



School Improvement Plan 2019-20 Alyth Primary School

The School Improvement Framework Map

<p>The Scottish Government's vision for education:</p> <ul style="list-style-type: none"> • Excellence through raising attainment: • Achieving equity <p>NIF Key Priorities:</p> <ul style="list-style-type: none"> • 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 • Improvement in employability skills and sustained positive school leaver 	<p>National Improvement Framework –Drivers for Improvement</p> <ul style="list-style-type: none"> • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's progress • School Improvement • Performance information <p>The ECS Strategic Implementation Plan – Raising Attainment for All 2016 - 2019 will be a key document in supporting schools to use the NIF expectations as part of their improvement journeys.</p>	<p>Tayside Plan for Children, Young People and Families 2017-2020</p> <ul style="list-style-type: none"> • Our children will have the best start in life, they will be cared for in nurturing environments and ready to learn; • Our children, young people and their families will be meaningfully engaged with learning and combined with high quality learning experiences, all children and young people will extend their potential; • Our children and young people will be physically, mentally and emotionally healthy; • Our children and young people who experience particular inequalities and disadvantage will achieve health, wellbeing and educational outcomes comparable with all other children and young people; • Our children and young people are safe and protected from harm at home, school and in the community.
<p style="text-align: center;">Education Services</p> <ul style="list-style-type: none"> • ELAVs / LAVs • Professional Learning • Professional Dialogue • Building Capacity in Partnership <p style="text-align: center;">Schools & Centres</p> <ul style="list-style-type: none"> • Strategic 3 Year Plan • Outcomes and measures of Impact <p>Actions 2018</p> <ul style="list-style-type: none"> • Self-evaluation / Standards and Quality • LMG Action Plans will detail the work around outcomes for session 2019-20 		<p style="text-align: center;">PKC Statement of Intent:</p> <p>Our vision is of a confident and ambitious Perth and Kinross with a strong identity and clear outcomes that everyone works together to achieve. Our area will be vibrant and successful; a safe, secure and healthy environment; and a place where people and communities are nurtured and supported.</p>
<p style="text-align: center;">Support and Scrutiny</p> <ul style="list-style-type: none"> • Education Scotland – Inspection • Care Inspectorate • Validated Self Evaluation 	<p style="text-align: center;">PKC Outcomes</p> <ul style="list-style-type: none"> • Raising achievement for all; • Supporting vulnerable children and families; • Improving the quality of life for 	<p style="text-align: center;">P & K Community Plan 2017-2027</p> <ul style="list-style-type: none"> • Giving every child the best start in life • Developing educated, responsible and informed citizens • Promoting a prosperous, inclusive and sustainable economy

<ul style="list-style-type: none"> Services for Children’s Scrutiny (Child Protection) 	<p>Individuals and communities; and</p> <ul style="list-style-type: none"> Enabling the delivery of high quality public services 	<ul style="list-style-type: none"> Supporting people to lead independent, healthy and active lives Creating a safe and sustainable place for future generations
---	---	---

3 Year Overview		
Performance Information 2017-2020	Key Priorities 2017-2020	School Leadership 2017-2020
<ul style="list-style-type: none"> Our school will use our Closing our Gaps Statistics to identify interventions and impact of those for children who are not on track in their learning. From that information we will target specific cohorts based on attendance, attainment, engagement and participation. This will be reviewed regularly and at key points (Nov, March, and May). We will gather data from the SNSA and consider that alongside data from the LMG to plan interventions across the LMG e.g. STEM interventions. 	<p>Priorities for 2019-2020:</p> <ul style="list-style-type: none"> A consistent approach to planning and assessment will be in place to support effective learning and teaching. The rationale and design of our STEM curriculum has been developed collegiately, enabling opportunities to make links across science, technologies, engineering and mathematics, and digital skills, to be explored. 	<p>Our leadership capacity will be developed through:</p> <ul style="list-style-type: none"> Our professional dialogue and collegiate working linked to our 3 Key Priorities. All staff being involved in leading learning through our Collaborative Action Research (CAR) Groups. Improving our approaches to digital learning and teaching. Developing our understanding of curriculum areas e.g. STEM, DYW to ensure our subject knowledge is up-to-date. Our learners having a strong voice through being involved in evaluating our school using How good is OUR school?
<p>School Improvement 2017-2020</p> <ul style="list-style-type: none"> Our new digital planning framework will ensure consistency in planning for learning and teaching that is differentiated to meet learners’ needs and engages learners through the 4 contexts for learning. We will be developing Visible Learning to help us see learning through the eyes of the pupils and help pupils to see themselves as teachers. We will use tools such as classroom interviews, video diary, walkthrough and questionnaires/surveys to help us to evaluate learning, teaching and assessment, and experiences within the classroom. 		<p>Teacher Professionalism 2017-2020</p> <p>The key areas for career long professional learning and professional growth in our school and LMG will be:</p> <ul style="list-style-type: none"> Developing our knowledge understanding of curriculum rationale Developing our knowledge of relationships (through the work of Paul Dix) and their effect on learner engagement and motivation – with a focus on having a whole-team approach to behaviour management. Engagement in Collaborative Action Research (CAR) groups to ensure improvement across our 3 key priorities. Teachers will work with LMG colleagues to develop their skills in teaching Maths.

Assessment of Children's progress 2017-2020	LMG Priority 2017-2020	Parental Engagement 2017-2020
<ul style="list-style-type: none"> • We are developing our planning to be more consistent with a focus on differentiation to meet learners' needs. • We use benchmarks to inform teacher judgement and plan next steps in learning. • We use teacher judgements supported by standardised assessment to target interventions in Literacy, Numeracy and Health and Wellbeing. • We engage in moderation within and beyond the school. 	<p>The understanding and uptake of good health and wellbeing habits across our school community and the wider community will be raised.</p>	<p>The approaches that will be used or developed to engage with the wider body of parents / carers will be:</p> <ul style="list-style-type: none"> • Build on the success of our Showcase events to engage with parents and gather their views. • Involve our Parent Council more in the School Improvement process – gathering their views through small focus groups throughout the session.

Curriculum Rationale		
<p>Values</p> <p>Continue to develop our shared vision, values and aims throughout the school community. All members of the school community will work together to produce a rich, inclusive, relevant and motivating environment for all.</p> <p>There will be an increased understanding of staff knowledge and understanding of the principles and practice of GIRFEC and their roles and responsibilities in meeting universal needs.</p>	<p>Totality of the Curriculum</p> <p>Develop our digital planning to ensure consistency in planning for teaching and learning. The focus is on the 4 contexts for learning and on differentiating effectively to meet the needs of all learners.</p> <p>We will develop a more active curriculum, including focusing on important themes for example creativity, DYW and outdoor learning.</p>	<p>Learning and Teaching</p> <p>All staff have a shared understanding of effective learning and teaching approaches which are embedded in practice consistently across the school. A variety of high quality strategies and tools are employed appropriately and effectively to ensure that each child is engaged, challenged and enjoying their learning. These include cooperative learning, active learning, outdoor learning and use of appropriate technologies.</p>
<p>Experiences and Outcomes</p> <p>All the Experiences and Outcomes are used to plan relevant meaningful learning experiences for every child. This ensures consistent, progressive development of their knowledge, skills and attributes.</p>		<p>Entitlements</p> <p>Each child experiences a broad, coherent, relevant curriculum which meets their needs. All children have appropriate opportunities to develop the skills for learning, life and work, including the skills and attributes of the four capacities, and can talk about their progress in this area.</p> <p>All our children engage in learning experiences which enable them to develop their understanding of our world and Scotland's place in it, supported by their families and our community.</p> <p>Our children, families, staff and community have high expectations of themselves and the school and play a</p>

		<i>significant role in improving our school. Every child experiences success.</i>
<p>Support</p> <p><i>A policy is in place and a database has been created to ensure that support needs for each child are identified, addressed and reviewed as needed to ensure that learning experiences meet their needs and that we make best use of all available resources. We have effective links with secondary to ensure children can access enhanced transition if necessary. All children have transition opportunities.</i></p>	<p>Principles</p> <p><i>Continue to review our Curriculum Rationale to ensure that seven principles of curriculum design underpin all planned learning experiences and are consistently used as an integral part of the quality assurance process.</i></p>	<p>Assessment</p> <p><i>All staff engage with HGIOS4 and the National Improvement Framework focusing on self-evaluation for school improvement.</i></p> <p><i>Staff continue to increase their capacity to use research and data to develop effective leadership of learning and learning and teaching to meet the needs of all learners.</i></p> <p><i>The continuous cycle of learning, teaching and assessment is underpinned by the principles of AifL.</i></p>

School Improvement Plan - Priorities and Outcomes: Outcome 1
 What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome 1: A consistent approach to planning and assessment will be in place to support effective learning and teaching.

<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 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 Driver(s):</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's progress School Improvement Performance information 	<p>HGIOS4 QI(s):</p> <ul style="list-style-type: none"> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability
School Lead: HT/DHT	Completion Date: May 2020	Review Date: November 2019
<p>What impact will you measure? <i>What's going to be different or better?</i></p>	<p>How will you measure it? <i>What and by when?</i></p>	Progress at Review Date
Universal Support		
<p><i>What do we want to know?</i></p> <ul style="list-style-type: none"> That our planning enables all learners to experience activities which are varied, differentiated, active, and provide effective support and challenge. That the evidence we gather and assessment information that we record, analyse and use identifies development needs for individual learners and specific groups. That through visible learning there has been an increase in how evidence is used to create innovation in the learning environment. Nursery staff will review next steps in learning to ensure that these are shared with parents and children and revisited on a regular basis. <p><i>What difference do we hope to see?</i></p>	<p><i>What evidence will you gather?</i></p> <ul style="list-style-type: none"> Impact of the new digital planning system to provide active, engaging and progressive learning experiences for all pupils across the 4 contexts for learning. Assessment Data Analysis – including SNSA, Closing our Gaps Statistics Tracking and prediction information supported by Benchmarks. Feedback on lessons from monitoring of learning and teaching by SMT/QIO/Peers with a focus on: Visible Learning (Inspired and Passionate Teachers strand). <p><i>How will we gather the evidence?</i></p>	

<ul style="list-style-type: none"> ● Effective planning that is proportionate and manageable and clearly identifies what is to be learned and assessed. ● Assessment approaches that are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning. ● An increase in staffs' understanding of visible learning which includes: <ul style="list-style-type: none"> □ From the Visible Learner focus area a shared language of learning across the school □ From the Know thy Impact focus area improved interpretations of data to inform planning □ From the Inspired and Passionate Teachers focus areas <ul style="list-style-type: none"> · Effective differentiation within learning · Quality relationships across the school 	<ul style="list-style-type: none"> ● Self-Evaluation – link to challenge questions in HGIOS4 ● Professional Dialogue ● Planning and Tracking Meetings ● Closing our Gaps Statistics data ● Assessment – Formative/Summative/Standardised ● 'My Learning' – Learner Conversations ● Focus groups of learners – link to challenge questions in HGIOS4 – baseline/mid-point/end reviews ● Classroom Interviews ● Video Diary ● Questionnaires/Surveys ● Teacher feedback surveys ● Walkthroughs ● Calculations of effect size ● Collaborative Action Research Groups (Collegiate) 	
--	--	--

Targeted Support

<p><i>What do we want to know?</i></p> <ul style="list-style-type: none"> ● That staff ensure that their learning and teaching and assessment approaches meet the needs of diverse learners. ● How good is our understanding of differentiation? Do our staff and partners use a range of approaches that meet the needs of all learners? ● How well does our curriculum planning meet the needs of different groups of learners? ● If personalised support is having the desired impact of improving outcomes for learners. <p><i>What difference do we hope to see?</i></p> <ul style="list-style-type: none"> ● Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for all learners. ● A strong ethos across the school to minimise the impact of potential barriers to learning. ● Staff reflecting on their own practice and working collaboratively with others to build their capacity to meet the needs of all learners. 	<p><i>What evidence will you gather?</i></p> <ul style="list-style-type: none"> ● Impact of the new digital planning system to provide active, engaging and progressive learning experiences for all pupils across the 4 contexts for learning. ● Assessment Data Analysis – including SNSA, Closing our Gaps Statistics ● Tracking and prediction information supported by Benchmarks. ● Feedback on lessons from monitoring of learning and teaching by SMT/QIO/Peers with a focus on: <ul style="list-style-type: none"> □ Visible Learning (Inspired and Passionate Teachers strand). ● The review of the progress of all children, including those with additional support needs. <p><i>How will you gather the evidence?</i></p> <ul style="list-style-type: none"> ● Self-Evaluation – link to challenge questions in HGIOS4 ● Professional Dialogue ● Planning and Tracking Meetings ● Closing our Gaps Statistics data ● Assessment – Formative/Summative/Standardised ● 'My Learning' – Learner Conversations ● Focus groups of learners – link to challenge questions in HGIOS4 – baseline/mid-point/end reviews ● Classroom Interviews ● Video Diary ● Questionnaires/Surveys ● Monitoring and learning and teaching ● Teacher feedback surveys ● Walkthroughs ● Calculations of effect size ● Collaborative Action Research Groups (Collegiate) 	
--	--	--

School Improvement Plan - Priorities and Outcomes: Outcome 2

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome 2: The rationale and design of our STEM curriculum has been developed collegiately, enabling opportunities to make links across science, technologies, engineering and mathematics, and digital skills, to be explored.

<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 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 Driver(s):</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's progress School Improvement Performance information 	<p>HGIOS4 QI(s):</p> <ul style="list-style-type: none"> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability
<p>School Lead: HT</p>	<p>Completion Date: May 2020</p>	<p>Review Date: November 2019</p>
<p>What impact will you measure? <i>What's going to be different or better?</i></p>	<p>How will you measure it? <i>What and by when?</i></p>	<p>Progress at Review Date</p>
<p>Universal Support</p>		
<p><i>What do we want to know?</i></p> <ul style="list-style-type: none"> There is an increase in STEM related learning and teaching, leading to an increase in motivation and engagement for learners. There is an increase in teachers' expertise and confidence in their teaching of STEM subjects. <p><i>What difference do we hope to see?</i></p> <ul style="list-style-type: none"> Increased understanding that STEM skills help individuals function and thrive in a rapidly-changing world and enable them to make informed decisions Staff strengths and development needs in STEM have been identified and professional learning is being accessed to develop pedagogy and enhance experiences for learners. 	<p><i>What evidence will you gather?</i></p> <ul style="list-style-type: none"> How interactive learning experiences in STEM, including with digital technologies, are being developed to engage and motivate learners. How staff are sharing successes and practice to enhance learning and teaching across our setting. Feedback from lessons from monitoring of learning and teaching by SMT/QIO/Peers with a focus on: <ul style="list-style-type: none"> Learner engagement in motivating and challenging inquiry-based and experiential STEM learning experiences Feedback from staff training in Numicon and from Linda Keith. <p><i>How will you gather the evidence?</i></p>	

<ul style="list-style-type: none"> • Relevant STEM contexts that enhance engagement and motivation of learners and support efforts to raise attainment. • We are engaging with the Developing our Young Workforce (DYW) <i>Career Education Standard</i> (Education Scotland). • Teachers are engaging in using resources provided online to improve learning and teaching experience in STEM. • Engagement with local, national and themed STEM events that build motivation, awareness and confidence in STEM. • Our learners have a strong voice and are beginning to take on leadership roles as STEM Ambassadors within our school community. 	<ul style="list-style-type: none"> • Professional Dialogue & Self-Evaluation using the STEM self-evaluation and improvement framework & HGIOS4 (Education Scotland) • Monitoring of learning and teaching • Focus groups of learners – link to challenge questions in HGIOS4 – baseline/mid-point/end reviews • Classroom Interviews • Questionnaires/Surveys • Monitoring and learning and teaching 	
---	--	--

Targeted Support

What do we want to know?

- That staff understand how STEM can help to raise attainment and achievement, tackle inequity and develop the young workforce.
- If our approach to STEM is beginning to enhance wellbeing and improve outcomes for learning.

What difference do we hope to see?

- Our STEM curriculum is being developed with a strong focus on equality, diversity, inclusion and equity.
- Effective strategies are being developed to enable all learners to achieve in STEM – this includes tailored learning for those with additional support needs.
- Increased engagement with research to help us understand gender equality and stereotyping in STEM.

What evidence will you gather?

- How interactive learning experiences in STEM, including with digital technologies, are being developed to engage and motivate learners.
- How staff are sharing successes and practice to enhance learning and teaching across our setting.
- Feedback from lessons from monitoring of learning and teaching by SMT/QIO/Peers with a focus on:
 - Learner engagement in motivating and challenging inquiry-based and experiential STEM learning experiences

How will you gather the evidence?

- Professional Dialogue & Self-Evaluation using the STEM self-evaluation and improvement framework & HGIOS4 (Education Scotland)
- Monitoring of learning and teaching
- Focus groups of learners – link to challenge questions in HGIOS4 – baseline/mid-point/end reviews
- Classroom Interviews
- Questionnaires/Surveys
- Monitoring and learning and teaching

School Improvement Plan - Priorities and Outcomes: Outcome 3

What are the outcomes that you plan to achieve for your children, young people and families for this session?

Improvement Outcome 3: The understanding and uptake of good health and wellbeing habits across our school community and the wider community will be raised.		
NIF Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 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 Driver(s): <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's progress School Improvement Performance information 	HGIOS4 QI(s): <ul style="list-style-type: none"> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.3 Increasing creativity and employability
School Lead: DHT	Completion Date: May 2020	Review Date: November 2019
What impact will you measure? <i>What's going to be different or better?</i>	How will you measure it? <i>What and by when?</i>	Progress at Review Date
Universal Support		
What do we want to know? <ul style="list-style-type: none"> That everyone in our school knows and understands the wellbeing wheel and that learners use it to assess how well they are getting on with their own wellbeing. That staff have a shared understanding of the Eastern Perthshire Schools & Community Health & Wellbeing Strategy 2019-2024 and how it links to priorities of the PKC HWB Strategy along with other HWB expectations, initiatives and outcomes. That our learners are developing their understanding of the rights to which they are entitled and the adults in our school community support learners to exercise these rights. Learners show respect for the rights of others. That we are building strong relationships amongst staff and with pupils and parents to allow us to ensure that teachers can teach and learners can learn. That we are promoting positive mental and physical wellbeing and resilience for our learners and staff Continue to embed 1140 hours in Nursery, putting children's needs at the centre. The nursery staff will further develop their outdoor play space to increase opportunities for children to take risks within a supportive environment and to experience nature. What difference do we hope to see? <ul style="list-style-type: none"> Learners are using the Wellbeing Wheel as part of their Learner Conversations and evidence will be in their My Learning Folders. We have started our journey towards achieving 'The Rights Respecting Schools Bronze Award'. We have developed a Relationships Policy based around the work of Paul Dix (Book: When the Adults Change Everything Changes) The Bounceback program is being implemented in all classes to support teachers to promote positive mental health, wellbeing and resilience for learners and build safe and supportive classes and school learning environments. 	What evidence will you gather? <ul style="list-style-type: none"> Feedback from lessons from monitoring of learning and teaching by SMT/QIO/Peers with a focus on: <ul style="list-style-type: none"> Bounceback – <ul style="list-style-type: none"> looking at learners' resilience and the capacity to cope well in times of adversity or hardship and to bounce back from difficult times while retaining a positive sense of self. Evidence of ways in which the SHANARRI well-being indicators are shared and used across the school community. Feedback from the Rights Respecting Schools (RRS) Pupil Voice Group Feedback from staff around the Paul Dix Book Feedback from parents/school community about our 'Fun Fitness' Videos How will you gather the evidence? <ul style="list-style-type: none"> Professional Dialogue Monitoring and learning and teaching Questionnaires/Surveys Focus groups of learners – link to challenge questions in HGIOS4 – baseline/mid-point/end review RRS minutes of meetings 	

<ul style="list-style-type: none"> The school community are being encouraged to engage in our monthly 'Fun Fitness' Videos, led by our Digital Leaders (shared through the school app). 		
Targeted Support		
<p><i>What do we want to know?</i></p> <ul style="list-style-type: none"> How well our school community understands how lack of sleep can affect children's health. If our learners are getting the recommended 8 hours of sleep a night. <p><i>What difference do we hope to see?</i></p> <ul style="list-style-type: none"> Successful collaboration with Scottish Government's Children and Young People Improvement Collaborative (CYPIC) and colleagues within and across authorities to implement a 'Sleep Project'. Increased confidence in staff to use the Plan, Do, Study, Act (PDSA) Cycle – model for improvement (Demings 1993) to implement small tests of change throughout the 'Sleep Project'. As a result of the project, an increase in awareness across our school community of the research around the effects of lack of sleep for children. As a result of the project, an increase in the amount hours of sleep our learners are getting each night, leading to improved engagement, motivation and attainment for targeted groups. 	<p><i>What evidence will you gather?</i></p> <ul style="list-style-type: none"> Amount of hours of sleep individuals within targeted groups are getting to establish a baseline. The impact of small tests of change <p><i>How will you gather the evidence?</i></p> <ul style="list-style-type: none"> Survey's and Questionnaires Force Field Analysis Excel Run Charts to plot interventions/small tests of change and the effects 	