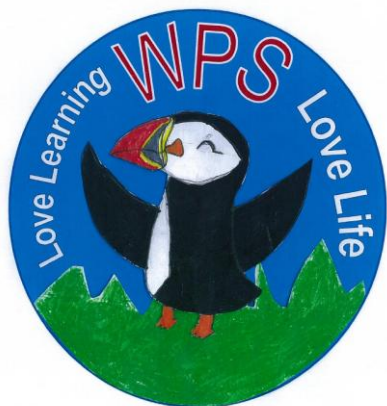


# Whiteness Primary School School Improvement Plan



For the session 2016 / 2017

## **Factors Influencing the Improvement Plan**

### **School factors**

- School self evaluation
- Review of previous School Improvement Plan
- Time
- Resources

### **Local authority factors**

- Schools and Quality Improvement Service Plan

### **National factors**

- National Improvement Framework
- Curriculum for Excellence
- Getting it Right for Every child (GIRFEC)
- How Good Is Our School (4<sup>th</sup> Edition)
- Inspection guidance note 2016/2017

### **School Aims**

*To improve outcomes for all our learners.*

### **How pupils were consulted and involved in decisions**

- Pupils Council
- Assemblies
- Pupil Questionnaire

### **Strategy for parental engagement**

- Parent questionnaires
- Working groups
- Involvement in life and ethos of school

## Values

Wisdom, justice, compassion, integrity  
The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

## **The curriculum: 'the totality of all that is planned for children and young people throughout their education'**

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

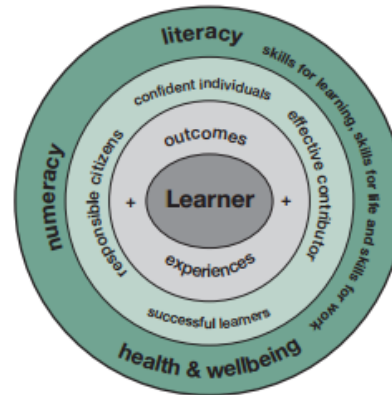
## Learning and teaching

1. Engaging and active
2. Setting challenging goals
3. Shared expectations and standards
4. Timely, accurate feedback
5. Learning intentions, success criteria, personal learning planning
6. Collaborative
7. Reflecting the ways different learners progress.

## Experiences and outcomes set out expectations for learning and development in:

- Expressive arts • Languages and literacy • Health and wellbeing • Mathematics and numeracy • Religious and moral education • Sciences • Social studies • Technologies

Curriculum levels describe progression and development.



## Principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
  - Coherence
  - Relevance

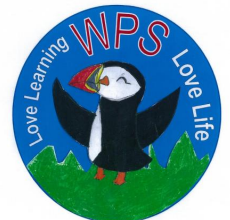
## Entitlement: All children and young people are entitled to experience

- A coherent curriculum from 3 to 18
- A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
  - A senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- Opportunities for developing skills for learning, skills for life and skills for work
- Opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

## Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development to support the purposes of learning.

# Curriculum overview



### Strategic Curriculum Plan (Three Years)

Session	Area for Development	Desired Outcomes
2016/2017	<p>Improvement Priority 1: <b>Monitoring and tracking in Reading.</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>To develop a fit for purpose monitoring system for Reading.</i></p>	<p><i>Pupils aware of success criteria they need to achieve in order to improve their reading.</i></p>
	<p>Improvement Priority 2: <b>Numeracy ~ developing teaching strategies to support mental maths agility using SEAL and Number Talks.</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>To build teacher confidence and to enthuse pupils in the area of mental agility</i></p>	<p><i>Teacher confidence in using strategies to raise mental agility improved.  Review process ~  Pupils enthusiastic about mental agility in Numeracy and Mathematics.</i></p>
	<p>Improvement Priority 3: <b>Parental Engagement ~ developing a Relationship, sexual health and parenthood resource from Primary 2-7</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>To involve parents in developing a progressive RSHP teaching resource.</i></p>	<p><i>Pupils receive relevant and timely information about RSHP education.  The school works in partnership with parents and other agencies to design and deliver RSHP education</i></p>
	<p>Improvement Priority 4: <b>Involving learners in assessing progress.</b>  <b>Our key areas for development to take this priority forward are:</b>  <b>Target:</b> <i>Provide learners with the opportunity to share where they are with their reading and what they need to do next to improve.</i></p>	<p><i>Pupils are able to say what they have achieved in reading.  Pupils are able to say what they need to do next to improve their reading.  Parents know where their child is and how they can support their development in Reading.</i></p>
2017/2018	<b>During school self evaluation over 2016/2017 session, areas for future School Improvement will be identified</b>	
2018/2019	<b>During school self evaluation over 2016/2017 session, areas for future School Improvement will be identified</b>	

**Priority 1 Monitoring and tracking in Reading.**

**National Improvement Framework Priority** - Improvement in attainment, **Driver** - Assessment of children's progress

**Quality Indicator from How Good Is Our School** – 1.2, 1.3,1.5, 2.2, 2.3, 2.5, 3.2

**Target:** *To develop a fit for purpose monitoring system for Reading.*

**School's current position:**

The school uses a variety of reading schemes including ORT, Ginn and other add on schemes.

Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
Pupils aware of success criteria they need to achieve in order to improve their reading.	To share current position of what teachers do in class around monitoring reading. To write a questionnaire collecting parent confidence in supporting reading (in Sept and May – to give value added data)	CT's	Sept 2016	1 ½ hours	Sharing documents CT's and HT.
	To read and update professional knowledge around current practice, papers, Significant Aspects of Learning and progression frameworks in Reading.	HT and CT's	Sept 2016	1 ½ hours	Accessing Education Scotland Professional Learning resources, CT's and HT
	To decide on success criteria within each curriculum level	HT and CT's	Oct 2016	1 ½ hours	Using information gathered to reach a consensus, CT's and HT
	To review progress	HT, CT's pupils and parents	May 2017	1 ½ hours	Gathering views and opinions, quantifying progress.

<b>Evaluation:</b>	<b>Evidence (How do we know?)</b>
<i>How fit for purpose is our monitoring system for tracking reading?</i>	<i>Format used</i>
<i>Do our pupils know where they are in their learning and what their next steps are?</i>	<i>Pupil evaluations</i>
<i>Are parents / carers able to support their child's reading?</i>	<i>Parent questionnaires in September 2016 and repeated in May 2017.</i>
<i>How consistent is our approach across classes and staff in supporting reading?</i>	<i>Professional dialogue and agreement.</i>
<i>How consistent is our judgement about when to move a child onto the next level?</i>	<i>Professional dialogue and agreement and development of benchmark tracking.</i>

**Priority 2 Numeracy**

**National Improvement Framework Priority** - Improvement in attainment, **Driver** – School leadership, Teacher professionalism.

**Quality Indicator from How Good Is Our School** – 1.3, 1.2, 2.3.

**Target:** *To develop teaching strategies to support mental maths agility using SEAL and Number Talks*

**School's current position:**

The school uses a variety of resources including SHM and TeeJay, plus interactive resources to deliver Numeracy and Mathematics.

<b>Desired Outcomes</b>	<b>Implementation Process (Actions)</b>	<b>By whom</b>	<b>Time Scale</b>	<b>Resources</b>	<b>Monitoring</b>
<p>Teacher confidence in using strategies to raise mental agility improved.</p>	<p>To engage with professional learning, theory and research.</p> <p>To build a bank of mental maths strategies.</p>	<p>CT's and HT</p>	<p>Nov 2016 to Mar 2017.</p>	<p>2 x 1.5 hour</p> <p>2 x 1.5 hour</p>	<p>Initial confidence level captured, followed by a series of twilights led by Numeracy Champion, Elizabeth Garrick. Tasks and activities to implement in classrooms and bring back for discussion. Concluding confidence captured.</p>
<p>Review process ~ Pupils enthusiastic about mental agility in Numeracy and Mathematics.</p>	<p>To know that pupils are enthusiastic about using mental maths strategies to solve problems in Numeracy and Mathematics by what is seen, heard and done in classrooms.</p> <p>To review progress</p>	<p>CT's, HT and pupils.</p>	<p>May 2017</p>	<p>1 hour</p>	<p>Questionnaire at start and end to gauge enthusiasm and knowledge of what mental agility is. Pupil evaluations and CT/HT observations in class: Focussed observations in May</p>

<b>Evaluation:</b>	<b>Evidence (How do we know?)</b>
<p data-bbox="73 268 1272 347"><i>How confident do teaching staff feel about delivering learning experiences that will increase pupils' mental agility in Numeracy and Mathematics?</i></p> <p data-bbox="73 347 1272 467"><i>How enthused are the pupils during their Numeracy and Mathematics mental agility sessions</i></p>	<p data-bbox="1272 268 2168 347"><i>Evaluations and professional dialogue around change in confidence.</i></p> <p data-bbox="1272 347 2168 467"><i>Pupil evaluations around enjoyment of mental maths in class. At start and end.</i></p>



**Priority 3 Parental Engagement**

**National Improvement Framework Priority** - Improvement in attainment, **Driver** – School leadership, Teacher professionalism, parental engagement.

**Quality Indicator from How Good Is Our School** – 1.3, 1.2, 2.3, 2.5, 2.7

**Target:** *To work in partnership with parents to develop a Relationship, Sexual health and Parenthood (RSHP) resource for use through school.*

**School's current position:**

The school uses Living and Growing resource from P2-P7 on a two year cycle.

Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
Pupils receive relevant and timely information about RSHP education.	To inform our pupils at appropriate ages RSHP education that is relevant.	CT's	Year 1 P2-5  Year 2 Y6-7	9 x 1 hour meetings over 2 years.(year 1 – 5 meetings, year 2 – 4 meetings)	Pupils receive information on RSHP at age appropriate levels. Pupil evaluation.
The school works in partnership with parents and other agencies to design and deliver RSHP education	To collaborate with parents and other agencies to design a RSHP curriculum.  To review progress	CT's, HT, parents and health agencies.	This will be a 2 year cycle.	Resources already in school, plus resources available on internet and provided by partner agencies.	Parents confident school is delivering an age appropriate relevant scheme~ questionnaire and parent involvement at designing stage.

<b>Evaluation:</b>	<b>Evidence (How do we know?)</b>
<i>What do we want our children to learn?</i>	<i>Parent questionnaires</i>
<i>When do we want our children to learn this?</i>	<i>Parent questionnaires</i>
<i>What can we use to guide our decisions?</i>	<i>Scottish Government guidelines.</i>
<i>How will we know our judgements are right?</i>	<i>Comparisons with other schools.</i>

**Priority 4 Pupil Assessment in Reading**

**National Improvement Framework Priority** - Improvement in attainment, improvement in Health and wellbeing **Driver** – School leadership, Teacher professionalism, Assessment of children’s progress.

**Quality Indicator from How Good Is Our School** – 1.1, 1.2, 1.3, 2.3.

**Target:** *To involve learners in assessing progress in Reading.*

**School’s current position:**

Pupils assess learning in varying ways across classes.

Desired Outcomes	Implementation Process (Actions)	By whom	Time Scale	Resources	Monitoring
Pupils are able to say what they have achieved in reading.	To use success criteria for progress in Reading consistently across classes.	CT’s, HT and pupils.	Nov 2016 – May 2017	4 x 1.5 hour meetings. 1. Develop reading cards to go into diaries. 2. Display HOTS in classroom for reading. 3. Develop ways for pupils to assess progress in reading. 4. Plan Information evening.	Pupils know where they are in their learning of reading.
Pupils are able to say what they need to do next to improve their reading.	To regularly evaluate and self assess progress in Reading.	Pupils			Pupils are equipped to make choices about what to do next to improve their Reading.

<p>Parents know where their child is and how they can support their development in Reading.</p>	<p>To involve parents in how best to support Reading at home.</p> <p>To review progress</p>	<p>Parents</p>		<p>Termly starting in Feb 2017</p> <p>Information evening – 1 hour</p>	<p>Parents are confident about how to support Reading at home and are engaged in this.</p>
<p><b>Evaluation:</b></p> <p><i>Are we (teachers) clear about the progression of Reading through the levels?</i></p> <p><i>How will we manage the administration of pupils carrying out self assessments in Reading once a term?</i></p> <p><i>How will we know that parents are more confident about how to support their children in Reading. How will we know they are doing this at home?</i></p>			<p><b>Evidence (How do we know?)</b></p> <p><i>Through professional learning staff will identify success criteria to use that progresses from P1-P7.</i></p> <p><i>Trial methods, review, adapt and trial cycle.</i></p> <p><i>Use of Homework Diary, and agreement between school and home with parents signing weekly that reading has been supported and comments about progress added.</i></p>		

Additional Tasks 2016/2017	Responsibilities
Maintain use of tracking sheet for writing developed during 2015/2016 SIP.	CT's
Continue to use SEEMiS as a tracking tool in reading, writing, L&T and Numeracy.	CT's
Gather views from parents on the new report format	HT following June 2016 report on Parent / Pupil comments sheet
Maintain present transition activities and adjust as necessary.	HT and CT's
Maintain work on school ethos and continue with Love Learning Love Life day.	School community
Maintain French in p1-3 and introduce into P4/5.	CT's
Maintain and build pupil awareness of success criteria in writing tasks.	CT's, HT and pupils