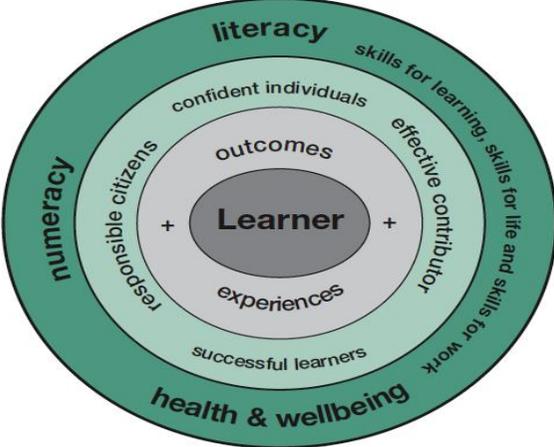


School Improvement Plan 2018-19 Fossoway Primary

3 Year Overview

| Performance Information 2017-2020 | Key Priorities 2017-2020 | School Leadership 2017-2020 |
|--|---|--|
| <ul style="list-style-type: none"> Ensure that all teachers and nursery staff have a clear understanding of the attainment data for the school and their class and know how to use this information. Target specific cohorts of children based on attendance and attainment information. Track groups and curricular areas over time. Use assessment information including SNSAs and Developmental Milestones to plan effective interventions. | <ul style="list-style-type: none"> To continue to develop a consistent and progressive pedagogy in numeracy resulting in raised attainment. To improve opportunities to learn in an active way through real life contexts to further develop and apply skills for learning, life and work. (Play in P1 pilot, Outdoor Learning, Community projects, role of committees and leaders). To improve reporting so that parents have a clearer understanding of learners' progress and achievements and how to support learners. | <ul style="list-style-type: none"> All teachers will influence the direction of school improvement through leading aspects of SIP All learners will influence school improvement through Learning Council, committees, leadership roles, assemblies. Staff, parents and wider community will all be encouraged to carry out individual leadership roles. <i>Further develop role of pupil Learning Council and pupil voice in general</i> <i>Review and revise our Vision, Values and Aims and Curriculum Rationale</i> <i>Review planning to reflect Curriculum Rationale and ensure opportunities for pupils to influence their own learning</i> |
| School Improvement 2017-2020 |  | Teacher Professionalism 2017-2020 |
| <ul style="list-style-type: none"> Further engage with all themes of 2.3 HGIOS4 Learning, Teaching and Assessment through SMT and peer monitoring of learning and classroom observations. Regular opportunities for professional dialogue with teachers to reflect on school improvement priorities and impact on learning. <i>Continue to develop innovative methods for Self Evaluation with all stakeholders.</i> | <ul style="list-style-type: none"> Teachers will continue to work with LMG colleagues (Primary and Secondary) to develop a shared understanding of progression within and through CfE levels. Staff will engage in professional reading, pedagogical discussion and collegiate working to ensure continued improvements in Learning and Teaching. All staff will continue to share practice across the school, the LMG and beyond. | |
| Assessment of Children's progress 2017-2020 | LMG Priority 2017-2020 | Parental Engagement 2017-2020 |
| <ul style="list-style-type: none"> Implement a programme of planned moderation opportunities within and beyond the school. Continue to develop understanding of tracking, monitoring progress, prediction systems (including benchmarks and SNSAs) Regular discussion with teachers to analyse tracking information to inform and review interventions. Use of pupil focus group information including all aspects of learning | <ul style="list-style-type: none"> To develop consistent approaches to assessing and moderating pupil performance to improve the accuracy of teacher assessment judgements using benchmarks and "Achievement of a Level" model To share practice, pedagogy and resources in digital technology To investigate a more streamlined and meaningful way to report to parents. | <ul style="list-style-type: none"> Ensure consultation with parents is meaningful and subsequent actions directly impact on learners. Increase parental participation in their children's learning through a wide range of planned opportunities across a school year. Develop a variety of approaches with parents and learners to share progress in learning and achievement and identify next steps in learning. |

| Curriculum Rationale | | |
|---|--|---|
| <p style="text-align: center;">Values</p> <p><i>The totality of learning experienced by all our children enables them to develop the knowledge, skills and attributes to be lifelong successful learners, confident individuals, responsible citizens and effective contributors in a global society.</i></p> <p><i>All stakeholders effectively work together to provide an inclusive, relevant and motivating learning environment for all.</i></p> <p><i>Each child is actively involved in planning and assessing their own learning and next steps and their achievements are celebrated.</i></p> | <p style="text-align: center;">Totality of the Curriculum</p> <p><i>Children, families, staff and our community are involved in both planned and spontaneous opportunities which develop the life and ethos of the school.</i></p> <p><i>There is a considered blend of discrete subject development and interdisciplinary learning designed around contexts which are relevant and meaningful to our children.</i></p> <p><i>Opportunities are planned for all children to develop and achieve their potential as individuals.</i></p> | <p style="text-align: center;">Learning and Teaching</p> <p><i>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.</i></p> |
| <p style="text-align: center;">Experiences and Outcomes</p> <p><i>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.</i></p> |  | <p style="text-align: center;">Entitlements</p> <p><i>Each child experiences a broad, coherent, relevant curriculum which meets their needs. All children have appropriate opportunities to develop the skills and attributes of the four capacities, and can talk about their progress in this area.</i></p> <p><i>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.</i></p> <p><i>Our children, families, staff and community have high expectations of themselves and the school and play a significant role in improving our school. Every child experiences success.</i></p> |
| <p style="text-align: center;">Support</p> <p><i>Transition support at all levels and stages demonstrates best practice in ensuring each child is supported appropriately.</i></p> <p><i>All stakeholders are clear about agreed policy and practice in this area. 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.</i></p> | <p style="text-align: center;">Principles</p> <p><i>The 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 style="text-align: center;">Assessment</p> <p><i>The continuous cycle of learning, teaching and assessment is built on a sound foundation underpinned by the principles of Assessment for Learning. School, LMG, PKC and national moderation processes enable us to make sound judgements about each learner's progress which is supported by a bank of good quality evidence demonstrating breadth, challenge and application of knowledge, skills and attributes.</i></p> |

School Improvement Plan - Priorities and Outcomes

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

| | | |
|--|--|---|
| <p>Improvement Outcome 1: All learners will experience a consistent and progressive pedagogy in numeracy resulting in raised attainment.</p> | | |
| <p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment particularly in Numeracy Improvement in employability skills | <p>NIF Driver(s):</p> <ul style="list-style-type: none"> Teacher professionalism Parental engagement Assessment of children's progress Performance information | <p>HGIOS4 QI(s):</p> <ul style="list-style-type: none"> 1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.2 Raising attainment and achievement |
| <p>School Lead: Lisa Brown</p> | <p>Completion Date: June 2019</p> | <p>Review Date: January 2019</p> |
| <p>What impact will you measure? <i>What's going to be different or better?</i></p> <ul style="list-style-type: none"> Improved levels of numeracy attainment for learners Improved and consistent pedagogy in the teaching of numeracy across the whole school Improved understanding and application of assessment strategies using Big Maths assessments, holistic assessments and numeracy benchmarks An improvement in learners' ability to apply key numeracy skills across different (real-life) contexts An improved parental understanding of how key mathematical applications are taught in school. | <p>How will you measure it? What and by when?</p> <ul style="list-style-type: none"> Review at collegiate sessions of whole school approaches to Big Maths and teaching numeracy in context. Moderation of numeracy using benchmarks, assessment information including holistic assessment. (3 times in year) Reviews of good practice visits in an out of school and SMT/professional support visits Tracking and prediction information Diagnostic baseline assessments with midpoint review including SNSA Jotter moderation, tracking meetings, learner conversations using HGIOurS, planning discussions Parental feedback – surveys and discussions. | <p>Progress at Review Date</p> |

School Improvement Plan - Priorities and Outcomes

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

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| <p>Improvement Outcome 2: All learners will have opportunities to learn in an active way through real life contexts to further develop and apply their skills for learning, life and work.</p> | | |
| <p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in children's and young people's health and wellbeing Improvement in employability skills | <p>NIF Driver(s):</p> <ul style="list-style-type: none"> School leadership Teacher professionalism School Improvement | <p>HGIOS4 QI(s):</p> <p>1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning Teaching and Assessment 3.1 Improved wellbeing, equality and inclusion 3.3 Increasing creativity and employability</p> |
| <p>School Lead: Amy Cummings/Paul Nicholson (Play), Fiona Allan (Outdoor), Life & Ethos (Fiona Allan, Tim Haines)</p> | <p>Completion Date: June 2019</p> | <p>Review Date: January 2019</p> |
| <p>What impact will you measure? <i>What's going to be different or better?</i></p> <ul style="list-style-type: none"> Improved planning for learners to experience real life learning contexts which reflect relevant local and global community opportunities. Improved planning for learners to experience relevant and progressive outdoor learning experiences. Improved levels of engagement in learning through a focus on play in the early years and the extent to which this provides opportunities for learners to explore creative approaches in all curriculum areas. Improved understanding and application of the learning and skills involved in learning through the life and ethos of the school eg. Leadership roles, Committees, Assemblies, Learning Council, House times, planning own learning. | <p>How will you measure it? <i>What and by when?</i></p> <ul style="list-style-type: none"> Collegiate discussion and whole school planning opportunities – staff feedback. Feedback from the local community Pupil surveys (base line and end point) Specific awards eg John Muir? Moderation and school visits as part of Play in P1 Pilot programme Professional support visits Pupils surveys and learning conversations using HGIOS | <p>Progress at Review Date</p> |

School Improvement Plan - Priorities and Outcomes

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

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|--|---|---|
| Improvement Outcome 3: All families will have an improved understanding of learners' progress and achievements and how to support learners | | |
| NIF Priority: Improvement in reporting to parents Improvement in parental engagement and family learning. | NIF Driver(s): Parental Engagement | HGIOS4 QI(s): 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement |
| School Lead: Fiona Allan | Completion Date: June 2019 | Review Date: January 2019 |
| What impact will you measure? <i>What's going to be different or better?</i> | How will you measure it? What and by when? | Progress at Review Date |
| Improved parental understanding of learners' achievements, progress and next steps from changes/improvements to: <ul style="list-style-type: none"> • Learning Steps jotters • Sharing Learning Events • Parent contact evenings • Stay & Play/Learn sessions • Written reports • Other reporting as decided by "reporting review" | <ul style="list-style-type: none"> • Focus groups using reporting jigsaw to establish • Before/after surveys (parents) • Comments/evidence of parent/pupil learning conversations in learning steps jotters • Interaction/engagement levels at Stay & Play sessions | |

