

2.4 Personalised support
3.2 Raising attainment and achievement

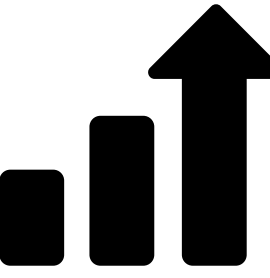


2.5 Family learning
2.7 Partnerships

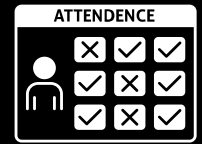
High Mill Primary SIP 2022/23



2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement



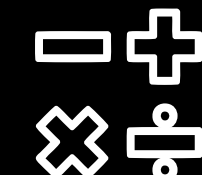
2.2 Curriculum
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement



Attendance



Parental Engagement



Numeracy and Maths



Writing

Provide support to learners and families to tackle the poverty related attendance gap, supporting them to attend school regularly.

To foster a culture of involvement, participation and engagement between home and school.

Improving attainment in Numeracy and Maths by using informed, pedagogical practices and high quality, effective teaching approaches.

Improving attainment in Writing by using informed, pedagogical practices and high quality, effective teaching approaches.

NIF 1, 2, 3, F
SLC 2, 4

Deliverables

- Participation in the authority 'Attendance Test of Change Group'.
- CLPL for teaching and support staff on Emotionally Based School Avoidance

Outcomes

- Increased attendance
- Improved staff knowledge and confidence in supporting attendance.

Measures

- Monthly and overall attendance data
- Pre and post questionnaires for targeted pupils, parents and staff.

NIF 1, C
SLC 2

Deliverables

- Provide family opportunities and programmes, in partnership with YFCL and local 3rd sector groups.
- Parent and child 'sharing the learning' events and workshops linked to school improvement and equity priorities.
- Regular opportunities for families to share feedback on learning, the school and to celebrate learning.

Outcomes

- Improved engagement of parents and families in school life.
- Increased confidence of parents/families to support their children's learning.
- Increased community partnership involvement with the school

Measures

- Record of parental engagement opportunities
- Participation data for events and programmes
- Pre and post evaluations from pupils, parents and staff

NIF 3, 5, D
SLC 1, 3

Deliverables

- All staff trained in Maths Recovery.
- Lead teacher accredited Maths Recovery Trainer for SLC.
- Refreshed curriculum pathways for Numeracy and Maths, incorporating Maths Recovery approaches.
- Support and interventions for targeted pupils.
- AiFL - Consistent approaches to LI, SC feedback, Learner Conversations and pupil target setting.

Outcomes

- Broader range of pedagogical approaches used in Numeracy and Maths to ensure consistency.
- Pupils across all stages will develop a positive attitude to maths
- Pupils and parents become more confident and more engaged with numeracy and maths skills.
- All pupils are able to verbalise their mathematical thinking .
- Raised attainment for current P.3, P.4 and P.6

Measures

- Teacher Professional Judgements
- MALT assessment data
- Pupil and parent surveys
- Class observations
- Leuven's engagement data
- CLPL records and feedback

NIF 3, 5, D
SLC 1, 3

Deliverables

- Talk 4 Writing training for teaching staff at Early and First Levels (P.1-4).
- Talk 4 Writing approach used it Early and First Levels (P.1-4).
- Small test of change practitioner enquiry in vocabulary development across P.5-7.
- AiFL - Consistent approaches to LI, SC feedback, Learner Conversations and pupil target setting.
- NELI approach used following CLPL for support staff at Early Level

Outcomes

- Widen range of pedagogical approaches used in writing.
- Increase number of learners attaining in Writing.
- Improvement in oral language skills.
- Increased range of vocabulary transferred to Writing.

Measures

- Scottish Criterion Scale data
- Teacher Professional Judgements
- Teacher Survey
- BVPS scores
- Renfrew Vocabulary Scale
- Moderation of vocabulary used in Writing (Tier 2 and 3 words)

KEY: National Improvement Framework (NIF)

Key priorities of the NIF

1. Placing the human rights and needs of every child and young person at the centre of education
2. Improvement in children and young people's health and wellbeing
3. Closing the attainment gap between the most and least disadvantaged children and young people
4. Improvement in skills and sustained, positive school-leaver destinations for all young people
5. Improvement in attainment, particularly in literacy and numeracy.

NIF Drivers

- A. School and ELC leadership
- B. Teacher and practitioner professionalism
- C. Parent/carer involvement and engagement
- D. Curriculum and assessment
- E. School and ELC improvement
- F. Performance information

SLC Priorities



SLC 1

Raise standards in literacy and numeracy and close the poverty-related attainment gap.

SLC 2

Improve Health and Wellbeing to enable children and families to flourish

SLC 3

Support children and young people to develop their skills for learning, life and work.

SLC 4

Ensure inclusion and equality are at the heart of what we do.

