

PRIORITY 1: Raise attainment in Writing for all learners			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<ul style="list-style-type: none"> Teachers to develop a shared understanding of what an 'excellent writing lesson looks like' based on effective pedagogy Further develop and share 'Cockenzie Writing Guide' with all stakeholders All learners will experience well planned, high quality learning opportunities in Writing. Teachers to develop an agreed lesson observation framework to peer review and evaluate lessons PM Writing resources to be rolled out P1-7 to ensure a consistent approach to the teaching of writing genres across the school Teachers and learners to work collaboratively to develop a manageable but effective approach to support learners in target setting (link to value of Success) Analyse available data with Writing to identify gaps/barriers in aspects of Writing and plan accordingly with appropriate interventions Data to be shared and understood by all teachers and used to plan next steps for learners accordingly Provide opportunities to moderate writing within school and ASG level Teachers to use Quadrant approach to track learner progress in writing/termly attainment meetings Finalise <i>Cockenzie Writing Trackers</i> Teaching staff to participate in Collaborative Learning Groups (CLG) to develop different aspects of Writing curriculum; <i>Spelling programme, PM Writing, Writing Guide, Learner target setting, Parental/Carer Engagement/Learning Logs/Family Learning</i> SG funded teacher and Sfl teaching targeted groups of identified learners to raise attainment in Writing PEF funded staff to support poverty related attainment gap Professional reading to support teachers in improving pedagogy and practice to improve outcomes for learners Analyse available data regarding gender related attainment gap and plan steps 	<p>Raising Attainment Driver</p> <ul style="list-style-type: none"> Early Level attainment at Primary 1 Attainment in Writing for the BGE Closing the poverty related attainment gap for our most disadvantaged learners Closing the gender related attainment gap Improving transitions for pupils at BGE S1-S3. <p>NIF Driver</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships <p>School Values:</p> <ul style="list-style-type: none"> Curious Positive Successful Respectful 	<p>Teachers</p> <p>Leadership Team</p> <p>SG funded teacher/Sfl</p> <p>SG funded support staff</p> <p>Collaborative Leadership Groups 3x CAT sessions</p> <p>Moderation (school and cluster)</p> <p>Learner focus group</p> <p>R Millar (FSIL course - Gender related attainment gap)</p> <p>Parent/Carer focus group</p>	<ul style="list-style-type: none"> ACEL data - increase in number of children achieving the appropriate level across the school What an 'excellent Writing lesson looks like' is captured without Cockenzie Writing Guide to enhance consistency in approach Updated Cockenzie Writing Guide shared with learners and families Development of a shared observation framework which is used within Teaching Trios to facilitate quality evaluation and increase Teacher Professionalism Increase in teachers' confidence and understanding in teaching of writing (Google Survey) Observations by SLT using agreed observation framework Feedback from learners through a learners focus group using wee HGIOS Progress and Achievement Tracking system to track progress of learners (November and May) 3 Writing assessments tracked using finalised Writing Trackers and moderation verifies teacher judgement SIMD data Gender related data Learners able to discuss their strengths in writing and their next steps Moderation data Collaborative Leadership Groups (CLG) result in enhanced approaches to pedagogy, consistency and teacher knowledge of policy and practice SLT regular monitoring and discussion with learners about Writing Moderation within ASG <ul style="list-style-type: none"> Whole school books created Increase parental/carers knowledge of our Writing curriculum Through SALT input - development of vocabulary family learning and social thinking

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<p>accordingly to narrow the gender gap in writing attainment</p> <ul style="list-style-type: none">● continue to utilise Digital Literacy to support learning and teaching● provide opportunities for collaborative writing across the school● SALT input (PEF)			

PRIORITY 2: Further improve the inclusion, wellbeing and equality of all learners			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<ul style="list-style-type: none"> ● Achieve Rights Respecting Schools Silver status ● Develop a whole school approach to recognise and track the wider achievements of all learners ● Reintroduce school 'Houses' to enhance learner leadership and engagement ● GIRFEC/Pupil Support Strategy developed and shared with stakeholders ● Learners, staff and parents/carers to have awareness and understanding of UNCRC being incorporated in to Scots Law ● Involve all stakeholders in reviewing the 'Mental, Emotional, Social and Physical' and 'Relationships, Sexual Health and Parenthood' aspects of the Health and Wellbeing Curriculum at CPS ● RSHP Parent/Carer information session ● Develop a calendar of Awareness Days/Weeks to enhance the ethos and life of the school ● Show Racism The Red Card training for all staff and workshops for P7s/P6s ● Create a Learner Committee to meet monthly with HT, develop Learner Newspaper/letter ● Elect House/Vice Captains ● Buddying system (PEF/SALT) ● Provide more opportunities for learner voice in assemblies ● Assembly programme and Pupils as Leaders (PALs) sessions to develop all learners understanding of the UNCRC and Children's Rights ● Future Leaders (Active Schools) approach to support Positive play and engagement in the playground ● Learners to complete their GIRFEC/wellbeing wheels 1x per term 	<p>NIF Driver</p> <ol style="list-style-type: none"> 1. School leadership 2. Teacher professionalism 3. Parental engagement 4. Assessment of children's progress 5. School improvement 6. Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> ● Leadership ● Learning ● Relationships <p>School Values:</p> <ul style="list-style-type: none"> ● Curious ● Positive ● Successful ● Respectful 	<p>Collegiate Sessions allocated - All teaching staff</p> <p>L Banks - Monthly Learner Committee, Learner Newsletter</p> <p>S Stitt (ADHT) - Houses, Events Calendar and Pupil Support Strategy</p> <p>L Lennox (PT) - Rights Respecting Schools, Assembly/PALs programme</p> <p>K Hay (NSIL) - Review HWB curriculum with staff/learners and RSHP workshop parent/carers</p> <p>Families -</p> <ul style="list-style-type: none"> ● Family Homeworks ● Surveys and Info (UNCRC) ● SIP survey ● Awareness Weeks 	<ul style="list-style-type: none"> ● Self evaluation Toolkit ● Staff, Learner and Family surveys ● HWB progression developed and created with all stakeholders ● Action plan developed and shared with all stakeholders ● GIRFEC/Pupil Support Strategy further developed and shared with all stakeholders ● Family engagement in RSHP training ● Assembly/PALs programme and feedback from learners (Jamboards, Google Surveys etc.) ● Successes of school houses shared with all stakeholders - newsletters, Twitter etc. ● Increased Pupil Voice through PALs, Assembly, Future Leaders, Buddying ● Meetings and Minutes of House Captain meetings, RRS steering group, HT Learner Committee ● Improvement in staff understanding of GIRFEC (Google Survey) ● Learners to complete their GIRFEC/wellbeing wheels 1x per term ● Staff/Leadership Team to audit/analyse learners' wellbeing wheels to inform actions/improvement

PRIORITY 3: Data analysis to improve outcomes for all learners			
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<ul style="list-style-type: none"> Identified time provided to ensure all teaching staff understand and make effective use of SEEMIS Progress and Achievement Tracking System Teachers to have more ownership/knowledge/understanding of class/whole school data Ensure all staff understand SIMD/FSM/gender data for their class Audit of data collection - what data are we collecting? Big data? Little data? Why? Share PEF aims with all stakeholders Universal interventions (SALT) - all staff to participate in training linked to PEF/SALT Support Meetings/Interventions Attainment Meetings - termly P4 and P7 SNSA data to be analysed with teachers P1 SNSA data to be analysed by SLT and P2 teachers Close tracking of learners' attainment with identified interventions ACEL data to be shared and understood by staff Continue to develop transition across the whole school Analysis of Scotland wide data/East Lothian/ASg data 	<p>NIF Driver</p> <ol style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information <p>East Lothian Sails</p> <ul style="list-style-type: none"> Leadership Learning Relationships <p>School Values:</p> <ul style="list-style-type: none"> Curious Positive Successful Respectful 	<p>CAT Sessions - Lynda Inservice day -Lynda</p> <p>SNSA - P4 and P7 to be assessed in Nov/Dec SNSA - P1 to be assessed in May 2022</p> <p>All Teachers - throughout year</p> <p>PEF/SALT: Linzi Fowler S Stitt/L Lennox</p> <p>All Teachers - S Stitt</p> <p>L Banks</p>	<ul style="list-style-type: none"> Learners progress tracked and analysed to ensure all children are making progress Interventions identified and implemented and the impact of these tracked and assessed Staff will be more aware of the data we collect and its purpose and staff more knowledgeable about how to use the data to improve outcomes for all learners Teachers will have a better understanding of attainment in their class/across the school and therefore be able to plan accordingly Raised attainment in Literacy and Numeracy Teachers to identify learners' areas of strength and areas for development/ improvement Teachers to consider SNSA data when planning learning and teaching System in place to track and monitor specific interventions for individuals/groups and identify intended outcomes of these interventions Feedback from learners/parents/carers re transition Clear understanding of where we sit within ASG/East Lothian/Scotland in attainment in Literacy and Numeracy and Health and Wellbeing

