overall Responsibility
1.	Tackling Bureaucracy	Encompasses all of HGIOS 4	Improved learning outcomes for children as paper work is more meaningful and fit for purpose. Indicators: Children able to share their learning and understand their next steps. A living report card.	AUG 15 - JUNE 16	H.T
2.	Transition	Learning Provision 2.6- Transition	Seamless transitions between classes and phases. Indicators: professional dialogue has contributed to sharing of information. Children prepared for next stage.	APRIL 16- JULY16	C.T's
3.	Equality and Inclusion	Successes and achievements 3.1- Ensuring wellbeing, equality and inclusion	Raise awareness of range of needs and tolerance of / adaption to them. Indicators: improved staff, pupils and parents awareness of range of needs in school and how needs are met. Responsibility of all.	AUG 15 – MARCH 16	H.T and ASN teacher.
4.	1+2 language initiative	Learning Provision 2.3 Learning, teaching and assessment	Confident use of basic French in Primary 1,2,3 classes. Building on previous learning in L3 in Primary 6,7. Indicators: whole school approach to use of language. Phrases developed by staff, pupils and parents.	AUG 15 - JUL 16	C.T's in Primary 1,2,3 classes and Primary 6,7 class.
5.	Planning, tracking, assessment and evaluation in Writing	Learning Provision 2.3 Learning, teaching and assessment	Awareness of writing focus, pupil voice with setting success criteria and identifying next steps. Indicators: all staff feel systems in place are working and effective. Roll out to other curriculum areas in future Improvement Plans.	AUG 15-MAY 16	H.T



School Improvement Plan 2015/2016

Improvement Priority	Tasks/Actions	Timescale	Measures of Success
1)Tackling Bureaucracy	<p>Forward planning Writing – Review planning format. Use templates from other schools in cluster and agree on a format. Build in professional dialogue as a means to plan and self evaluate.</p> <p>Assessment Identify ways to gather evidence from day to day learning and teaching. Begin to assess progress against Significant Aspects of Learning (SAL) in writing in the first instance.</p> <p>Self evaluation and Improvement Planning Ask the question “What do we need to know in order to improve outcomes for learners?” Design a system to gather evidence that is meaningful and effective.</p> <p>Monitoring and reporting Review systems in place to monitor progress. Engage with parents and carers to find a more meaningful way to report that emphasises engagement as opposed to paperwork.</p>	<p>AUG – DEC 15</p> <p>JAN-MARCH 16</p> <p>MARCH – JUNE 16</p> <p>MARCH 16 - JUNE 16</p>	<p><i>Teachers confident with planning tool. Using the whole NAR flowchart to ensure outcomes are improved for learners.</i></p> <p><i>Teachers using the SAL with confidence to assess progress. Discussion still needed about how we evidence the judgements made.</i></p> <p><i>Teachers are becoming comfortable with self evaluation. This is becoming embedded in everyday school life.</i></p> <p><i>Effective monitoring systems. Parental engagement in learners’ achievements.</i></p>



School Improvement Plan 2015/2016

Improvement Priority	Tasks/Actions	Timescale	Measures of Success
2) Transition	<p>Implement a moving up day when P7 are out on their transition days at the Anderson.</p> <p>Hand over time given to class teachers, cover provided by the head teacher to do this. Pupil evaluations to take place at this time.</p> <p>Involvement of parent / carers in transition days, details to be agreed by staff.</p>	<p>APRIL – JULY 16</p> <p>APRIL – JULY 16</p> <p>JUNE 16</p>	<p><i>Children are aware of their next class structure and teacher(s). Time given for pupils to share their learning desires for next session, this will inform planning.</i></p> <p><i>Teachers feel ready for new class and fully informed of learners needs. Head teacher able to gather pupil opinions of their learning over the past year.</i></p> <p><i>Parental involvement in transition, giving clear understanding of next phase for pupils.</i></p>

Improvement Priority	Tasks/Actions	Timescale	Measures of Success
3) Equality and Inclusion	<p>What is equality and inclusion? Raising pupil awareness of the range of needs and our responsibility to live and work in a fair society.</p> <p>Understanding adaption and tolerance in school and society.</p> <p>Involving parents in our work on equality and inclusion ~ a showcase of how we adapt and tolerate ~ we are responsible citizens.</p>	<p>AUG – DEC 15</p> <p>JULY 16</p> <p>AUG – MARCH 16</p>	<p><i>Pupils taking responsibility for supporting peers recognising and celebrating our differences.</i></p> <p><i>Embedding one of the four capacities: Being a responsible citizen.</i></p> <p><i>Empowering parents to play a supportive role at home in encouraging inclusion and equality. Love Learning Love Life Day.</i></p>



School Improvement Plan 2015/2016

Improvement Priority	Tasks/Actions	Timescale	Measures of success
4) 1+2 language initiative	Primary 1-3 pupils engaging in French throughout the school day.	AUG 15 - JULY 16	<i>Teachers and pupils begin to move away from one off French lessons to embedding the use in everyday work.</i>
	Agreeing and embedding familiar phrases throughout school life. Involving parents in the phrases agreed. Staff seen modelling use around school.	AUG 15 – JULY 16	<i>Wider school staff becoming confident to use French phrases around school. Parents aware of phrases used and encouraged to try at home.</i>
	Primary 6 and Primary 7 pupils to continue to develop use of German.	AUG 15 – JULY 16	<i>Confidence in older pupils to use two languages.</i>



School Improvement Plan 2015/2016

Improvement Priority	Tasks/ Actions	Timescale	Measures of Success
<p>5) Planning, tracking, assessment and evaluation in Writing.</p>	<p>Review planning, tracking, assessment format for writing. Engage with principles and practice papers for writing.</p>	<p>AUG – OCT 15</p>	<p><i>Develop a system of planning, tracking and assessment that is fit for purpose and improves outcomes for learners. Staff engage with resources on Education Scotland. Looking at how to build the curriculum.</i></p>
	<p>Look at progression of skills and understanding for writing using SAL.</p>	<p>AUG – DEC 15</p>	<p><i>Teachers confident in the use of the progression framework. Professional dialogue driving the use of and effectiveness of the framework.</i></p>
	<p>Develop a coherent planning cycle for writing through the school. Share with parents / carers involving them in the work they can expect their children to be doing.</p>	<p>OCT –MARCH 16</p>	<p><i>Increased understanding of progression in writing -staff work on a planning cycle to ensure coverage. Identifying resources. This improvement strand with be continued though the next school session. Involving parents in our writing focus.</i></p>