



# Mid Calder Primary RECOVERY PLAN TO DELIVER SIP 2020 / 2021



## **Factors Influencing the Improvement Plan**

### **ELC/ School Factors**

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

- Impact of WLC 1140 Implementation Plan ( Future proofing for 1140 by 2020)

### **Local Authority Factors**

*Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework*

Raising attainment, including closing the gap

*Delivering Better Outcomes*

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

West Lothian 1140 Expansion Plan

### **National Factors**

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare

Health and Social Care Standards ( HSCS)

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Realising the Ambition

Standardised Assessments

Child Protection Issues / Guidance

National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

SSSC standards

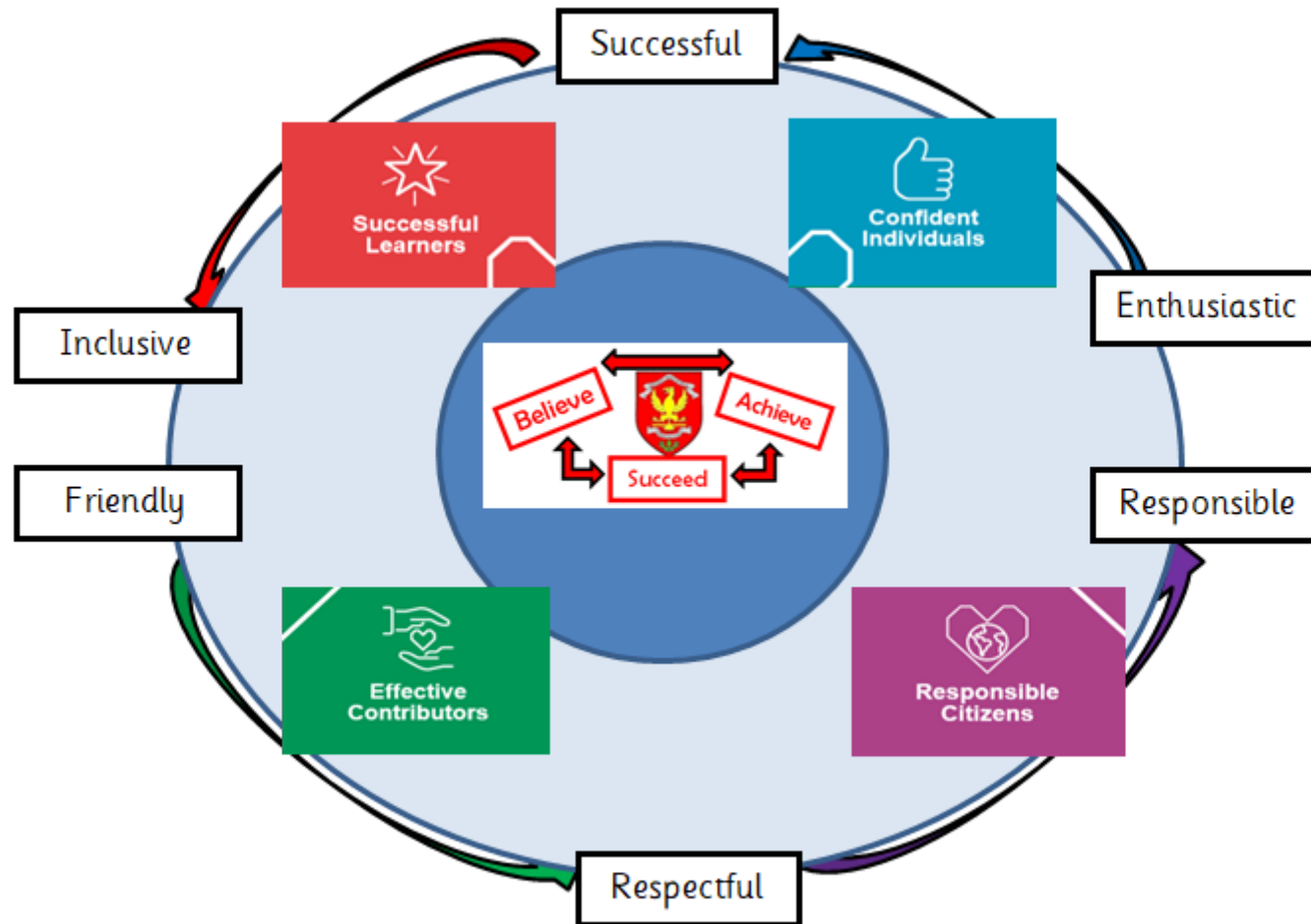
Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



## Mid Calder Primary School

Our school vision creates a very positive ethos within our school; all members of our learning community '**Believe**' in themselves and thus '**Achieve**' the best they can which will ultimately enable them to '**Succeed**' in all they do! We believe in a culture that fosters learners who are...



### Curriculum Area and Subjects

- Literacy and Languages
- Numeracy and Mathematics
- Health and Wellbeing
- Technologies
- Social Studies
- Sciences
- RME
- Expressive Arts

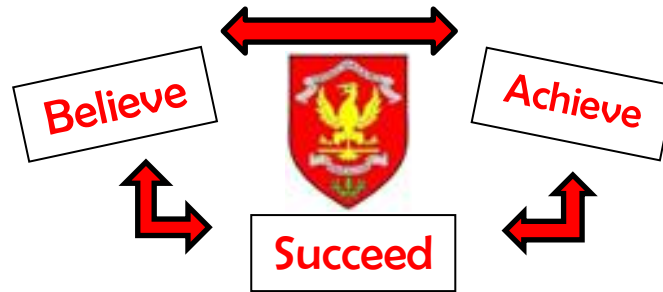
### Agreed School Values:

Enthusiastic  
Friendly  
Inclusive  
Respectful  
Responsible  
Successful

### Opportunities for Personal Achievement

Include

- Show and tell
- Good work displays
- Celebration at Assemblies – Pupil/Class of the Week and Wider Achievement
- Nursery and WOW moments
- Personal targets in writing
- Pupil involvement in planning and decision making
- Participation in local events *e.g.* Gala, Burns Celebration, Sporting Events
- Curriculum Assessments



### **CURRICULUM RATIONALE STATEMENT**

Through delivering the four capacities within the four contexts for learning, we aim to deliver excellence and equality, by raising attainment in literacy and numeracy, closing the gap, improving health and wellbeing and developing skills for life, learning and work.

### OUR AIMS

We aim to be prepared for transitions and the world of work.

We aim to become independent learners by making our own choices and decisions.

We aim to provide an exciting place to learn and to learn about things that interest us.

We aim to have fun and interesting learning, where everyone tries their best.

We aim to live by our school values and have a welcoming school.

We aim to develop our skills and recognise achievements connecting our school life and local community.

- To prepare children to create and develop transferrable skills to contribute to a continually developing society, with confidence.
- To be ambitious by developing individual values and beliefs to ensure that all have a positive sense of physical, mental and emotional wellbeing to allow them to become independent in a wider society.
- To be successful learners who are able to think creatively and are determined to reach high standards

### Ethos and Life of the School

Include:

- Open door policy
- Parent Council
- Gala Days/activities
- Multi-Agency approaches
- Class assemblies
- Technologies to share *e.g.* Newsletter Twitter Sway Blog
- Pupil Leadership roles – Tech Troopers, Eco, House Captains, Fair Trade, Junior Road Safety
- Growth Mind-set approach

### Approaches to teaching & learning:

- Digital technologies
- Active Engagement
- Formative Assessment (TLC)
- Outdoor Learning
- Play-Based Learning

### Interdisciplinary Learning

- Floorbook approach in Nursery/P1
- Cultural Celebrations.
- Innovative, responsive & child-led approaches to IDL.
- Gala day community links.
- Junior Leadership/pupil voice.

## a) **Contextual Data Analysis & Rationale for SIP**

### **Background:**

The school roll at Mid Calder Primary School has maintained at approximately 179 children, with eight classes in the primary stage. Historically, the school has undergone changes of leadership. The Head Teacher has been in post for two years. The Principal Teacher has been in post for five years. Developing high quality approaches to teaching and learning have formed the core feature of our school improvement, with a particular focus on the interactions between staff and pupils.

The school has well established and refreshed school values which have been embedded and summarise the school community. A survey conducted early in September 2019 between school and parents/carers, noted that our values “encompassed a lot” and that “the school have got the values absolutely correct”. There is a strong culture of digital literacy throughout the whole school which was noted as a major strength, resulting in learning which was enriched and enhanced using a variety of innovative approaches.

Mid Calder nursery class operates from a purpose built extension to the main school building. There is one large playroom with direct access to a dedicated, secure outdoor area. The nursery class has a separate, welcoming entrance and cloakroom area. There is an additional quiet space used for small group activities and dance sessions. Children aged three to five attend for either full or half-day sessions. The nursery has access to areas within the school and uses the drama space to have their lunch. The nursery has capacity for 54 children aged between three and five.

### **Data:**

Trends of improvement were consistent from P1 to P7 in session 2018/2019 in writing, reading, listening and talking numeracy and mathematics. In general terms attainment was higher than the average attainment in West Lothian. Significant improvement was noted in writing compared to session 2017/2018, especially in P7 Attainment, within quintiles which compare favourably within West Lothian. The school has a clear focus in raising the percentage of pupils meeting expectations across all year groups and this is monitored to aspire to have almost all children achieving above 90% on track in all categories.

### **What are our universal priorities and what is our ‘gap’? Who are our target groups and their barriers to learning?**

Senior leaders and staff are aware of the socio-economic culture and context of our school. Steps have been taken to consider best use of additional pupil equity funding (PEF), for example with the focus on literacy and H&WB. The school now will develop further and utilise staff skills in gathering and analysing information of impacts of additionality and interventions.

### **Summary/overview of proposal & non-negotiable outcomes:**

In our current climate, post Covid-19, curriculum recovery has realigned the focus for development and priorities. The delivery of core literacy and language, maths and numeracy and health and wellbeing skills, in line with West Lothian’s vision for empowering and supporting our pupils through this period of recovery, is at the heart of our development and drive forward. Focusing on re-examining our core curriculum, to create a supportive and agile learning culture where our pupils can achieve their maximum potential, will form the key fundamentals of this action plan.

As a continuation from the previous years’ development work there will be a focus on pace and challenge across the school, to raise attainment further for children. Our last inspection has agreed that development in robust assessment and tracking of pupil achievement, as well as developing children’s leadership and independence in learning, should continue to raise attainment. As identified, across the nursery and primary stages, the school will continue to review and develop the curriculum, including incorporating all aspects of diversity, sustainability, and linking learning to skills for learning, life and work.

\*All schools should consider an interim curriculum rationale that takes account of the most recent national and local guidance related to the current situation. ‘Phased’ curriculum rationales should still reflect the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the ‘Resources to support the refreshed CfE Narrative’. <https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>\*

# Our Interdisciplinary Learning Curriculum Rationale

## Learning and Teaching approaches:

- Range of kinaesthetic, visual and audio
- building on the children's interests
- responsive/reactive planning
- focussed learning intentions with clearly shared, and when appropriate, negotiated success criteria
- children taking responsibility for their learning
- independent learning
- individualised learning
- children accessing a range of stimulus
- learning with boundaries
- children as experts leading their learning
- maximising digital learning experiences, including our school approach to BYOD
- accessing a range of assessment approaches with clearly linked and shared benchmarks within a range of curriculum areas

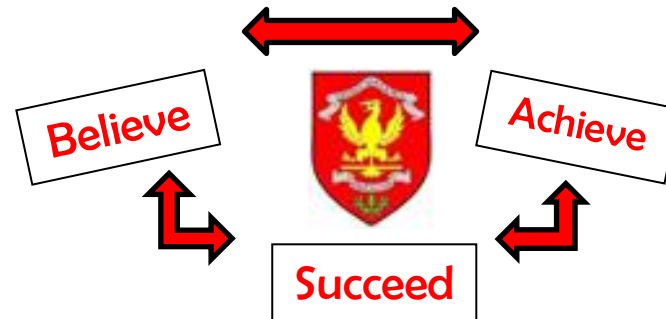
## Our School Values & vision:

Our school vision creates a very positive ethos within our school; all members of our learning community **'Believe'** in themselves and thus **'Achieve'** the best they can, which will ultimately enable them to **'Succeed'** in all they do!

Enthusiastic  
Friendly  
Inclusive  
Respectful  
Responsible  
Successful

## Our Aims:

- We aim to create a nurturing environment for our pupils to thrive.
- We aim to create a learning environment which stimulates challenges, supports and provides opportunities to develop independent learners.
- We aim to prepare all our young people with the skills, knowledge and attributes for the challenges of the future.
- We aim to provide high quality learning and teaching experiences to enable every child to reach their full potential.
- We aim to foster our core values through creating a positive and welcoming school ethos.
- We aim to support each child's skills and talents through recognition and celebration of individual achievements.
- We aim to promote effective partnerships between home, school and the wider community



## Knowledge, Skills, Attributes:

Within a range of planned experiences and activities, pupils will develop;

- transferable skills- skills for lifelong learning
- links to previous learning/knowledge
- communication
- collaboration and team working
- creativity
- developing the young workforce
- critical thinking
- decision making and evaluation
- problem solving



## Building the Four Capacities in our learners and planning for learning across the Four Contexts:

IDL opportunities will be child led whilst aiming to develop skills for real life, learning and work. Our IDLs will aim to develop our partnerships and understanding of our unique locality, whilst fostering our positive whole school community ethos. Pupils and staff will discuss the skills/knowledge and attributes being developed through IDL, with appropriate curriculum area links shared through concise learning intentions and success criteria. IDLs are planned alongside pupils, following their own interests/questions/route maps of learning. Regular evaluation and adaptation will take place with the children throughout the learning process, taking into account celebration of wider school achievement where possible. Therefore, creating successful learners, confident individuals, effective contributors and responsible Mid Calder Primary school pupils, who are ready for life, learning and work.

VALUES RELATIONSHIPS RELEVANCE COURAGE

MCPS

## **School Improvement Aims 2020/2021:**

- To encompass theories of learning outdoors and play based pedagogy into core curriculum areas, throughout all stages.
- To ensure high-level teaching and learning approaches in Literacy, Numeracy and Health & Wellbeing, using assessments to plan and deliver key learning opportunities, post Covid-19.
- Continue to provide a supportive and nurturing school wide ethos, for all pupils, placing whole school community health and wellbeing at the forefront of our priorities.
- Foster our links with the wider community and developing young workforce, embedding them within a refreshed approach to Interdisciplinary Learning, using pupil voice as a driver of learning.
- Develop robust approaches to profiling pupils learning and achievement, in school and in wider life.



## Mid Calder Primary - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>To embed play based pedagogy across core curricular areas, supported by outdoor learning approaches.</p> <p>To continue to use whole school HWB and nurturing approaches.</p>	<ul style="list-style-type: none"> <li>• Maximise use of recovery documents to support seem less transitions back to full time education</li> <li>• Complete baseline HWB assessment linked to HWB Indicators for all pupils across school – submit to WL. Use data to track individual pupil feelings/emotion linked to returning to school – use as a measure throughout the school year, to determine vulnerable pupils.</li> <li>• Ensure Emotion works subscription is available to all staff</li> <li>• Complete regular check-ins with pupils, and staff, using Emotion works vocabulary and strategies</li> <li>• Encourage all staff to refresh thinking about nurturing classrooms and environments, including use of break out areas</li> <li>• Maximise spaces and rooms available, to set-up areas for pupils to sit flexibly and spread out, including use of “nurture” rainbow room for infant children.</li> <li>• Redesign spaces around middle and upper areas to allow working spaces</li> <li>• Create play based area for P3/4 and P4 using purchased STEM based toys/kits</li> <li>• Encourage classes to build opportunities into outdoor learning</li> <li>• Encourage staff to revisit professional learning from Juliet Robertson to support both planned and spontaneous outdoor learning opportunities</li> </ul>	<p>August 2020 and beyond</p> <p>Ongoing</p> <p>August/September 2020</p> <p>Ongoing</p>	<p>Pupils attitudes and emotions raised following increased time in school- WL Tracker monitoring of data over school year.</p> <p>Pupils able to identify “trusted adult” Use Cogs to increase dialogue with staff &amp; peers</p> <p>Pupils able to demonstrate flexibility and resilience towards using spaces in school</p> <p>Staff engaging with creative and agile culture agenda Increase in how much and how often outdoors/STEM approaches used with classes Staff consolidation of CLPL supported by professional reading</p>

<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>To ensure consistent teaching and learning approaches, using WL guidance and updated pathways to support pace and progression.</p> <p>To develop agile, pupil led learning approaches, using refreshed Interdisciplinary Learning planning documents.</p>	<ul style="list-style-type: none"> <li>• Agreed core curriculum developments using relevant curriculum recovery map documents</li> <li>• Ensure consistency in use of updated West Lothian Progression Pathways</li> <li>• Further develop use of targets/profiling of learning to ensure celebrating success</li> <li>• Develop IDL consultative planner to be used across school</li> <li>• Encourage staff to be creative in their collaborative planning of IDL with pupil voice at the centre of planning</li> <li>• Use both West Lothian and school based assessment approaches to identify gaps and planned next steps in learning</li> <li>• Liaise between staff members to devise team teaching/supported teaching opportunities with the largest of classes</li> <li>• Complete professional reading and CLPL opportunities to developing high quality teaching in core curriculum, backed up by sound assessment data and tracking of individual pupils.</li> </ul>	<p>August-December</p> <p>September CAT session 2</p> <p>Ongoing Ongoing</p>	<p>Increased staff awareness and confidence in building new curriculum narrative for our school</p> <p>Enhanced pupil engagement with IDL planning</p> <p>Increased pupil confidence in devising and sharing “pupil voice” through IDL</p> <p>Increased staff awareness of Four Contexts for Learning toolkit</p> <p>Continued high level percentage of pupil engagement with Teams throughout year</p>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>To monitor and support, using differentiation and increased teacher capacity, pupils identified as vulnerable post lockdown.</p> <p>To consolidate key learning with identified pupils, utilising and supporting digital experiences in school.</p>	<ul style="list-style-type: none"> <li>• Promote the benefits of using digital learning as an effective tool to manage to link between home and school</li> <li>• Ensure all pupils have access to TEAMS from P3 upwards</li> <li>• Provide support when necessary to allow all pupils to engage with and practice the skill of, logging into AAL network using iPads and new laptops</li> <li>• Examine virtual approaches to developing links with pupils across the school</li> <li>• Devise opportunities for pupils to share their successes using virtual platforms</li> </ul>	<p>Ongoing throughout year</p> <p>Ongoing</p>	<p>Increased staff confidence in sharing approached to Digital collaboratively, and with cluster colleagues</p> <p>Pupils able to have dialogue with variety of staff to increase opportunities for personal achievement/sharing success</p>

<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>To embed skills based, creative learning tasks in conjunction with IDL, linked to Career Management Skills and Career Education Standard (3-18)</p> <p>To develop CONNECTING CLASSROOMS sustainability links with cluster schools and WCHS</p>	<ul style="list-style-type: none"> <li>• Ensure whole school consistency in planning and delivering skills based learning through IDL and DYW</li> <li>• Refresh and re-examine the Skills progression pathway for Mid Calder</li> <li>• Encourage fresh and creative thinking when devising planned IDL activities</li> <li>• Skill up staff in awareness of need for agile learning culture, to ensure bold and innovative planning</li> <li>• Embed Skills Development Scotland Management skills 3-18 into consultative planners</li> <li>• Develop a more consistent approach to teaching for sustainability through our pending Connecting Classrooms project with WCHS Cluster</li> <li>• Create partnership with Kirknewton PS and WCHS to develop sustainability curriculum</li> <li>• Investigate funding from cluster application within Connecting Classrooms programme</li> </ul>	<p>October-December 2020</p> <p>Ongoing</p> <p>Term 2 and 3 2021 plus ongoing development work</p>	<p>Developing engagement with skills for learning</p> <p>Pupils able to share and discuss skills within learning on regular basis</p> <p>Innovative planning, teaching &amp; learning – increase in staff dialogue towards positives and evaluation of changes in curriculum</p> <p>School wide increase in awareness of sustainable education</p>
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