School Improvement Plan

2021-22

Melrose Primary

INTRODUCTION - School Improvement Planning 2021/22

This document outlines our identified priorities for Session 2021/22 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2020/21. For more information on our performance see our School Improvement Report 2020/21.

Self-Evaluation Summary

Identification of strengths and aspects for improvement involves knowing the impact of our work on learners.
Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

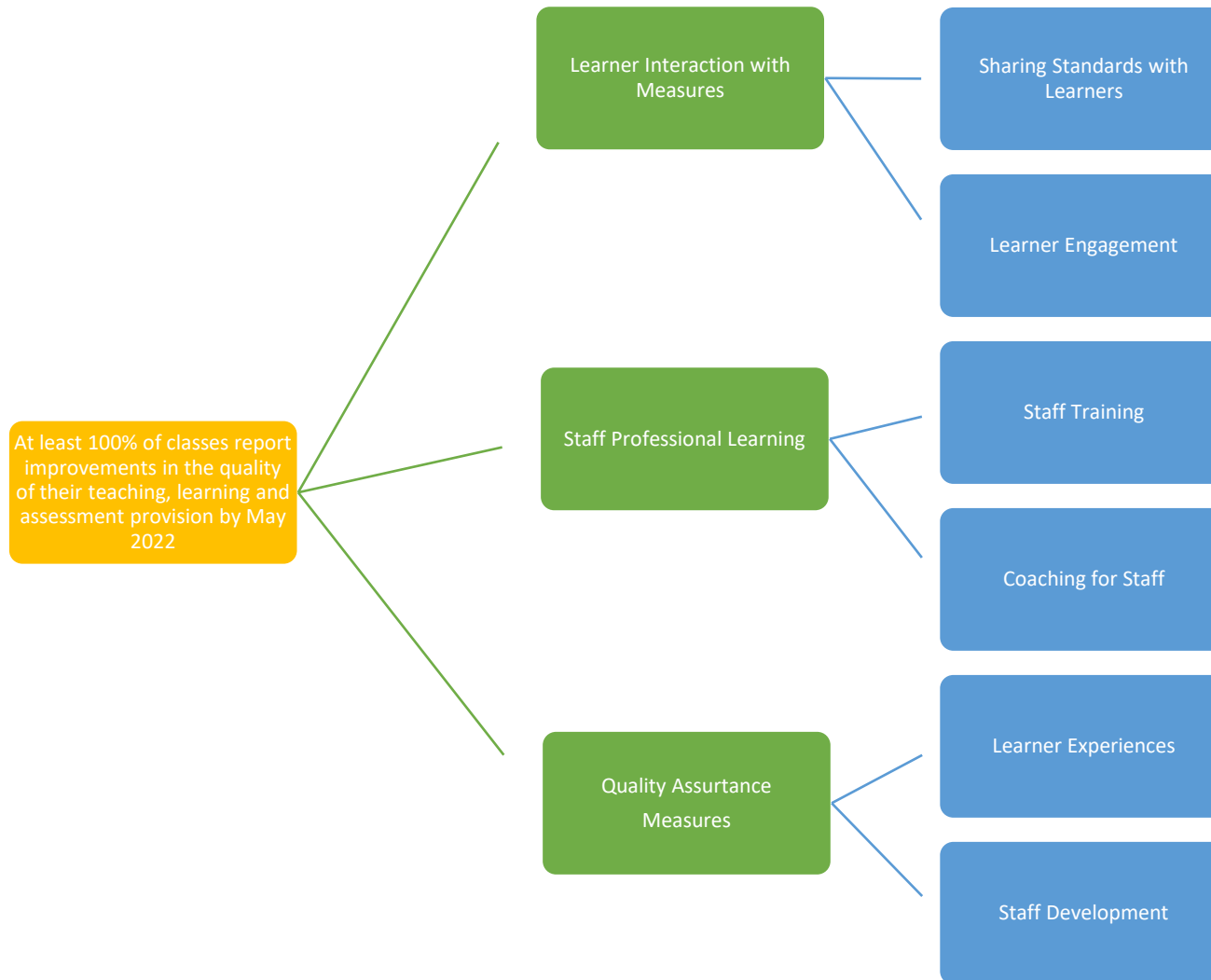| Strengths 2020-21 |
|---|
| **Teaching and Learning and Assessment**
All teachers demonstrate a good understanding of the learning process, based on building schemata in long-term memory. We have robust self-evaluation procedures that allow us to assess the impact of teaching, learning and assessment developments on our learners.

Technology to Support Teaching and Learning
P4-7 learners use a wide range of iPad apps to support and enhance teaching and learning.

Nurturing approaches
Improved staff knowledge and understanding of nurturing approaches and how this fits with the Scottish Borders Council (SBC) Inclusion framework.

Coaching
Staff developed knowledge and understanding of coaching techniques. A more consistent approach has empowered children to express their emotions and set their own goals evidenced by improved relationships and behaviour in school and/or at home. Coaching through play for children in the early years developed.

Early Learning and Childcare (ELC)
Children's wellbeing, confidence and resilience improved and enhanced with the development of the Outdoor Satellite Setting. Children make their own decisions, problem solve and manage boundaries through free play outdoors. ELC practitioners use high quality observations to inform interventions and future learning. |

	Areas for Improvement 2021-22		
Learning, Teaching and Assessment			
	Short Term	**Medium Term**	**Long Term**
Principles of Practice	Questioning strategies	Engagement with Rosenshine's Principles	Teachers have a knowledge and understanding of Rosenshine's Principles in Action Teachers can apply this knowledge and understanding in a classroom environment Practitioners can evidence the impact of digital technologies PL for their learners
Digital Technology	P4-7 Use of IPADS: Programme of moderation activities planned by PT. Record and report on % of planned activities implemented	IPAD skills progression developed and adopted by practitioners	
ELC Pedagogy		PDSA cycle developed to test and implement change following professional discussion with early years practitioners	Continue to make sustained improvements following evaluation of PDSA cycle
Inclusion			
	Short Term	**Medium Term**	**Long Term**
Inclusion - Nurturing Approaches • Coaching • Zones of Regulation • Restorative Approaches • Building Resilience	On- going August 2021 to May 2022 as detailed in the operational plan		

Priority 1: Learning, teaching and assessment

At least 100% of classes report improvements in the quality of their teaching, learning and assessment provision by May 2022

- Learner Interaction with Measures
  - Sharing Standards with Learners
  - Learner Engagement
- Staff Professional Learning
  - Staff Training
  - Coaching for Staff
- Quality Assurtance Measures
  - Learner Experiences
  - Staff Development

Measurement Plan

HGIOS 4 QIs: **1.1 1.3 2.3 3.2**
National Improvement Drivers: **School Improvement, School Leadership, Teacher Professionalism**
National Priority: **Improvement in Attainment**

Measure Name	Type (Process, outcome, balancing)	Driver Addressed	Operational Definition	Person(s) responsible and by when
Learning Provision – Learners Perspective	Outcome	Aim	Learner survey focussed on teaching, learning and assessment metrics. Questions answered on grading system. Graded responses monitored over time to assess progress. Responses at four points during the session.	JW – September, November, January March
Practitioner Skills, Knowledge and Understanding	Process	Staff professional learning – classroom experience	Practitioner survey focussed on teaching, learning and assessment metrics. Questions answered on grading system. Graded responses monitored over time to assess progress.	JW – September, November, January March

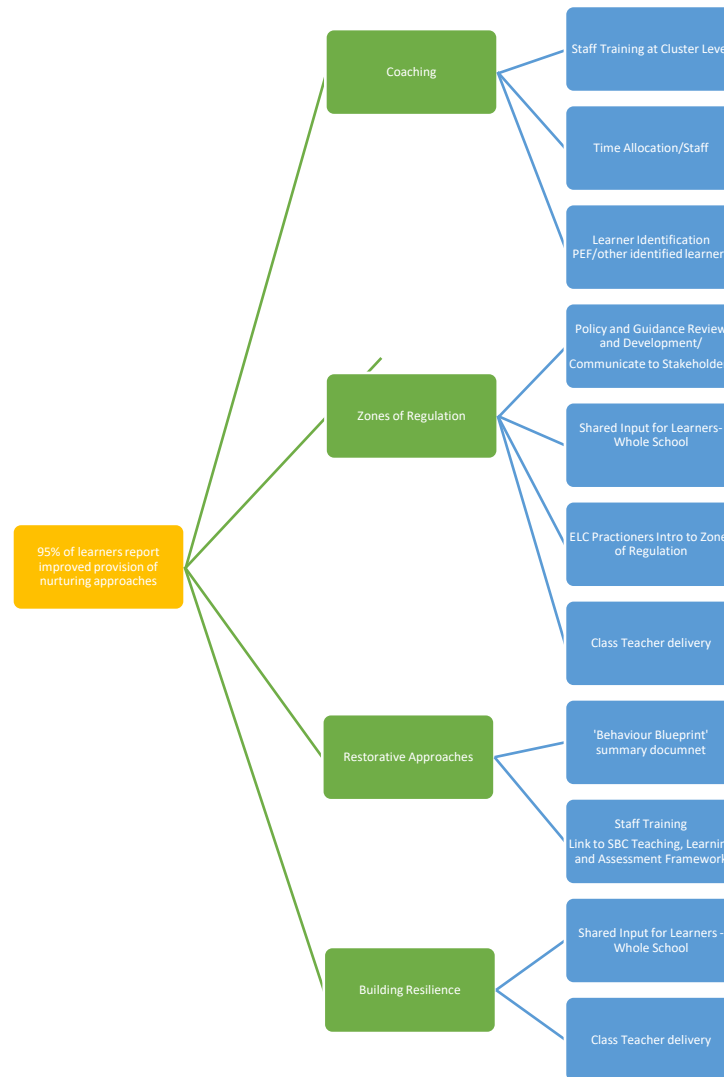|			Links with Learner Survey - at four points during the session. Follow up coaching sessions with staff – 15 mins 4 times per session	
Practitioner Skills, Knowledge and Understanding	Process	Aim	Summative measure at project start / end/. Assessing K and U relating to Rosenshine's work.	JW – September, April
Operational Calendar	Process	Aim	Create operational calendar to record frequency of planned interventions and whether they took place or not. Operational measures: Learners Survey 1 -4 Practitioner Survey 1-4 Practitioner Summative Assessment 1&2 Training Sessions Practitioner Coaching Sessions Delivery of pupil learning sessions Attainment check ins	JW – August - June

Operational Calendar – Teaching and Learning

	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Learner Survey		x		x		x		x			
Practitioner Survey		x		x		x		x			
Practitioner Summative Measure		x							x		
Record of Staff Training Sessions	x	x	x	x	x	x	x	x	x		
Practitioner Coaching Sessions + observation sessions			x (subsequent to survey analysis)		x (subsequent to survey analysis)		x (subsequent to survey analysis)		x (subsequent to survey analysis)		
Record of Pupil Learning Sessions	x	x	x	x	x	x	x	x	x		
Attainment Data			x			x			x		

QI	NIF Priority	SBC Framework	Intended outcome:
1.1, 1.3, 2.3, 3.2	School leadership Teachers professionalism	Learning, Teaching and Assessment	To raise attainment in Literacy and Numeracy.

Process			Progress Tracker	
	Strategic lead and key people	**Timescale (Date)**	**Measures of Success**	**Review Date**
1 **What we are going to do?** • Further develop consistency in all classes with the 'no hands up' approach • Develop consistent approaches to support and encourage non-engaging or reluctant learners in answering questions • Continue to develop practitioner understanding of use of Rosenshine's Principles: Scaffolding and Modelling Questioning Daily, weekly, monthly review Stages of Practice **Why we need to do it?** To improve standards of Teaching Learning and Assessment, allowing us raise attainment for our learners.	See measurement plan (above)	See operational calendar (above)	See measurement plan (above)	See measurement plan (above)

2	**What we are going to do?** • P4-7use of iPads o Plan quality assurance and moderation to ensure effective use o Establish a progression of skills • Teachers to continue to undertake continuing professional development with a focus on the use of technology/iPads to support and enhance learning and teaching	PT	September - April	1. Programme of moderation activities planned by PT. Record and report on % of planned activities implemented. 2. IPAD skills progression developed and adopted by practitioners. 3. Practitioners can evidence the impact of digital technologies PL for their learners.	Ongoing Sep 2021 to March 2022 October 2021 February 2022 October 2021
	Why we need to do it? To establish high quality utilisation of digital technologies to enhance and improve teaching, learning and assessment.				May 2022 (PRD)
3	**What we are going to do?** • Continue to develop the use of provocations through interactions, experiences and spaces in Early Learning and Childcare (ELC). o Use Plan, Do, Study, Act (PDSA) cycle	DHT and EYO	September - April	1. PDSA cycle developed to test and implement change following professional discussion with early years practitioners 2. Continue to make sustained improvements following evaluation of PDSA cycle.	September 2021
	Why we need to do it? To embed an inquiry based approach to learning in ELC				Ongoing Sept 21 to May 2022

| 4 | **What we are going to do?**
• Early Learning and Childcare – evaluate the Personal Learning Plan process | DHT and EYO | By December 2020 | 1. Evaluation of PLPs completed and improvements identified. | September 2021 |
| | **Why we need to do it?**
• To ensure improved child awareness of targets within PLP and ownership of evidence of achievement. | | | 2. Identified improvements evidenced in PLPs.

3. Children able to talk about their own targets evidenced through observations. | Ongoing Sept 21 to May 2022 |

Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome: Improve the health and wellbeing of learners		
2.1, 3.1 and a cross cutting theme across all	School improvement	Inclusion			

Process				Progress Tracker	
			Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed

		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	**What we are going to do?** Nurture approaches ➢ Continue to develop and deliver coaching for identified learners ➢ Work collegiately with Earlston High school coaching team (SEIC involvement) as part of a cluster improvements ➢ Further develop consistent engagement in the use of reflective dialogue to promote excellence in behaviour and relationships ➢ Scripting of conversations using restorative language ➢ Consistent use of strategies – including Zones of Regulation ➢ Continue to develop parent/carer knowledge and understanding of wellbeing indicators. ➢ Focussed work on peer pressure for second level learners		August 2021 to May 2022	1. Number of coaching sessions that have taken place for identified learners 2. Mean score on wellbeing indicators – 2 points in the session (Sept/May) 3. Creation of updated Positive Behaviour Policy including 'Behaviour Blueprint' summary and scripting 4. Policy has been shared with all stakeholders 5. Staff training has taken place 6. Evidence of restorative approaches in place across the school 7. Monitoring of classes, evidence of 'Zones of Regulation' being used 8. Staff training has taken place with ELC staff in relation to 'Zones of Regulation' 9. Implement approach in ELC in a developmentally appropriate way 10. Dialogue with learners to monitor their understanding of 'Zones of Regulation' and related strategies	**1** Aug/Sep 2021

Why we need to do it? Identification through self-evaluation			11. Information about 'Zones of Regulation' shared with parents/carers 12. Information about wellbeing indicators shared with parents/carers (P6/P7 to action/pupil video) 13. Evidence that the 'Building Resilience' approach/resource is being delivered in classes. Included on consultation agenda for discussion 14. Evidence of 'Building Resilience' being delivered as a whole school approach	

	Ongoing Improvements 2021-22			
	Process		**Progress Tracker**	
	Improvement	**Strategic lead**	**Measures of Success**	**Expected completion date**
1	STEM	STEM ambassadors LH, KD	No	May 2022
2	Inclusion Raising children with confidence programme to be offered to parents/carers	SBC	No	May 2022
3.	ELC Emerging literacy - Through ongoing CLPL and monitoring, ensure the continued use of the Emerging Literacy approaches and resources.	All ELC staff	Yes	May 2022
4.	1+2 Languages	GM	Yes	May 2022

1+2 languages			Overall Responsibility	QIs
- *To consolidate and embed French language from Nursery to P7 – "every teacher, every classroom" with clear planning and support for professional development in place* - *To introduce L3 learning in P5 to P7* - *To support developing leadership in and promotion of languages both in school and across the cluster*				1.1, 1.2, 2.1, 3.1, 5.1, 5.2, 5.3, 5.4, 5.5, 6.3, 8.1, 8.3

Outcome and impact for learners – learners will embed their knowledge and understanding of the French language. P5-P7 learners to be introduced to L3 languages through various curricular contexts.

Tasks	By Whom	Resources	Timescale	Progress/Evaluation
Refresh French language planning and progression from Nursery to P7, using policy progression framework and support resources	Classroom teachers, lead learners, 1+2 languages officer	1+2 policy, L2 & L3 progression planners 1+2 resources	CAT	
Plan, develop and introduce L3 language learning models in P5/6/7	Classroom teachers, Lead learners, 1+2 languages officer	1+2 policy, progression and overview & planners ELC/MLC 1+2 resources;	CAT - Anne	
Share and promote uptake of professional learning opportunities in L2 French and L3 languages with staff	SLT, Classroom teachers, Lead learners, 1+2 languages officer	Locally provided CLPL courses, engagement with secondary school	August 2021in-service	
Whole school activities to support the development of French in every class. E.g. assemblies, French Fridays, French focus, cultural events etc.	Class teachers, SLT Lead learner Pupils Parents	Evidence of learning in French	Calendar events tbc	
Continued development of engaging, supportive and enriching languages transition events, partnerships and planning in partnership with secondary ML dept.	Secondary ML dept. Class teachers Lead Learners	Pupils will prepare a song and introduction about themselves	By May 2022	