

Pumpherstons and Uphall Station Community Primary School

ELC Action Plan to Deliver SIP

2019 / 2020

Our School Values		Our School Aims				
Values	Value Statement	RRS	Learning & Teaching	Vision & Leadership	Partnership and People	Culture & Ethos
P Positive	Everyone in school has a positive mental attitude and looks for solutions when problems arise. We are all safe, happy and involved.	Article 3 Article 12	L&T 3 - To provide the highest quality of learning and teaching experiences that enable young people to enjoy their education and develop positive attitudes towards learning.	V&L 1 - To ensure a clear direction for the school which is shared by, and involves, all stakeholders.		C&E 1 - To provide a welcoming, safe, caring and healthy environment in which each learner is valued and supported.
U Understanding	Everyone tries their best and is equal in school. We understand differences and treat everyone fairly. We consider the whole child and their circumstances.	Article 2 Article 5 Article 12 Article 13 Article 14				C&E 2 - To ensure that all learners are able to experience a calm, positive and safe environment that promotes good behaviour, self-discipline and respect for others.
S Supports	We are one big family in school and we all support one another to be the best that we can be. We involve others in helping support pupils.	Article 3 Article 19 Article 20 Article 23 Article 25 Articles 32-40	L&T 1 - To ensure a broad and balanced curriculum that provides our learners with the best possible learning opportunities and experiences.		P&P 2 - To build and maintain effective partnerships between the school and its parental body, external support agencies and its wider community.	
C Confident	We have high expectations of everyone in school. Feeling secure and safe gives us confidence to try.	Article 12 Article 13 Article 14 Article 31		V&L 2 - To promote, encourage and provide opportunities for leadership at all levels.	P&P 1 - To provide effective support systems for all learners which promote personal and social development and underpin academic achievement.	
P Personal	Everyone in school has opportunities to achieve and develop. Self-evaluation supports improvements. Learning is planned to support pupil's interests and needs.	Article 23 Article 28 Article 29 Article 42		V&L 3 - To provide pupils with opportunities to develop knowledge and understanding in relation to their duties and responsibilities as citizens in a democratic society.	P&P 3 - To improve the quality of educational experiences for learners through a programme of continuing professional development for all staff	
S Success	Learning happens everywhere, not just in school. We take time to celebrate achievement and attainment and plan for next steps.	Article 5 Article 18 Article 29 Article 31	L&T 2 - To ensure that all learners are able to realise their potential through the promotion and recognition of achievement and excellence.			C&E 3 - To promote an ethos of self-evaluation for all which leads to whole school improvement.



OUR VALUES

Positive
Understanding
Supports
Confident
Personal
Success

THE CURRICULUM @ PUSCPS

- We have a shared vision for our pupils through a clear curriculum rationale and shared goals.
- Visible learning and pupil reflection and dialogue are important to our vision for learning and we work together on improving teaching and learning.
- We value links between home and school and actively seek ways of engaging parents/carers more.
- Unicef Rights Respecting Schools is embedded in our work and pupils understand its importance.
- Our pupils learn French from nursery to P7 and are exposed to other languages throughout the session, this is developing.
- We partner with local agencies where possible and look to expand this further.
- Pupil voice is a strong part of our work at PUSCPS.
- We take account of our pupils' individual needs.
- Restorative Approaches to relationships and behaviour are central to our ethos with dialogue at the centre of what we do through the 3Fs system.

LEARNING AND TEACHING @ PUSCPS

- We have high expectations of all pupils
- Termly Learning Overviews support the balance of the curriculum and share planned learning with home and pupils.
- High quality, meaningful lessons deepen learning and support challenge.
- Visible learning develops pupil involvement in discussing their own learning and next steps.
- Shared learning intentions and success criteria in every lesson.
- Use of a 4-part lesson structure including plenary.
- AifL and Learning to Learn Tools used consistently to provide ongoing information to staff on pupil understanding.
- Development of pupil involvement in lesson planning and assessment.
- Opportunities for individual and collaborative learning.
- Outdoor learning planned to broaden experience and deepen understanding.

EXPERIENCES & OUTCOMES and ENTITLEMENTS @ PUSCPS

- A broad balanced education for all pupils which takes account of our local setting and reflects Scotland's history, culture and place in the world.
- Efficient, responsive planning systems which ensure coverage of the experiences and outcomes and assess progress through the benchmarks.
- A belief that Literacy is the gateway to further learning reflected through a strong focus on listening and talking, reading and writing.
- An understanding that Numeracy is a key life skill which requires daily practice and the ongoing development of strategies and skills.
- Our curriculum has a key focus on these key areas of the Es & Os and so - across all learning – we aim for these to comprise at least 50% of learning time.
- Transition between all stages, particularly at N/P1 and P7/S1 are well planned and take account of pupil individual needs.
- All pupils have a meaningful say in their learning in the class through collaborative planning approaches.
- Pupil Council and Pumhie Pals vertical groups give pupils a say in the running of their school which is clear, relevant and meaningful.

PUSCPS Curriculum Rationale and CfE Design



PERSONAL SUPPORT @ PUSCPS

- Arrangements for Support for Learning, including nurture provision where required, are based on liaison and dialogue between professionals and with home.
- Effective use of staffing to meet learning needs, support individuals and raise attainment.
- Clear and focussed approaches to transitions at all stages.
- Excellent links with partner agencies to support pupils' wellbeing and achievement.
- Ongoing development of pupil involvement in learning; building skill in feedback, target setting and pupil reflection.
- Pupil voice throughout school encourages pupils to take a lead in their own learning and the work of the school.
- IEPs of high quality which are ongoing working documents, shared with parents, pupils and all staff and regularly updated.

ASSESSMENT, SELF EVALUATION AND PROFESSIONAL DEVELOPMENT @ PUSCPS

- A clear tracking and monitoring system based on professional dialogue is well used by all to ensure pupil progress is understood and learning needs identified.
- We develop the place of profiling, reflection and dialogue with pupils in learning through our Profiling Position Statement.
- A wide variety of assessments are used to identify next steps and plan for pupil learning.
- Self-evaluation and quality assurance are embedded, ongoing elements of our work. We reflect, discuss and respond throughout the session.
- PRD meetings anchor an ongoing process of professional reflection using the GTCS PU system.
- PRD targets are linked to personal learning requirements and the school improvement plan.

PRINCIPLES FOR CURRICULUM DESIGN

Challenge and Enjoyment	Breadth
Personalisation and choice	Depth
Progression	Coherence
Relevance	

Updated: 10-03-17

Desired outcomes linked to NIF priorities (observable, measurable outcomes which focus on learning, achievement and wellbeing)	HGIOELC QIs	H&SCS	Proposed Actions (Universal / Targeted) Supports for delivery (Cluster/QIP/Authority/RIC)	By Whom	By When	Measures of Success (include performance data, quality indicators and stakeholders' views)
Raising attainment for all: * All children experience quality interactions in our nursery. All nursery staff interact in a responsive and stimulating way to promote curiosity, independence and confidence.	1.2 2.3	1.25 1.30 1.31 1.32 2.22 2.27	Universal: <ul style="list-style-type: none"> - Learning walk to reflect our current approaches to spontaneous and planned play. - Career long professional learning on quality interactions and skilled questioning. - Self evaluation of how we use online learning journals to capture observations of learning through quality interactions. Authority: <ul style="list-style-type: none"> - ELC Network meeting on quality interactions. 	SMT All staff	Ongoing	Quality assurance and self evaluation through: <ul style="list-style-type: none"> - Online learning journals - Learning walk - CLPL feedback - Floorbooks
Improvement in Literacy for all: *To raise attainment in talking and listening.	2.2 2.3 2.4 2.5	1.30 1.31	Targeted PEF support: <ul style="list-style-type: none"> - Speech and language therapist to provide career long professional learning in the use of Language is Fun Together. - Staff to explore how to incorporate LIFT into our play based learning approaches. - Workshop with parents on how to develop taking and listening skills at home. 	PT Speech & Language Therapist All staff	Ongoing	Quality assurance and self evaluation through: <ul style="list-style-type: none"> - Learning walk - Evaluations - CLPL feedback - Parental Questionnaires - Early Years Tracker
Improvement in Numeracy for all: *ELC settings, inside and outside, will provide an effective environment which supports the development of numeracy and mathematical skills.	1.2 2.3 2.4	1.25 1.30 1.31 2.27	Authority & Cluster: Numeracy Pedagogy Officer and West Lothian Early Years Team. Targeted PEF support: <ul style="list-style-type: none"> - Use the Maths and Numeracy Rich Environment audit tool to Form an action plan based on the audit tool data. - Introduce appropriate interventions based on the audit tool data. Authority: ELC Network meeting on numeracy rich environments.	SMT Numeracy Lead Learner Numeracy Pedagogy Officer All staff	Ongoing	Outcome measures: <ul style="list-style-type: none"> - Pre and post use of the audit tool. Process measures: <ul style="list-style-type: none"> - Use of Leuven scale of engagement - Observations of learning in the environment.
Improvement in all children and young people's wellbeing: * To create our vision, values and aims in consultation with the whole nursery community.	1.3 2.7 3.1	1.29 2.3 3.10	Universal: <ul style="list-style-type: none"> - Consult with all stakeholders on our nursery vision and values (using authority guidance from last session). - Create our nursery vision, values and aims. - Career long professional learning on <i>Emotion Works</i>. - Use of emotion works to support children's understanding of the wellbeing indicators and <i>My Creative Journey</i>. 	SMT HWB Lead Learners All staff	Ongoing	Quality assurance and self evaluation through: <ul style="list-style-type: none"> - Parental questionnaires - Partner questionnaires - Floorbooks - Blog - Wall displays
Improvement in employability skills and sustained, positive school leaver destinations for all young people: * Children's use of digital technologies enhances, deepens and personalises play and learning across the curriculum.	2.3 3.2	1.30 1.31 2.27	Universal: <ul style="list-style-type: none"> - Audit current approaches to using digital technologies in our nursery. - Career long professional learning and visits to other establishments. - Explore ways in which digital learning approaches can be used in learning at early level. 	SMT Digital Lead Learner All staff	Ongoing	Quality assurance and self-evaluation through: <ul style="list-style-type: none"> - Learning walk - Evaluations - CLPL feedback - Floorbooks - Blogging - Online learning journals