Prestonpans Primary School

Prepare Persevere Succeed

Development Plan

2015/16
## PRIORITY 1

### Reading Moderation

#### 1. What do we want to do?
- Integrate Significant Aspects of Learning into Planning, Teaching and Learning, Assessment and Moderation
- Use the Literacy Progression Framework to support staff when considering the evidence of knowledge and understanding, skills, attributes and capabilities provided by our learners as they progress through and achieve a level in reading
- Share good practice of how to develop excellent reading strategies and how to provide opportunities for planning reading across the curriculum

#### 2. Why do we want to do it?
- To continue to enable teachers to arrive at a shared understanding of standards and expectations within and through levels
- To continue to raise children's awareness of their strengths and how to identify their next steps in learning
- To continue to raise standards and expectations and levels of consistency across the school

#### 3. How are we going to do it?
- All teaching staff to attend a whole day training on Muckle Reading which focuses on reading across the curriculum, reading strategies and activities, differentiation, tracking, and implementing HOTS into reading
- Professional reading to reflect on current practice within the school and to develop staff understanding and skills in order to improve attainment (progression)
- Staff to refer to the Significant Aspects Flipcharts for 1st and 2nd Level to support planning
- SMT to monitor the planning of reading to ensure breadth, challenge and application
- Facilitate teacher peer observations through the Framework Agreement
- Timetable year group reading moderation, using the ‘Suggestions for Evidence’ created by the reading collegiate group to support the moderation process
- Display significant aspects of learning around the school in all reading displays

#### 4. When are we going to do it?
- In-Service Day Muckle Reading: 17th August
- Collegiate Groups x1 hour on 23rd September, 6th October, 20th October, 5th November

#### 5. What improvement do we expect to see?
- Continue to improve teacher confidence in making judgements about progress and achievement
- Continue to improve teacher confidence in planning, teaching, assessing and moderation
- Raised standards and expectations and levels of consistency across the school
- Increased opportunities for children to demonstrate ‘how much’ and ‘how well’ they have learned through SAY, WRITE, MAKE, DO
## PRIORITY 2

**Health and Wellbeing: Bounce Back**

1. **What do we want to do?**
   - All staff to become familiar with the new Wellbeing and Resilience Programme, 'Bounce Back' in order to deliver the lessons and to implement the teaching strategies
   - Identify core values for Prestonpans Primary School

2. **Why do we want to do it?**
   - To build capacity for children to understand and use the language of HWB in their interactions and being able to identify triggers of their own feelings and behaviours and how to avoid acting on impulse
   - Increase children's resilience and their ability to apply their skills, capacities and attributes when faced with complex and unpredictable situations
   - Continue to develop the ethos of the school by identifying and establishing our core school values

3. **How are we going to do it?**
   - Collegiate Group to link the Bounce Back Resilience Programme to the HWB Es and Os from CfE
   - Involve parents through newsletters and the school website of the theory, rationale and research behind the 'Bounce Back' Programme
   - Whole school to 'trial' Unit 1 'Core Values' from the Bounce Back Resilience Programme
   - Continue to discuss what our core Values should be through assembly, class and home learning activities
   - Involve all stakeholders in the identification of our whole school core values

4. **When are we going to do it?**
   - X4 collegiate group sessions on 23rd September, 6th October, 20th October and 5th November
   - X 1 2 hour CAT session on 13th November

5. **What improvement do we expect to see?**
   - Continue to build emotional resilience
   - Increased positive behaviours in the classroom, playground and the wider school community
   - Enhance the current positive ethos and climate of respect through the establishment of new shared values across the school community
PRIORITY 3

Moderation of Numeracy/SEAL

1. What do we want to do?

- Identify gaps in learning for all pupils in Primary 4 when they transfer to PPS in August
- Identify 1 more teacher to be trained in SEAL
- Share SEAL mental agility strategies across the whole school from P4-P7
- Run practical numeracy workshops for parents/carers and pupils
- P4 to begin to plan for progression in maths using Phase 2 SEAL
- All staff to begin to use ELC signposts to plan for progression in maths
- Integrate Significant Aspects of Learning into Planning, Teaching and Learning, Assessment and Moderation
- Use the Numeracy and Maths Progression Framework to support staff when considering the evidence of knowledge and understanding, skills, attributes and capabilities provided by our learners as they progress through and achieve a level in numeracy
- Continue to share good practice of how to develop excellent numeracy strategies and how to provide opportunities for planning numeracy across the curriculum
- Continue to match the ‘HELP’ guidelines to placement tests

2. Why do we want to do it?

- Continue to make children to be more aware of their strengths and how to identify their next steps in learning
- Build parent/carer confidence when supporting their child’s home learning in numeracy and mathematics
- Continue to enable teachers to continue to arrive at a shared understanding of standards and expectation within and through levels in order to plan learning, teaching and assessment
- Continue to strive to raise standards and expectations and levels of consistency across the school
- Increase staff capacity to carry out strategies as recommended in the SEAL programme
- Increase opportunities for pupils to build on existing mathematical knowledge by developing their awareness and understanding of the connections to other curricular areas

3. How are we going to do it?

- Carry out baseline assessment of all pupils in P4 using the ‘Hinge Questions’ from Number Counts to identify gaps in learning
- 1 other teacher to attend twilight sessions on SEAL and be supported in carrying out SEAL assessments in school
- Phase 2 SEAL stages to be put onto flip charts and to be used to plan and assess numeracy in Primary 4
- Staff to run practical numeracy/mathematical workshops for pupils and parents/carers
- Collegiate working group to finish reviewing the existing placement concept tests and year group teachers to extend tasks to include assessment activities within different contexts which are meaningful and relevant
- Collegiate working group to continue to sample evidence from learners’ work and review teachers’ judgements through professional reading and using Glow, NAR and the Scottish Survey for Achievement
- Increase dialogue between teachers and children about the purpose of the learning and evidence of learning linked to significant aspects of learning
- Teachers’ planning and assessment will provide opportunities for children to demonstrate their knowledge and understanding, skills and attributes and capabilities through SAY, WRITE, MAKE, DO
- All staff to read SSLN Professional Learning Resources to promote professional reflection and dialogue
- SMT to monitor the planning of numeracy to ensure breadth, challenge and application

4. When are we going to do it?

- x4 collegiate group sessions on 23rd September, 6th October, 20th October and 5th November
- x2 CAT sessions on 28th August and 4th September
- x2 CLUSTER CAT sessions on 20th November and 29th January
- Cluster in-service day on 22nd February
- Practical workshop for pupils, parents/carers on 16\textsuperscript{th} September
- 1 peer observation week beginning 14\textsuperscript{th} or 21\textsuperscript{st} September
- X2 1 hour year group moderation sessions and one hour follow up discussion with identified pupils
- Ongoing collaborative planning of learning, teaching and assessment within year groups and across the school
- SMT to continue to monitor teaching and learning in action with follow up professional dialogue with teachers and discussions with children about what they have been learning, how they learn and why.
- Monitoring of flip charts, formative assessment observations and written work

## 5. What improvement do we expect to see?

- A decrease in gaps in learning as children move from P4 to P6
- Increase in teacher knowledge and understanding of the SEAL approach
- Increased teacher confidence in making judgements about progress and achievement
- Raised standards and expectations and levels of consistency across the school
- Increased use of effective questioning strategies in numeracy
- Children are given more opportunities to demonstrate ‘how much’ and ‘how well’ they have learned through SAY, WRITE, MAKE, DO
- A more rigorous quality assurance programme
# Taking Learning Outdoors

## 1. What do we want to do?
- To continue to develop teachers' ability to provide frequent, enjoyable and challenging opportunities for all children to take their learning outdoors
- To continue to encourage an awareness and responsibility of our immediate school environment
- To continue to use the IWB flipcharts to plan, teach and assess meaningful opportunities for quality outdoor cross curricular learning
- To continue to move towards achieving the 'Discovery Level' of the John Muir Award
- To use the IWB flipcharts to plan, teach and assess learning outdoors

## 2. Why do we want to do it?
- To continue to develop teachers' confidence when using the outdoor environment
- To continue to allow our children to have positive learning experiences in a variety of settings, e.g. school garden
- To continue to promote the use of outdoors to allow children to transfer their skills and learning across contexts
- To continue to develop the school garden and the butterfly garden

## 3. How are we going to do it?
- Teachers' plans to allow for opportunities for children to participate in quality Outdoor Learning
- Staff to read the Draft Outdoor Learning Policy
- Continue to develop a key resource box for each year group
- Continue our partnership with Roots and Fruits with a focus on further developing and sustaining our school garden
- All classes across Primary 4 and Primary 5 will continue to have a weekly Outdoor Physical Activity and Sport session with our PE Specialist
- Continue to run the after school gardening club
- Continue to include the John Muir Award in the Primary 5 planning
- Inform parents through newsletters, website and curriculum evening (numeracy) of the ways in which outdoor learning meets the values, purposes and principles of CfE

## 4. When are we going to do it?
- x4 collegiate group sessions on 23\(^{rd}\) September, 6\(^{th}\) October, 20\(^{th}\) October and 5\(^{th}\) November
- x2 1 hour sessions during Assembly on 29\(^{th}\) September and 26\(^{th}\) October

## 5. What improvement do we expect to see?
- Teachers' plans will include regular, enjoyable and challenging opportunities for children to learn outdoors
- Children will participate in a range of progressive and creative outdoor learning experiences which are part of the curriculum
- Improvement in teachers' confidence when using the outdoor environment for learning
- Children to respect their immediate environment and the wider community