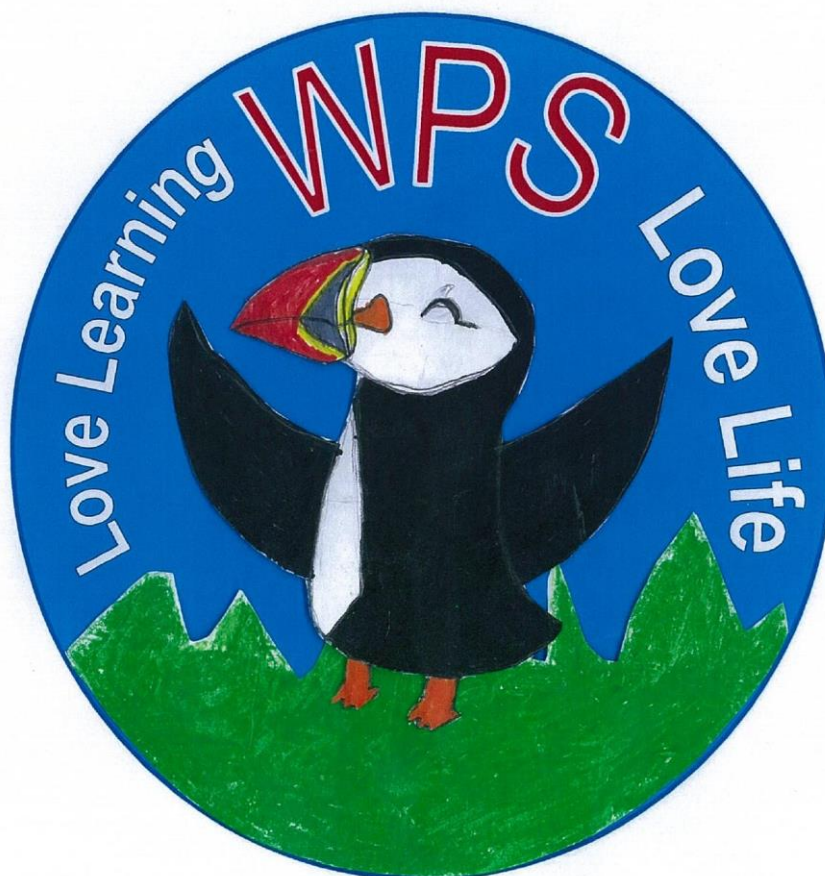


Whiteness Primary School

Standards and Quality Report 2021
&
School Improvement Plan 2021-2022



This report covers the session 2020-2021. It is produced as part of the process of school self-evaluation. It will also contribute to the overall authority and national perspective on standards and quality.



Introduction

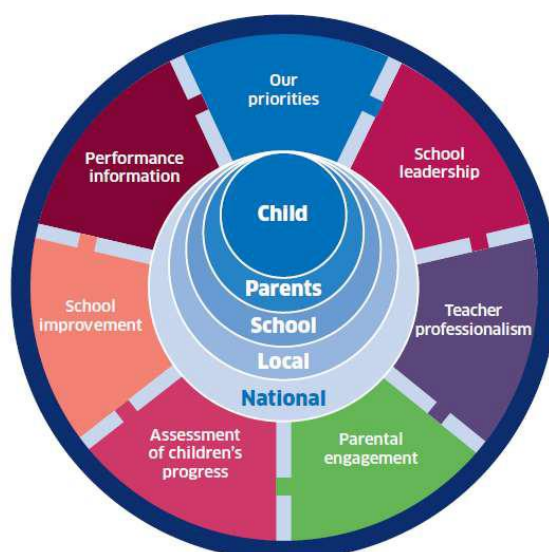
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation - involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the school

Whiteness Primary School is approximately 10 miles west of Lerwick, the main town in Shetland, and serves the districts of Whiteness, Weisdale and surrounding areas. It is a non-denominational Primary School, open to boys and girls between 3 and 12 years old. We provide Early Years provision in our Early Learning and Child Care setting and Primary provision in our three composite primary classrooms. The school roll is presently 67 with a further 18 children in Early Years provision. On completing their primary education pupils move to the Anderson High School in Lerwick to access their secondary education.

The school building was originally built in 1977 and extended in 1999. The school comprises of our Early Learning and Child Care (ELC) setting complete with a lovely outdoor courtyard attached to the room and with partial cover. At the front end of the building Whiteness Early Years, the School Office, Head Teacher's Office, ASN room, Staff Room, and Kitchen can all be accessed through the main front entrance to the school. The pupil access is to the far end of the building and from here the primary classrooms can be accessed as well as the music room, library, computer suite, art room, general purpose area and hall/ canteen/gym. The school is served by an Additional Support Needs teacher and peripatetic teachers in Art, Music and PE. There are visiting instructors for pupils taking piano, woodwind, accordion, guitar and fiddle.

Members of the local community are mainly involved in crofting, farming, fishing, aquaculture, construction, haulage and retail. The school is close to many local businesses including two shops, a post office and petrol pumps; Shetland Jewelry; Bonhoga Gallery and many local businesses. The local Kirk is about 2 miles away. The school is situated next to the Public Hall and opposite the Strom football pitch and clubhouse.

Whiteness Primary School is part of the central cluster of schools feeding into the Anderson High School.

The school operates an “open door” policy where parents can speak at the start or end of the school day. More formal appointments are also arranged by contacting the school office. Parents are able to meet with teachers twice a year, once formally in November and once as part of a child led parents’ event in March.

School vision, values and aims

Our school vision is “**Love Learning Love Life.**” We are passionate about giving our pupils the best possible chance to succeed. We strongly encourage our pupils to develop as positive citizens and frequently visit the Health and Wellbeing outcomes of SHANARRI to achieve this. We strive for a school atmosphere that is welcoming, accepting, inclusive and equitable. We are lucky to have a healthy, committed staff and we use our staffing time effectively in times of short supply. Our school values: Kindness; Respect; Inclusion; Determination and Perseverance underpin our actions and our school rules: We are safe; we are ready to learn; we are respectful, enable us to add meaning to any behaviour breach and subsequent discussion.



Recent key messages from Local Quality Improvement visits

Due to COVID 19 our Quality Assurance visit in term four 2020 was cancelled. In 2021, our term four visit, which has a focus on School Improvement and Self-evaluation, was held remotely, therefore the information below was gathered from pupils by our Quality Improvement Officer in June 2019: annotations of actions completed during 2019/2020 are in green and actions completed in 2020/2021 are in purple.

What our pupils said:

1. Pupils felt the school had high quality resources and they had good access to laptops and iPads where they were able, and confident, in using the applications. There are three iPads for each class. **An additional 4 iPads have been provided by the Parent**

Council and 21 Kindles by the Community Council during 2019/2020. During 2020/2021 the school purchased a further 3 ipads.

2. Pupils described everyday learning in literacy and numeracy and highlighted the 'Lightning Learners' as something they particularly enjoyed.
3. Pupils enjoyed the degree of choice from curriculum topics and were able to choose their spare time activities. Learning from COVID-19 was that children enjoyed the freedom to choose when to work and when to play while learning from home. Back at school we have incorporated this into everyday learning where possible and developed the use of the outdoors in their learning to a greater degree. We have also introduced through school interdisciplinary learning to enable family cohesion and learning opportunities.
4. Some of the older pupils expressed an opinion that they would like more freedom and choice, not just for reward time but for everyday learning as well.
5. Pupils stated that instructions and guidance from teachers were always clear, the assessments they took part in were good.
6. Pupils were clear on what things they did well and where they needed to improve and spoke about the two stars and a wish strategy.
7. Pupils enjoyed moving tables throughout the term.
8. Pupils stated they were happy sharing any concerns or worries with teaching staff.
9. Water can be taken into the classroom but water fountains did not work in the school. These have been replaced during 2019/2020.

The impact of COVID-19 on the school community

Positive impacts

- Relationships with parents;
- Communication between teachers and parents;
- Communication between school and community;
- Parents have praised how school have operated during the pandemic;
- Awareness some parents out with Whiteness catchment were using the class blogs- where work was set during remote learning;
- Having bubbles in school has built strong classroom relationships;
- Fewer playground squabbles;
- Fewer PIN forms from accidents at playtime; 83% less accidents in 20/21 session compared to 18/19 session (19/20 session interrupted by school closure so data not reliable).
- For pupils who attended the hub (vulnerable) from January to March 2021- there was a noticeable improvement in confidence and closing of attainment gap that had widened during the first lockdown;
- New Primary One starts in August 2020 were positive with no separation anxiety.
- Teams assemblies successful- especially for gathering pupil voice.

Negative impacts

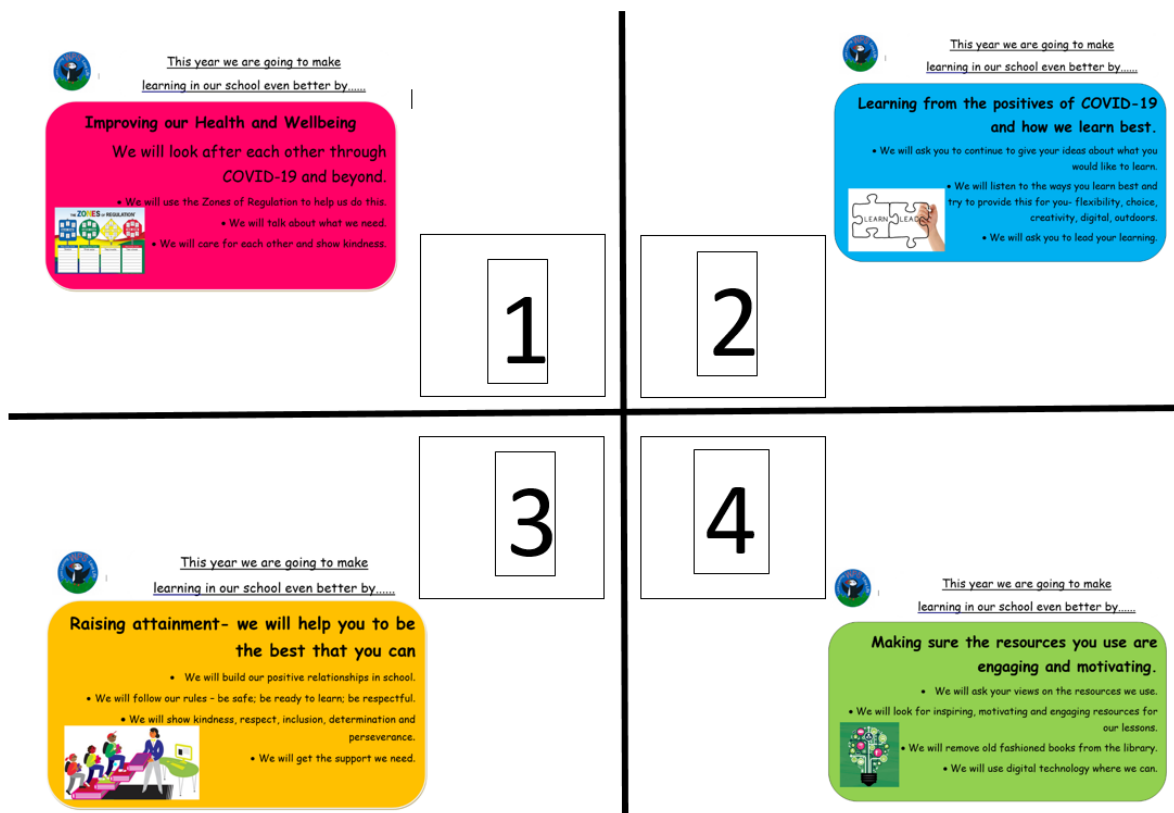
- No socialisation;
- Unable to see parents in the building and so indirect reporting has suffered;
- Buzz around events such as coffee morning, Christmas concert; sports day lost;
- No extra- curricular opportunities for children;
- No physical whole school assemblies, music assemblies, together time.

Following feedback from parents following the second round of remote learning- what have we learned and what will we do if there is another period of remote learning / teaching?

- ✓ Blogs have been a good way to share weekly plans and remote learning activities;
- ✓ Paper packs available for families who need them;
- ✓ Resources (Paper, pencils, jotters etc.) available for families who need them;
- ✓ Will send home maths text books next time as better than all learning having to be on a screen;
- ✓ Incorporate a live morning check in for all pupils with their class teacher- to set the learning for the day;
- ✓ Incorporate live group teaching
- ✓ Incorporate live circle time with teacher.

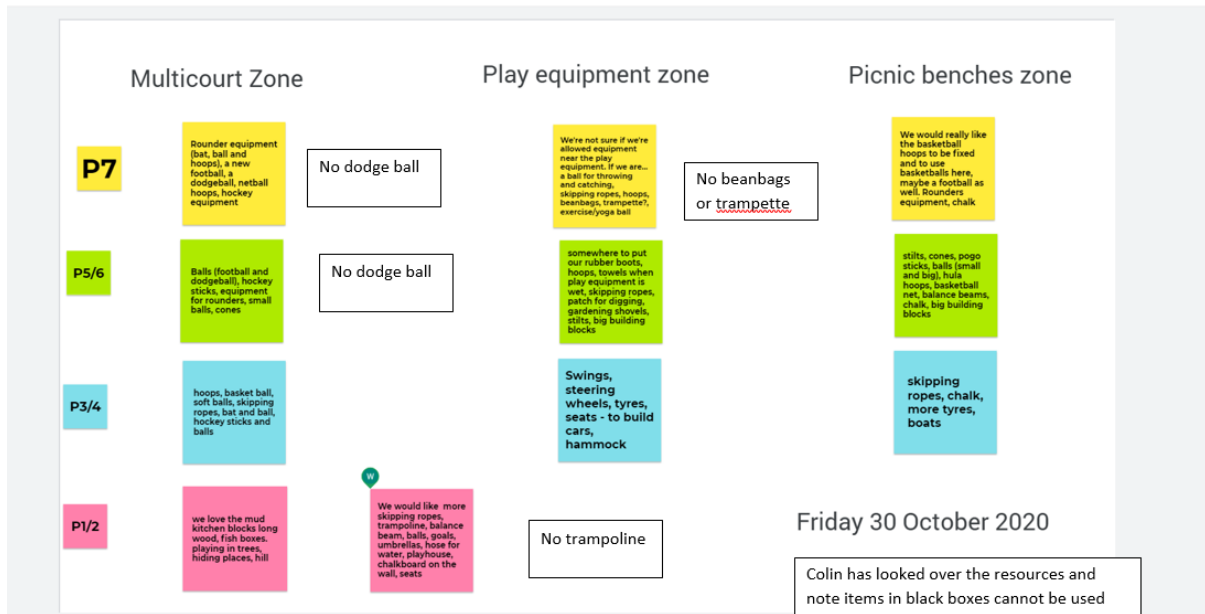
How has the school engaged pupils in decisions about improving its work?

The school has been creative in how to gather Pupil Voice during 2020/2021. Due to COVID-19 restrictions the usual “Together Time” where children are grouped vertically, has not been possible. Through assembly time on Teams the whole school has come together to make decision and evaluate our improvement work and next steps. Our first decision was to decide on the order of our improvement priorities.



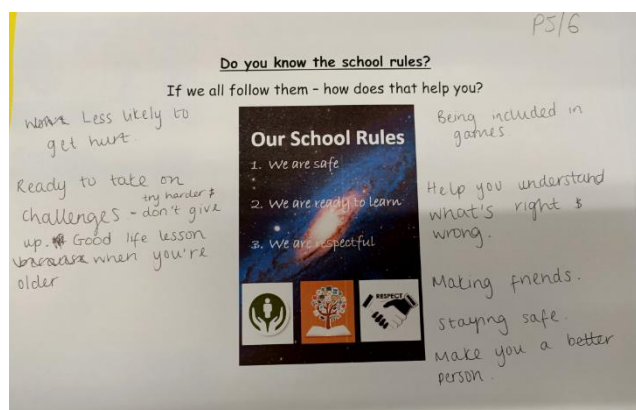
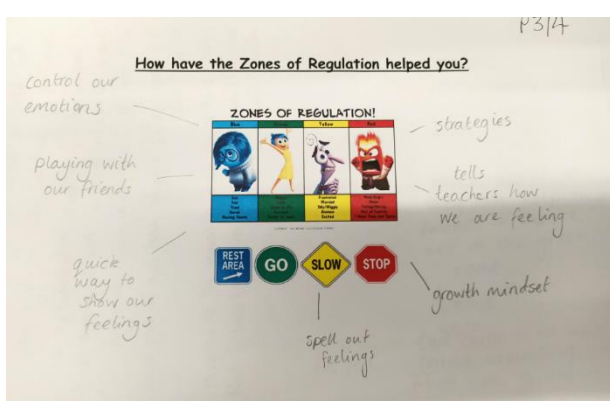
And secondly the use of playground zones and the equipment they would like to enhance outdoor play. Active Schools were able to purchase some small items and all classes raised money during their enterprise work before Christmas.

Pupil Voice- how to improve the playground zones during COVID-19



Team P7 has continued to meet each week with the Headteacher. A new School Rules poster was voted on and questions to ask about **how our teachers help us to learn** developed for use by the head teacher in focus groups.

The whole school has also evaluated the priorities from 2020/2021



How has the school engaged parents and carers in decisions about improving its work?

The school gathers parent and carer opinions in a variety of ways including surveys and questionnaires, informal discussions during open school events and direct contact. Again COVID-19 has impacted on our ability to meet parents in person and share learning / gather feedback during school open events. Instead we have relied

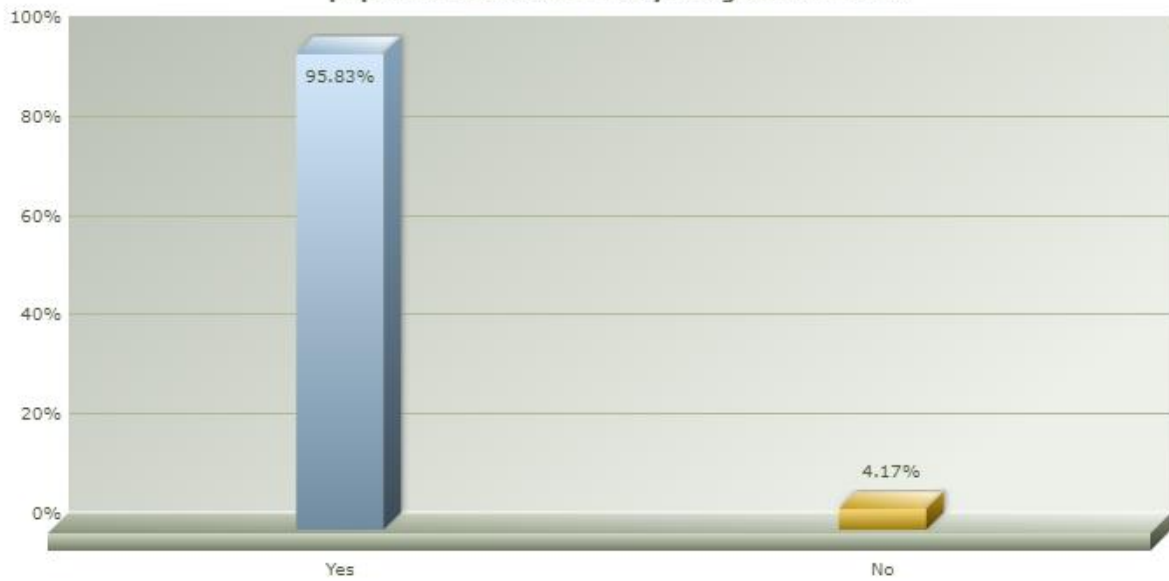
on questionnaires and feedback through email or phone call. Our most recent survey to gather opinion from parents in March 2021 gave us good feedback from our second period of remote learning and teaching.

From responses received

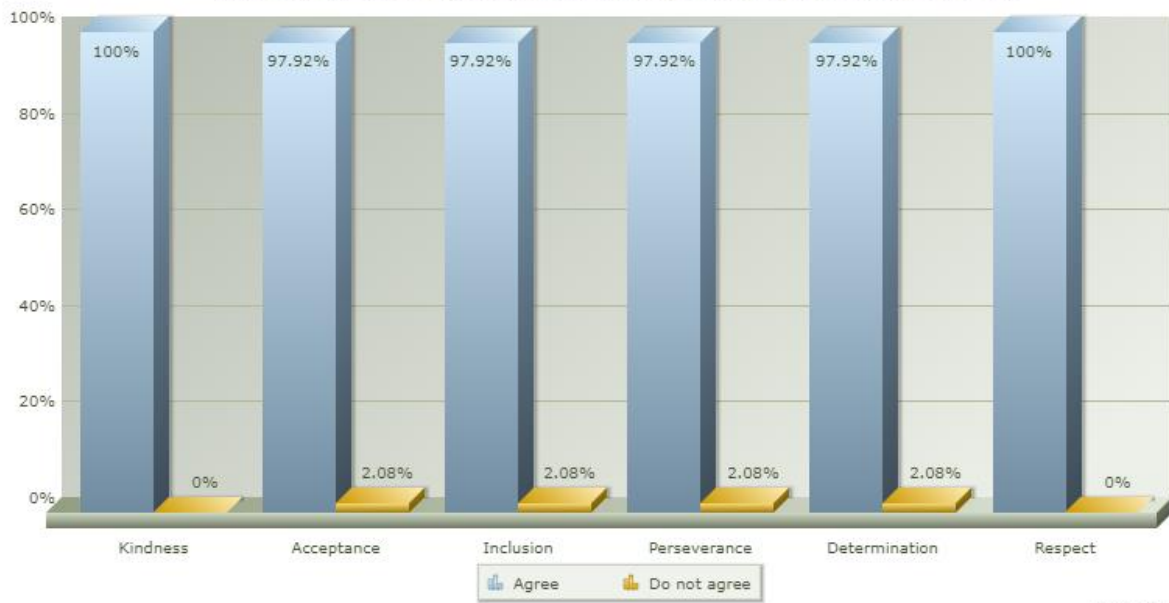
- **School level communication-** all our parents agreed the school had communicated well over the COVID-19 pandemic.
- **Plans-** almost all parents agreed remote learning plans were clear.
- **Amount -** the majority felt the right amount of work was set.
- **Engagement** – how well did children engage at home?
 - very well- less than half
 - well- less than half
 - didn't know – less than half
 - found it difficult but managed – less than half
 - didn't engage at all - few
- **Class teacher communication** – the majority of parents were happy with the level of communication (note- 26% of children were accessing their remote learning in the school hub).
- **Class teacher feedback** – the majority of parents were happy with the feedback given (note- 26% of children were accessing their remote learning in the school hub).
- **Individualised support during school closure-** all parents who had children receiving individualised support from either the class teacher or the ASN teacher found it supported their child well.
- **Resources-** all parents agreed the school provided them with the right resources to access remote learning.
- **Some comments:**
 - The staff did a brilliant job from January to March, my bairns really enjoyed their time in school and early years. Thank you.
 - During January to March the support workers did an amazing job under difficult circumstances and supported the children who were in school really well. Through the whole pandemic I feel the school in general has kept parents and pupils up to date of any changes and have kept a sense of normality for the children.
 - I have asked the bairns their opinion. They liked being at home but prefer the learning to be at school. We found it difficult to home learn.
 - I'm massively grateful that my kids are at Whiteness. The whole situation has been handed really well. The only thing which may have been beneficial that didn't happen would have been one to one video catch for each child once a week, just to help with motivating them. Although I realise this might be difficult to facilitate! Overall, I found the work set to be really good with some really interesting activities.

Through our 2019/2020 and 2020/2021 improvement cycle we finalised our new **Better Relationships, Learning, Behaviour Policy**. Primary Seven pupils had noticed some confusion of terms used and wanted to clear this up, particularly for the younger children and so they surveyed the parents and staff for their agreement on our School Rules and our Core Values.

The P7's have agreed together that we are safe: we are ready to learn; we are respectful should be referred to as our School Rules- as this is easier for younger pupils to understand. Do you agree with this?



By looking over your suggestions at the Coffee Morning, values that describe how we support pupils to succeed are below. Please state if you agree with them or not



How has the school engaged its staff in decisions about improving its work?

Staff meet regularly to plan, assess and evaluate the work of the school. Our meetings have a clear agenda and consider our Working Time Agreement at every stage.

3.1 Raising Attainment and Achievement

- Attainment in Literacy and Numeracy
- Attainment over time
- Overall quality of learners' achievements
- Equality for all learners

Is moderation happening to support the accuracy of data?

- Staff moderation - maths jotters/writing
- Consistency of approach to planning, delivery + assessment (writing bookmasks, planning format etc)
- Is there a whole cycle of moderation - planning, delivery and final work?
- Return to moderation with Tunswall stage partners

What is the impact of the tracking and monitoring system?

- Ensures **ASN** support is more fairly distributed and is used as effectively as possible. (More support required in Early Level) to match identified need.

How are staff analysing the tracking data?

- Used to direct available support towards identified needs.
- Challenging able children

What interventions have come for children from the data?

- SEAL
- ASN Support
- Early Intervention groups

How has the school engaged community partners in decisions about improving its work?

Whitiness Primary School has an active and supportive Parent Council who meet once every term. Decisions around School Improvement Planning and resourcing are discussed and agreed by the group. During 2020/2021 the Parent Council have sought funding from the Community Council and erected a school shed for storing outdoor loose parts for the schools use. They are able to share parental views at the meetings and minutes are uploaded to the school website. Parent Council minutes can be found at: [Parent Council meeting minutes | Whitiness Primary School \(glowsotland.org.uk\)](http://Parent Council meeting minutes | Whitiness Primary School (glowsotland.org.uk))

Standards and Quality Report

2021



Progress made with the Priorities from our 2020/2021 School Improvement Plan

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Improving Health and Wellbeing

<p>What were our outcomes?</p> <p>To look after each other through COVID-19 and beyond</p> <ul style="list-style-type: none"> • Supporting pupil and staff health and wellbeing. • Supporting return to school and transitions • Responding to any impacts in the community. • Providing support at the right time in the right way. 	<p>What did we do?</p> <ul style="list-style-type: none"> ➤ Implemented Zones of Regulation in each class. ➤ Used the zones for daily emotional check ins. ➤ Used the zones to provide opportunities to talk about issues that matter. ➤ Used the zones to help give pupils a voice and a place to feel safe. ➤ Provided universal support to deal with challenges of COVID-19. ➤ Provided targeted support – using ASN teacher / LSW provision to support more vulnerable individuals or groups. 	<p>What was the impact on learners?</p> <p><i>For learners:</i> All pupils given daily opportunity to express how they feel and understand how to regulate their emotions. Following evaluation pupils expressed:</p> <ul style="list-style-type: none"> • <i>We know that the zone we are in can change over the course of a day</i> • <i>It has helped me to understand how I am feeling and what I can do</i> • <i>I can tell what zones my friends are in and if, for example, they are in the red zone I know to leave them alone and give them space to cool down- because that is what works for them, but if they are in the blue zone- I will ask them to play.</i> • <i>I like it when the teacher knows I am in the blue zone and will come and talk to me to help me feel better.</i> • <i>I know that I need to go and fetch a friend to help me get back in the green zone</i> • <i>My friends can tell what zone I am in and can come and help me feel better</i> • <i>It is useful for telling the teacher without having to explain exactly how you feel</i> • <i>It is a quick way to show our feelings</i> <p>For staff:</p> <ul style="list-style-type: none"> • <i>Opened up lots of valuable conversations</i> • <i>Increased awareness of how everyone is feeling</i> • <i>Noticed how the children like to chat about their feelings</i> • <i>Helps to check in with pupils and keep an eye on any that may need a little extra help</i> • <i>Helped to build positive relationships</i> • <i>The simple language makes it accessible for all</i> • <i>I can see children now using a range of strategies to help them manage their emotions</i> 	<p>What are the next steps and how do you plan to evidence the impact of further actions required ?</p> <p>Following feedback from children and staff our next steps are:</p> <ul style="list-style-type: none"> • <i>To make sure all staff use the same language- particularly playground supervisors.</i> 17/8/21 • <i>To give children opportunity to check in more than once a day if they require it.</i> 24/8/21 <p><i>This will be part of a quick reminder and core business moving forward.</i></p>
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Priority 2: Raising attainment; Pupil Equity Fund Reporting, 2020/2021

Project/intervention: To support learners to reach their potential

What was your gap? Attainment gap in HWB, literacy and numeracy widened, for some, during remote learning March - July 2020 and January - March 2021

Interventions for Equity [Interventions for Equity](#) | [Self-evaluation](#) | [National Improvement Hub \(education.gov.scot\)](#)

(highlight the interventions that apply)

Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact

Planned Outcome

- Build on the work carried out last year and embed practices that foster better relationships – across and between staff, pupils and parents.
- Continue with nurture provision - to benefit pupils with a need for this.
- Identify gaps in learning- to ensure we are meeting the needs of all learners.
- Identify universal support required across classes- HWB- reconnection, recovery and resilience- zones of regulation.
- Identify targeted support for individuals and groups- for pupils where the attainment gap has widened.
- Be mindful of the widening inequalities of outcomes experienced by children during COVID-19.

Measures of impact on learners

- Positive relationships- All pupils, staff and parent know the school rules – we are safe; we are ready to learn; we are respectful- evaluations from pupils show they recognise how following the rules keeps everyone in a positive place to learn and achieve (evaluation detail available on request).
- PEF used to staff a LSW for 1 hour a week to provide additional nurture provision- pupil evaluations show the benefit to them of having time out of class to explore issues of help to them, (evaluation detail available on request).
- SWRT, SWST, maths GLOSS, TJay diagnostics used to assess starting place for learners in each class. Progress and Achievement used to map if the gaps have widened.
- Whole school introduction of Zones of Regulation to help pupils understand how to get themselves into a good place to learn, pupil evaluations show how this intervention has helped them (evaluation detail available on request).
- PEF used to staff a LSW for 4 hours a week to support literacy and numeracy interventions. SWST and SWRT used to map improvements in spelling and reading and SEAL maths intervention used to map improvements in numeracy- Quantitative data shows - Spelling- 50% of targeted pupils saw their gap reduced or removed; Reading- 75% of targeted pupils saw their gap reduced or removed. Numeracy- 100% of targeted pupils saw an increase in confidence to attempt assessment questions and 100% of targeted pupils made a significant improvement.

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 3: Leadership of Learning

What were our outcomes? To draw on the positive lessons from COVID-19 and provide a curriculum that has flexibility, choice, creativity, digital and outdoor provision. <ul style="list-style-type: none"> • Collaborative IDL planning across the school. • Using the outdoors at every opportunity. • Development of outdoor learning – particularly in Numeracy. • Development of Learning through Play throughout school – inside and outside. • Development of Grammar progression through school. 	What did we do? <ul style="list-style-type: none"> ➤ Class teachers planning IDL together ➤ Build outdoor learning into the planning stage ➤ Use development time (swimming) to continue to develop Numeracy resources for outdoor learning. ➤ Use development time (swimming) to develop learning through Play opportunities throughout school. ➤ Use development time (swimming) to develop a Grammar progression throughout school. 	What was the impact on learners? <i>For learners:</i> All pupils able to share what was good about the whole school IDL: <ul style="list-style-type: none"> • We can all help each other. • Enjoy seeing each of the classes' work. • Cheers us up to share. • Good if you have a younger brother or sister to speak the topic through with. • Good to see the variety of work done in the classes. <i>For learners:</i> All pupils able to share what could be improved with the IDL topic: <ul style="list-style-type: none"> • Class pick their own topic. • Learn from the younger pupils. • Work together across the school. • Given opportunity to vote on what, how to learn. 	What are the next steps and how do you plan to evidence the impact of further actions required? Following feedback from children our next steps are: <ul style="list-style-type: none"> • <i>To make sure all pupil are involved in the planning stage of IDL topics and make suggestions about what and how to learn.</i> • <i>Give more choice of IDL design and incorporate voting.</i> 24/8/21 <i>This will be part of a quick reminder and core business moving forward.</i>
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COVID-19 continues to impact on this area of the priority being actioned.

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 4: Management of resources and environment

<p>What were our outcomes?</p> <p>Fit for purpose resources, that are current, engaging and inspiring.</p> <ul style="list-style-type: none"> • Better resources to use • Resources our learners will be motivated to engage with. 	<p>What did we do?</p> <ul style="list-style-type: none"> ➤ Assess our current resources which are in topic boxes and re-organise to support IDL themes across school. 	<p>What was the impact on learners?</p> <p><i>For learners:</i> All pupils given opportunity to discuss the resources they enjoy using to learn in school and the ways of learning they find most useful</p> <ul style="list-style-type: none"> • Discussion • Computers / iPad • Group work • Own choice • Worksheets • Creative activities • Textbooks – especially for maths • Play • Outside • Active • Co-operative • Individual projects • Sharing ideas 	<p>What are the next steps and how do you plan to evidence the impact of further actions required ?</p> <p>Following feedback from children our next steps are:</p> <ul style="list-style-type: none"> • To work as a staff to identify and agree what makes a great lesson-including resources and quality assure through next year that we are meeting 7+ of the Magic Mirror expectations in each lesson- • School Improvement Priority 2021/2022
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Leadership of Change (QI 1.3)

How well are you doing? What's working well for your learners? (Please note the term "school" refers to both the early years and primary departments)

The school community works collaboratively at all levels to effect change and improvement. We consider the school in its context when making those changes. School Improvement Planning is informed by gathering opinion from pupils, parents and staff through effective self-evaluation. We work together to connect the feedback and data we collect to inform further developments; the head teacher ensures the pace of change is appropriate and that all staff are well informed of its intentions. Our aim is to provide the best possible outcomes for our learners, our vision and values have evolved over time and are at the root of our actions. Staff are collectively responsible in driving forward improvements; we are a strong team with a clear focus and determination to do the best we can for the learners in our care. Our school improvement priorities are manageable, relevant and responsive to the direction the school is moving in. We have protected time to enable professional dialogue between all staff to plan interventions to meet the needs of learners. Protected time for self-evaluation enables all members of the school community to contribute to improvements. The headteacher promotes and supports staff creativity, innovation and enquiry while keeping an overview of the strategic direction of the school. Through continuous self-evaluation and professional dialogue staff have demonstrated they can adapt and respond to change. We are getting better at monitoring and evaluating the impact of change on outcomes for learners.

How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?

2020/2021 session

Qualitative data:

Collected feedback from pupils using Teams assemblies- we have asked – how do the school rules help us in school?

Collected feedback from parents regarding remote learning and teaching.

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents.

Quantitative data:

Fewer playground incidents and fewer "squabbles" to deal with- 83% reduction in playground accidents in 2018/19 compared with 2020/21

Surveyed parents regarding remote learning and teaching.

Surveyed parents to gather expectations ahead of transition events- Early Years into P1 and P7 into S1.

PRD and PDP meetings with staff to explore areas to lead in.

What are you going to do now? What are your improvement priorities in this area?

Ensure all staff continue to refer to the School Rules when in conversations with pupils who have acted in a way that breaches them.

Early in 2021/2022 session the school will outline its COVID-19 contingency planning should another episode of remote learning / teaching be required. This will be shared with parents and feedback used to shape that planning.

Self-evaluation grade on the HGIOS?4 six-point scale: 4

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners? (Please note the term "school" refers to both the early years and primary departments)

Learning and engagement is rooted in the positive relationships we foster at school. Children's rights are respected and realised through planned learning experiences and are integral to the overall ethos of the school. Our learners play an active role in curriculum planning and design and as a result are engaged, resilient and motivated during activities. Whole school interdisciplinary learning enables links and collaboration between classes. All through school we use Greg Bottrill's Magic Mirror Toolkit (choice, creativity, collaboration, communication, curiosity, core, confidence, connection, continuation and commitment) across our lessons and activities to give a balance of experiences for our learners. Tasks are well matched to individual needs and learning requirements. Learners can exercise choice, including the use of digital technology and learning environments, and are encouraged and supported to become more independent in their learning. Learners contribute to the life of the school; they are confident their views are sought, heard and acted on. Our teaching is well planned, creative, flexible and enhanced by using the outdoors, digital technology and drawing on the expertise around us. Learners receive clear explanations and instructions and know what they are learning and why; they receive regular feedback about how they are doing and their next steps. Staff consult regularly to inform appropriate and well-timed interventions, which are monitored and adjusted as required. Staff use a variety of assessment approaches to inform next steps, we use evidence collected effectively to intervene and address any gaps. Through school and authority wide moderation we are confident our judgements are aligned, however COVID impacted on our ability to do this through 2020/2021. Through our monitoring process we have clear information on progress made for each child, we use this data to initiate new interventions or to shape and adjust the interventions already in place.

How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?

2020/2021 session

Qualitative data:

Collected feedback from pupils using Teams assemblies- we have asked – Do you have enough say about what goes on in school with how you learn? How could we do this better?

Collected feedback from parents regarding reports.

Informal discussions with teaching staff.

Impromptu verbal feedback from staff, pupils and parents.

Quantitative data:

Attainment in the BGE- ACEL data.

Measuring participation and engagement.

Monitoring and tracking data.

GIRFEC- Child Plan's and IEP's.

Meeting minutes.

Planning documentation.

What are you going to do now? What are your improvement priorities in this area?

Share pupil suggestions on how we can include them in designing their learning better with all staff and incorporate into planning stage.

Self-evaluation grade on the HGIOS?4 six-point scale: 5

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners? (Please note the term "school" refers to both the early years and primary departments)

Our school community recognises that wellbeing is at the heart of all we do. Our learners can articulate their feelings and emotions and can recognise when they need support, space or implementation of strategies to get themselves into a good place to learn. Staff and pupils confidently use the language from Zones of Regulation to consistently support each other. We can demonstrate to what extent our learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included – all staff consistently support and intervene where appropriate. Pupils, staff and parents work together to embed our school rules, values and vision. Our school ethos is built on positive relationships across classrooms, the playground and beyond the school gates, we work hard to build and maintain trust and security. All staff in school feel valued and supported to do the best job they can; they work tirelessly to promote our school vision and values and always maintain high expectations and mutual respect. The school community fully complies and actively engages in statutory requirements and codes of practice. We celebrate diversity and challenge discrimination; we strive to give every school member the opportunity to shine through acknowledging achievements, knowing our families well and signposting supports where needed. We work hard to remove barriers to learning and have systems in place to support improvements in attainment and achievement when individuals or groups face challenges such as those who are from our most deprived areas and those with additional support needs. Our learners are included, engaged and involved in the life of the school; our school community is treated with respect.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?
2020/2021 session

Qualitative data:

*Collected feedback from pupils using Teams assemblies- we have asked – How have the Zones of Regulation helped you?
Informal discussions with teaching staff.
Impromptu verbal feedback from staff, pupils and parents.
Informal discussions with pupils- pupils able to articulate how they feel and what they need to do.*

Quantitative data:

*SHANARRI wheel data- twice yearly.
Daily emotional check- in data.
Monitoring impact of engagement and participation.
Monitoring improvements in attainment.
Fewer bullying incidents- playground squabbles. 83% reduction in playground accidents in 2018/19 compared with 2020/21*
What are you going to do now? What are your improvement priorities in this area?

*All staff use the same language (Zones of Regulation) - particularly playground supervisors.
Give children opportunity to check in more than once a day if they require it.*

Self-evaluation grade on the HGIOS?4 six-point scale:5

Raising attainment and achievement (QI 3.2)

How well are you doing? What's working well for your learners? (Please note the term "school" refers to both the early years and primary departments)

Prior levels of attainment in literacy and numeracy are continuously improved upon for each learner. Protected hand over time annually enables transition information to be passed from teacher to teacher. We tailor targeted interventions for individuals who require additional support. Over time we raise attainment continuously across all areas of the curriculum, with learners making good progress on their prior levels of attainment. Staff are confident when making judgements about how well their learners are progressing. Moderation allows staff to check their judgements and the use of progression frameworks, formative and summative assessments, SNSA, high quality assessments and our tracking and monitoring cycle contribute to improving professional judgements. Timely interventions support learners at the point of need and ensure continuous progress for our learners. Through the life of the school our learners develop as confident individuals through opportunities to challenge themselves, effective contributors through participation in assemblies, evaluations and committees, responsible individuals who follow our school rules and values and successful learners who are aware of their achievements and areas to develop. We recognise our individuals who require additional support and ensure equity of provision to give each learner the education they are entitled to. Weekly consultation meetings between all school staff (ASN/Teaching/Headteacher/Learning Support Workers) gives opportunity for clear communication, planning in line with IEP's and agreements on specific tasks to support and progress individual learners.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

2020/2021 session

Qualitative data:

Collected feedback from pupils using Teams assemblies- we have asked – What ways of learning have you enjoyed the most?
Informal discussions with teaching staff.
Impromptu verbal feedback from staff, pupils and parents.
Informal discussions with pupils- What are you learning?

Quantitative data:

Attainment in the BGE- ACEL data

SNSA data

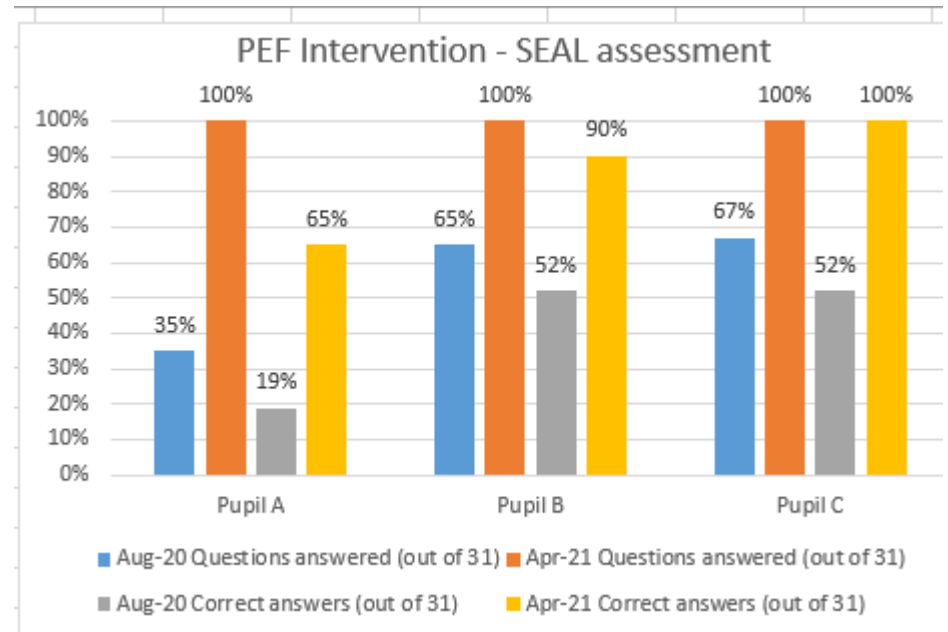
Monitoring and tracking meeting data

Measuring impact of PEF spend on raising attainment

Assessments – Emergent Literacy, Word Aware, SEAL.

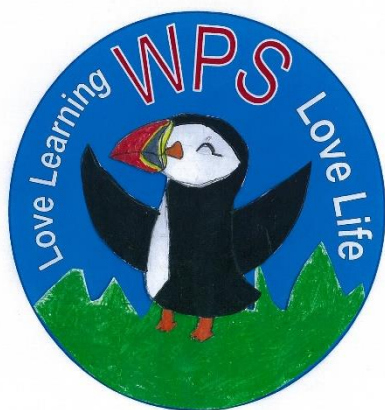
What are you going to do now? What are your improvement priorities in this area?

Continue to use PEF to fund additional LSW time to target interventions for pupils who require it.



Self-evaluation grade on the HGIOS?4 six-point scale: 4

Whiteness Primary School School Improvement Plan



For the session 2021/2022

Factors Influencing the Improvement Plan

School factors

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

Local authority factors

- Shetland Islands Council National Improvement Framework Plan
- Children's services, Recovery and Renewal Plan
- Children's Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting
- SIC Strategy for Parental Involvement 2018
- Shetlands Children's Partnership Plan 2021/2024
- Shetland Child Poverty Action Plan 2021/ 2022

National factors and drivers

- Curriculum for Excellence
- Realising the Ambition
- National Improvement Framework
- The Scottish Attainment Challenge
- Education Reform and Empowerment
- Getting it Right for Every child (GIRFEC)
- Developing the Young Workforce
- Digital Learning and Teaching Strategy
- The Equity Audit
- "Learning Together": Scotland's national action plan for parental involvement etc. 2018-2021

School Aims

To improve outcomes for all our learners.

UNCRC

Rights based planning from 2021/2022

Tackling Inequalities, Poverty Proofing and the Cost of the School Day

The school will be mindful of financial implications associated with any interventions. The school will continue to identify families that could benefit

from the food parcels and clothing subsidies organised by the Early Help Team.

Empowerment

The school sees the importance of developing leadership and capacity of its pupils, staff and community. We have done this by involving pupils in decision making about how we can put into action the priorities from our School Improvement Plan and build ways for them to lead some of their ideas. Pupils lead other areas in the school through their work in the Pupil Council, the Eco Committee and the Health Committee. Staff lead learning and school development in a variety of ways. Practitioners in the classroom and Early Years setting are involved daily in leading learning. The wider community support the school and take on leadership roles through the Parent Council, the Polycrub Committee and leading our school sport teams, such as the netball team.

Collaboration for Improvement

How parents and the wider community are consulted and involved in decisions

- Parent Council and Parent Forum – *questionnaires, feedback at school events (Gathering opinion surveys September 2020 and April 2021)*

How staff are consulted and involved in decisions

- Staff – *development meetings, self-evaluation, challenge questions, questionnaires, staff awareness.*

How pupils are consulted and involved in decisions

- Pupil Council and school committees
Opportunity to gather and share ideas from the wider school.
- Assemblies, Team P7 and Together Time on Teams
- Pupils decide on the order of priorities from most important to least important to them
- Pupil Questionnaire
- Quality Assurance activities
- General dialogue
Discussions with pupils during lunchtime and at any opportunity that presents itself.

Improvement Priorities for 2021-2022

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Improving Health and Wellbeing- Inclusive outdoor provision- community involvement				
Continuation from 2020/21? Y Link to COVID-19 recovery Y				
	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
COVID-19 mitigations- outdoor provision where possible. Pupil evaluations 2020/2021	Impact on pupils: <ul style="list-style-type: none"> Most pupils improve HWB, co-operation, social skills, risk awareness when accessing outdoor learning provision Impact on staff: <ul style="list-style-type: none"> Outdoor environment suitable for outdoor learning provision Impact on parents: <ul style="list-style-type: none"> Engage with school to create outdoor learning resources that are available out of school hours. 	<ul style="list-style-type: none"> ➤ Consultation with Parent Council and parents forum – Term One ➤ Grant application to the Shetland Community Benefit Fund for Outlast blocks for Early Years – Term One ➤ Develop paths around P1/2/3 shed Term Two/Three ➤ Develop a sheltered area ➤ Acquire boat, large loose parts for play in older classes- P3/4/5 and P6/7 Term Two / Three ➤ Signage in place to encourage responsible use of resources by community out of school hours by Term Four 	Parent Council and HT – consultation 2x staff meetings 31/8/21, 18/1/22. Parent Council application to SCBF for Outlast blocks- £2,042 Grant application £2,208.40 School Fund £242 Parent help / local business / Viking Energy – paths Donated boat / loose parts resources P1-7 newsletter / poster asking for help / donations- Term Two School Enterprise – raffle- to raise funds Signage donated by Art Machine	<u>Outdoor learning-</u> track use of the outdoors as a percentage of school week in Term One and Term Four- with an expected rise in Term Four in comparison to Term One. <u>Pupils' views on learning outdoors-</u> <i>How much do you like learning outdoors? How well do you learn outdoors? What would make learning outdoors better?</i> benchmark with pupils in August 2021 (1-10 scale) Follow- up bench mark May 2022 where 75-100% score above 6.

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: Empowering Learners: pupil voice and participation, UNCRC

Continuation from 2020/21? Yes Link to COVID-19 recovery Y

	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
Pupil voice evaluations 2020/2021	Impact on pupils <ul style="list-style-type: none"> Increased pupil voice for most pupils Increased pupil participation for most pupils Increased awareness of Children's Rights for most pupils, parents and staff 	<ul style="list-style-type: none"> Pupil voice – Question a week-shared views in assembly.T1,2,3,4 Pupil participation- re-establish virtual committees; votes for IDL topics; votes for class novels. T1,2,3,4 UNCRC – Staff awareness- August in-service August 2021- introduce Rights Based Planning. Term One UNCRC- Pupil awareness- assemblies throughout year and as part of the life and ethos of the school. T1,2,3,4 	1x 1hour meeting each term (4 hours) 14/9/21, 2/11/21, 25/1/22, 31/5/22. Question a week-informed through self-evaluation with pupils and staff. Virtual committees-teaching staff. Voting- class teachers UNCRC awareness-Headteacher initially. 17/8/21	<u>Pupil voice-</u> <i>How much say do you have about what goes on in school / Early Years?</i> benchmark with pupils in August 2021 (1-10 scale) Follow- up bench mark May 2022 where 75-90% score above 6 <u>Pupil participation-</u> measurable by number of committee meetings. Record of voting in class. <u>UNCRC-</u> <i>How well do you know about UNCRC and what it is?</i> Rights based planning evident on planning. <u>Pupil awareness of UNCRC-</u> <i>How well do we meet your rights in school/ Early Years?</i> benchmark with pupils in August 2021 (1-10 scale) Follow- up bench mark May 2022 where 75-100% score above 6.

Pupil Equity Fund – Planning and Reporting

Priority 3- PEF Allocation 2021/22 - £4,160.78			Carry forward from 2021: -£66.22			
Project/intervention: Provide targeted support for pupils who are in the low average or below average range in reading, spelling and numeracy. To support pupils mental health and wellbeing.						
What data/evidence informs this? (what is your gap?) SWRT, SWST and SEAL assessments.						
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) (highlight the interventions that apply)						
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support	
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact	
Planned Outcome Impact on pupils: <ul style="list-style-type: none"> Improved attainment in Literacy, Numeracy and / or Health and wellbeing Impact on staff: <ul style="list-style-type: none"> Clear interventions to support learners Better outcomes realised for learners Impact on parents: <ul style="list-style-type: none"> Reassurance school is meeting the needs of their child. 		Details of project/intervention: <ul style="list-style-type: none"> ➤ ACEL data June 2021 ➤ SWRT, SWST, SEAL assessments in June 2021, Dec 2021 and June 2022. ➤ Ongoing observations and professional dialogue on pupil progress- Monitoring meetings November 2021, January 2022 and May 2022. ➤ Weekly consultations between ASN teacher, class teachers and head teacher ➤ Pupils identified for ASN and LSW intervention. 		Resources and Lead Person LSW – (Literacy and numeracy intervention) additional 4 hours session 2021/22 - £3,137.32 LSW – (HWB intervention) additional 1.5 hours session 2021/22 - £1035.34 Total spend £4172.66	Measures of impact on learners <ul style="list-style-type: none"> • Quantitative data will be collated for improved attainment in literacy and numeracy- ASN T • Qualitative data will be collected through nurture evaluations with ASN T and pupils involved- ASN T 	
Teaching and Learning						
Leadership						
Family and Community						

NIF PRIORITIES -Improvements in attainment, particularly in Literacy and Numeracy -Closing the attainment gap between the most and least disadvantaged children -Improvement in children and young people's health and wellbeing -Improvement in employability skills and sustained, positive school leaver destinations for all young people	NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information	1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 4: Motivating and engaging learners in all aspects of school life.				
Continuation from 2020/21? N Link to COVID-19 recovery -Y				
School self-evaluation 2020/2021	Planned Outcome <i>Impact on pupils:</i> <ul style="list-style-type: none"> Increase pupil motivation and engagement in learning and school life. Aim- Most pupils feel motivated and engaged <i>Impact on staff:</i> <ul style="list-style-type: none"> Awareness of the magic mirror toolkit. All staff using the toolkit by end of session 2021/2022 to deliver motivating and engaging learning opportunities 	How exactly are we going to do it? <ul style="list-style-type: none"> ➤ Staff training in use of Magic Mirror by Greg Bottrill- SIP development time Term One ➤ Teaching staff plan to achieve 7+ aspects in almost all planned lessons by Term Four. ➤ Head teacher to use Magic Mirror lens when observing lessons to quality assure its use – expectation 7+ aspects are observed in all observations by Term Four ➤ Celebrate achievements- through a school gallery 	Resources and Lead Person Time for training – 2 x 1.5 hour meetings Term One (3 hours) 7/9/21, 28/9/21. Timetabled classroom visits for observations- HT Purchase 22 x quadruple gallery frames total cost excluding VAT- £779.17)- amended 10/11/21 once costed	Monitoring the impact of the priority on learners <u>Motivation and engagement-</u> timetabled observations by HT through Term 2,3,4- to measure use of toolkit and check all teaching staff using 7+ aspects in all lessons observed by Term Four.

Whiteness Early Years Identified Developments in line with School Improvement Plan 2021-2022

Area of focus	Reflective Practice / What do we need to do.	How are we going to get there?	Date to review
<p>Improve Health and Wellbeing Inclusive outdoor provision</p>	<ol style="list-style-type: none"> 1) Develop the use of the new outside retreat / Wendy house 2) Purchase outlast blocks for block play outside 3) Move the mud kitchen out to the polycrub / retreat area 4) Develop our Outdoor Play Policy 	<ol style="list-style-type: none"> 1) Community Council funding for retreat 2) Community benefit Fund for the outlast blocks 3) Parent/staff help to move the mud kitchen 4) Write our Outdoor Play Policy 	<p>Term 3</p>
<p>Empowering Learners Pupil voice and participation</p>	<ol style="list-style-type: none"> 1) Continue / check that we are responsive to interests of the child 2) Continue to look for ways to expand skills for pupil- increase practitioner knowledge and expertise in identifying next steps 	<ol style="list-style-type: none"> 1) Planning discussions with a focus on this 2) Practitioners use and improve familiarity with the CfE Benchmarks and Highland Progression Frameworks 	<p>Term 4</p>
<p>Raising attainment Helping children to be the best they can</p>	<ol style="list-style-type: none"> 1) Improve children's understanding of feelings and actions 	<ol style="list-style-type: none"> 1) Use Zones of Regulation language in our everyday interactions with children 	<p>Term 3</p>
<p>Motivating and engaging learners Through the learning opportunities we offer</p>	<ol style="list-style-type: none"> 1) Use the Magic Mirror toolkit to monitor how we score in a variety of areas. 	<ol style="list-style-type: none"> 1) In term 1 focus on HWB 2) In term 2 focus on continuous provision 3) In term 3 focus on child led interests 4) In term 4 focus on tbc 	<p>Term 1,2,3,4</p>

Whiteness Primary School
35 Hour Week - Working Time Agreement 2021/2022

Working Time agreement for: Whiteness Primary School 2021/2022		
Item	Detail	Hours
Teaching and Learning		
Class Teaching	Based on 1.0 FTE	22.5
Personal preparation and correction	One third of class contact time	7.5
Collegiate Time		
Collegiate time (Annual)	5 hours x 39 weeks. This does not include time within the In-Service days.	195
Essential School Activities		
Reports	1.5 hours per pupil (25 pupils). Updating Progress and Achievement T4. Updating Progress and Achievement T4	37.5
Updating Pupil Folios	Largely pupil led and in class time, but allowance for teacher input out of class.	4
Parent Meetings	1 formal evening over 2 nights (8 hours) plus prep (0.5 hours per child @25 pupils). 1 child led evening (2 hours) plus planning meeting (2 hours)	24.5
Professional Review and Development	1 hour meeting	1
Corporate reading (N.I.F, Governance, P.E.F etc)	as and when required	6
Staff Welfare	Nights out	0
Staff consultation time	0.5 hours per week with ASN Teacher	19
Staff business meetings	3 x 1 hour T1,T3,T4	3
School based moderation	3x 1hour meeting T1/2, T3, T4	3
Self evaluation	4 x 1 hour meetings. Ongoing reflective/challenge questions at each staff meeting throughout year.	4
Assessment leading to Achievement of a Level	Conducting assessments / professional judgements (6 hours T1,2, T3 and T4) reviewing pupils and making judgements prior to termly monitoring meeting with HT	24
Monitoring meeting with HT	Updating Progress and Achievement T3 and T4 1 hour in T1, T3 and T4	3
Coffee morning planning meeting	Term 1 - breaktime	1
Extra school development (swimming time)	4 x 0.5 brainstorm meeting. Feedback to staff 4 x 1 hour meeting T1-T4 - not realized as no swimming this year	6
Christmas concert planning meeting + concert	Term 2- break time / Evening performance - December	6
Love Learning Love Life Day planning meeting	Term 3-break time	1
GIRFEC Review meetings	As and when required	5
Collaborative planning	4x1hour meetings T1, T2, T3, T4	4
COVID-19 related additional workload	online learning (children at home); training; email communication with parents / remote learners	19
Requisition order	Term 4- date to be agreed among teaching staff	2
Flexibility	Loss of non-contact due to visiting teacher absence (6 x 50 minute), emails, corporate demands not planned for, extra reading, extra staff meetings, ICT.	11
Total	Time required for essential school operational activities	184
Collegiate time remaining for development tasks		
S.I.P 1- Leadership of learning-	Empowering learners/ pupil participation / Rights based planning, UNCRC- 4x 1 hour meeting each term (August 17 In-service- UNCRC)	4
S.I.P 2- Raising Attainment and Achievement	Motivating and engaging learners in all aspects of school life. 2 x 1.5 hour meetings - training	3
S.I.P 3- Ensuring wellbeing, equality and inclusion	Inclusive outdoor provision- community involvement - planning and consultation 2 hours	2
Forward School Improvement Planning / WTA	2 hour meeting	2
Total	Time allocated to development tasks	11
Total	Total collegiate time allocated	195

