

Melrose Primary School

School Improvement Plan
Update March 2024



Learning, Teaching and Assessment

This session we have been looking to see how we can improve the learning experience for our learners.

One of the ways we do this is by surveying our learners about the quality of their learning experiences.

From the information that the learners have given us we are currently working to improve aspects of our learners' classroom experience.

As a school team we are working on improving the quality of questioning in our classrooms.

Furthermore, each teacher has chosen an individual focus to work on for the remainder of the session.

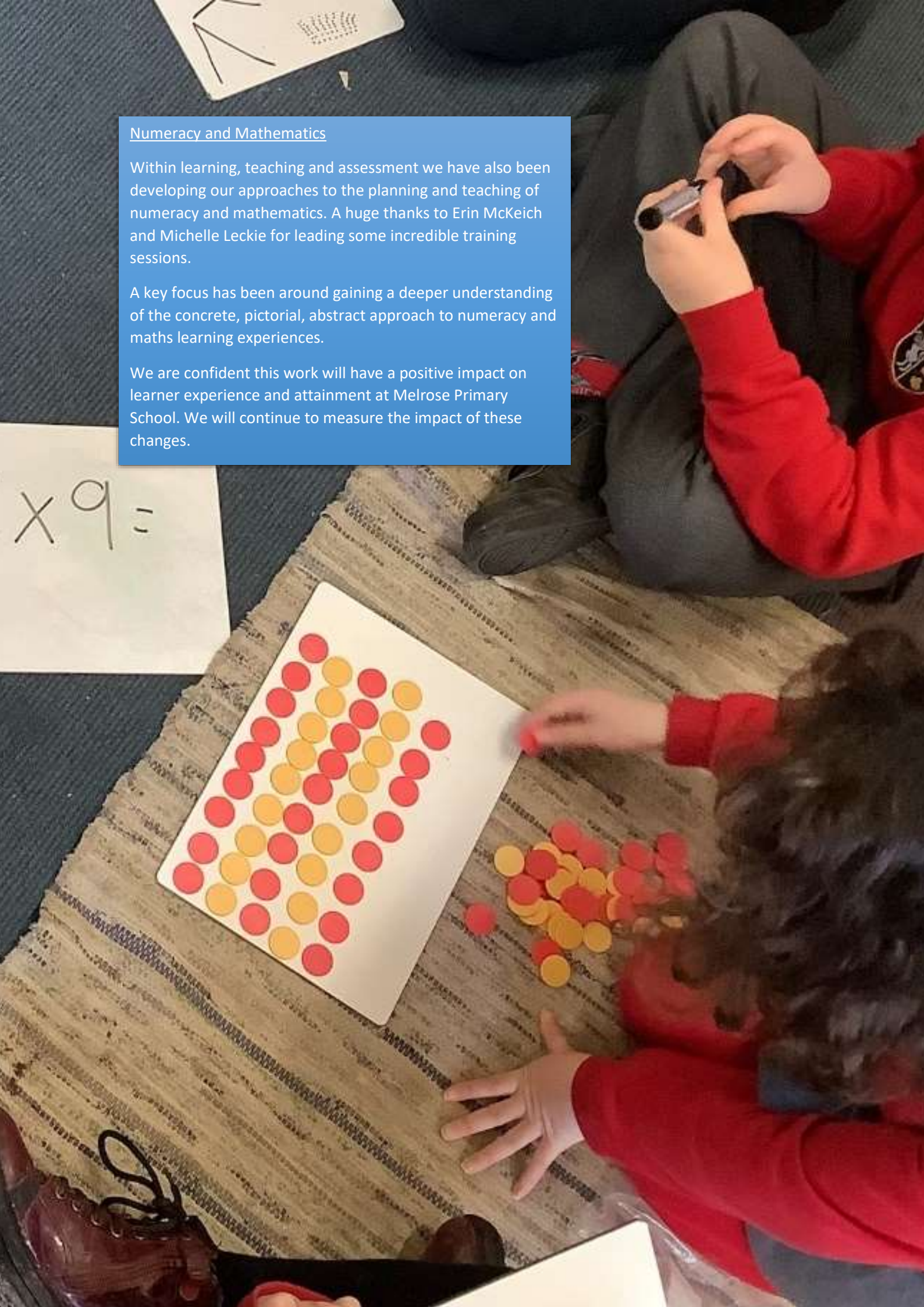
The children will be surveyed again so that we can assess the impact of our changes.

Numeracy and Mathematics

Within learning, teaching and assessment we have also been developing our approaches to the planning and teaching of numeracy and mathematics. A huge thanks to Erin McKeich and Michelle Leckie for leading some incredible training sessions.

A key focus has been around gaining a deeper understanding of the concrete, pictorial, abstract approach to numeracy and maths learning experiences.

We are confident this work will have a positive impact on learner experience and attainment at Melrose Primary School. We will continue to measure the impact of these changes.





Inclusion & Well-Being

Intended Outcomes:

To improve the health and wellbeing of our learners.

To embed the nurture principles within our day-to-day practice.

What we have done so far:


- Continued to embed the use of Zones of Regulation in order to support pupils to understand their emotions and ways to regulate them.
- Complete CIRCLE documents training (part 1) which focuses on supporting classroom environments and routines to be inclusive, meeting the needs of learners.
- Developed safe, nurturing spaces within our classes and the school
- Surveyed parents & carers about how inclusive they feel Melrose Primary School is.
- Surveyed pupils about their understanding of Zones of Regulation and Building Resilience in school.
- Acted on the results of the surveys in order to improve our practice (clarity about communication from school, heightened awareness about talking about Zones of Regulation)

How are we doing?

- Pupils have a good understanding of Zones of Regulation and can describe some strategies to support regulation.
- Overall, parents & carers feel that school is a welcoming and nurturing place which supports children to feel confident

Our Next Steps:

- Continue to embed Zones of Regulation into classroom practice (with a focus on knowing and understanding regulation strategies)
- Continue with CIRCLE document training (part 2) which focusses on meeting the needs of pupils who find traditional learning environments challenging – May 2024
- Embed our knowledge of the CIRCLE document into our practice – continued into 2024-25 session
- Continue to develop staff knowledge and embed knowledge of Nurture Principles, in line with Scottish Borders Council SBC Include Nurture policy – April 2024
- Engage with the Glasgow Motivation and Well-Being Tool for pupils – September 2024



At Melrose our vision is **'To be the best we can be'**. Our aim is to engage collaboratively with our staff, learners and their families.

Respectful Relationships

We are currently developing our policy to promote excellence in behaviour and relationships. As a staff we have evaluated our most recent policy and in the process of making changes to ensure we foster a culture of respect.

We have made positive small steps within our school:

- 1) Senior Leadership Team are more visible throughout the school and the playground supporting teachers, pupil support assistants and learners
- 2) Embedding our 3Ss whilst walking through the school – silent, single file, sign/smile
- 3) Picking up a football when adults are walking past
- 4) Holding the door for others
- 5) Change to our snack policy

Our next steps are to create a draft policy to share with staff, pupils and parents.

