



School Improvement Plan 2019-20

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 interventions. 	<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?

Improvement Outcome: Learners, parents, partners and staff will develop a shared vision, values and aims relevant to the school and community and ensure these are embedded in our whole school ethos and relationships.

<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Improvement in children's health and wellbeing 	<p>NIF Driver(s):</p> <ul style="list-style-type: none"> School leadership Parental Engagement 	<p>HGIOS4 QI(s): 1.3 Leadership of Change 2.7 Partnerships</p>	
<p>School Lead: Tim Haines</p>	<p>Completion Date: June 2020</p>	<p>Review Date: Dec 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? What and by when?</p>		<p>Progress at Review Date</p>
<ul style="list-style-type: none"> All learners, parents, staff and partners will have a sense of ownership of the school vision, values and aims. Staff understanding of the social, economic and cultural context of the local community and how this knowledge has been used to shape the vision for the school. Understanding of the VVA by our Learners – through the four contexts of learning How well the VVA are used to inspire and sustain collective commitment through daily actions and communication. 	<ul style="list-style-type: none"> Surveys (before and after) of awareness of VVA Understanding of VVA – measure consistency and quality of references to VVA in planning walls, learning journeys, displays, Twitter feeds, other communications, celebrating achievements. Moderation and monitoring of learning conversations and learning journeys for evidence of links and references to VVA. Observation of consistency of approaches to relationships, behaviour and ethos. 		

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?

Improvement Outcome: All learners will receive and act upon highly effective feedback resulting in raised attainment.		
NIF Priority: <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy 	NIF Driver(s): <ul style="list-style-type: none"> Teacher professionalism Assessment of children's progress 	HGIOS4 QI(s): 2.3 Learning Teaching and Assessment 2.4 Personalised Support
School Lead: Fiona Allan/Lisa Brown	Completion Date: June 2020	Review Date: Dec 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
Universal Support		
<ul style="list-style-type: none"> Feedback from teachers will be of consistently high quality and linked to success criteria and clear next steps. Learners will have a clear and accurate understanding of their progress and what they need to do to improve (and be able to articulate this) Learners will be able to talk about assessment approaches and how to use results to support next steps. 	<ul style="list-style-type: none"> Observations and monitoring of verbal feedback Jotter review (including Learning Journeys) for written feedback. Pupil focus groups (before and after) to discuss feedback. Review of sample of children's work over time to confirm feedback is being acted on. 	

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?

Improvement Outcome: All learners will feel very well supported to do their best in an inclusive, nurturing environment where there is a consistent approach from all to relationships and positive behaviour.

<p>NIF Priority:</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Improvement in children's health and wellbeing 	<p>NIF Driver(s):</p> <ul style="list-style-type: none"> Teacher Professionalism Performance Information Assessment of Children's progress 	<p>HGIOS4 QI(s):</p> <p>2.4 Personalised Support 3.1 Ensuring Wellbeing, Equality and Inclusion</p>	
<p>School Lead: Fiona Allan/ Janie Clemie</p>	<p>Completion Date: June 2020</p>	<p>Review Date: Dec 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? What and by when?</p>		<p>Progress at Review Date</p>
<p>Universal Support</p>			
<ul style="list-style-type: none"> All staff will take responsibility for implementing a consistent approach to securing positive relationships and behaviour in the classroom, playground and community. Impact – improvements in behaviour, wellbeing and equality. The needs of all learners will be met by making changes to classroom environments Impact of upskilling teachers to increase capacity for supporting needs of all pupils. 	<ul style="list-style-type: none"> Walkabouts, observations, interviews and discussions. Teacher surveys Other measures to be developed following Pivotal Training on Inset Day 1 		
<p>Targeted Support</p>			

<ul style="list-style-type: none">• Impact of upskilling teachers to increase capacity to plan and implement a range of targeted support in their classrooms	<ul style="list-style-type: none">• Teacher surveys• Tracking and monitoring• Observations• Pupil focus groups.• Assessment information	
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