



Dunbar Primary School

School Improvement Plan 2020-2021

<p>Priority 1: Improved Teaching and Learning to: Raise Attainment, Close the Gap and Challenge All Pupils</p> <p>2.3 Learning, Teaching and Assessment</p>			
<p>Actions</p>	<p>When/Who</p>	<p>Drivers for Improvement</p>	
<p>Second year of 2 year programme focusing developing with staff what is high quality teaching, learning, planning, assessment and feedback in the classroom at Dunbar Primary School with the aim of ensuring a consistency of approach that meets 'very good' as a quality indicator in all classrooms</p> <p>Year 2 focus on:</p> <p>Continue to establish a culture of regular self-reflection using the lesson evaluation toolkit</p> <p>Continue peer observations linked to teachers own target setting to support pace, challenge and differentiation</p> <p>Continuing with Learning & Teaching Improvement Group</p> <p>Identified Workshop programme focused on T&L: pace, challenge and differentiation</p> <p>Revisit RWInc programme to develop more teacher led approach – focus support on <i>'pupils at risk of not reaching expected level'</i></p> <p>Use of identified professional reading material focused on areas teachers have identified e.g. questioning, feedback, modelling, differentiated support for specific pupils/groups</p> <p>Make use of new 'tracking programme' to enable teachers to use data to identify pupils needing curricular support and recognise pupils' wider achievements more easily.</p> <p>Sharing good practice sessions</p> <p>Involve pupils in the self-evaluation and decision making across the school in a relevant and genuine process.</p> <p>Support teachers with next steps and target setting to support pace and challenge</p>	<p>Led by: JE/HG/SH - Cove</p> <p>August 2020 – June 2021</p> <p>Whole staff</p>		<p>Impact:</p> <ul style="list-style-type: none"> • Pupils making appropriate progress across the curriculum – CfE levels all at 80% inP1, and 80% in P4,P7 for 2020/21 • Lessons focus on challenge and differentiation to support all learners <p>Evidence</p> <ul style="list-style-type: none"> • Achieve 'Very Good' across all classes for T&L using data gathered from teachers, SLT and pupils • Improvements in attainment data for specifically targeted individual and groups – evidence of 'closing the gap' • Data from on-going and periodic assessment • Focused peer/SLT observations • Reflective 'Pupil/Teacher H&WB wheel conversations with pupils – all pupils can identify and talk about next steps • Feedback from pupil focus groups • Feedback from staff at stage meetings and tracking & monitoring meetings • Moderation from STG group – school evidence and learning walks

Priority 2: To ensure pupils and staff feel safe, nurtured, happy and able to learn in school following COVID 19 period (work all linked to Priority 3)

3.1 Ensuring wellbeing, equality and inclusion

Actions	When/Who	Drivers for improvement	Impact/Evidence  
<p>Focus on : Resilience, Well-being and Nurture</p> <p>Introduce and use the Circle document with all staff to support pupils</p> <p>Introduce the Building Resilience programme with all staff to enable them to use all year with pupils</p> <p>Introduce Zones of Regulation for all pupils to ensure a clear, unambiguous message for everyone, to support those needing to manage their feelings and actions</p> <p>Termly completion of ‘wellbeing wheels linked to the focus on resilience, nurture and well-being</p> <p>Engagement with ‘First 6 weeks of school programme (recovery programme) on return to school, for as long as needed.</p> <p>School survey for staff and pupils</p> <p>Focus groups to determine impact of programmes</p> <p>Revisit ‘Hive of Wellbeing’ materials to support staff with initial return period</p> <p>Provide ‘drop in’ sessions for staff at the end of each day for first 6 weeks to ensure wellbeing.</p> <p>Regular attainment meetings to discuss progress, identify next steps and formulate plans.</p>	<p>Led by: HG/CK/JG/MP?SH -Cove School community</p> <p>Start of term /SLT/FSW/ Youth Wkr.</p> <p>August 2020 – December 2020</p> <p>Initial 6 weeks based on play, nurture, routines</p> <p>Start of term /SLT/FSW/Staff Youth Wkr.</p>	  	<p>Impact</p> <ul style="list-style-type: none"> Classrooms are set up to develop independence and resilience Pupils and staff feel safe, nurtured and engaged in learning Further opportunities for children to gain a greater insight into the benefits of using the Wellbeing web and use this as a discussion tool in their learning and development. Through using the nurture principles throughout the school, the negative impact of COVID-19 will be minimised. Zones of Regulation language will be used throughout the school to support pupils in managing emotions All children will experience the curriculum aimed at their specific need. Children transitioning to Primary 1, Primary 4 and new starts with access their learning appropriately. <p>Evidence</p> <ul style="list-style-type: none"> All staff are familiar with the nurture principles and this is visible in the approaches to Learning and Teaching throughout the school Class wellbeing wheels completed each term with teacher discussion to set targets and next steps Self-evaluation information from staff and pupils Pupils using ZofR language Focus groups feedback Planning, tracking and monitoring information Children able to access learning opportunities and to progress academically and socially. All stakeholders will be aware of the child’s needs and progress and know what they can do to support.

Priority: 3 To develop a whole school approach to nurture and inclusion and develop the universal offer within the classroom

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised Support

Actions	When/Who	Drivers for Improvement	Impact/Evidence 
<p>Develop the universal offer within the classroom:</p> <p>Introduce and use the Circle document with all staff</p> <p>Introduce the Building Resilience programme with all staff</p> <p>Introduce Zones of Regulation</p> <p>Develop universal well-being pathways to teach social and emotional skills</p> <p>Develop robust tracking and recoding systems for the needs and progress of ASN children</p> <p>Further develop the use of digital supports for children with literacy difficulties within the classroom</p> <p>Development work from PTs with ASN/ Classroom assistants to ensure they are used effectively to meet needs within classrooms</p> <p>Begin initial programme focused on providing ‘individualised learning journey’ for identified pupils – linked to BGE (working with Ed Psych)</p> <p>All staff will continue to engage with the Included, Engaged and Involved Policy, staff who are not trained will complete this training.</p> <p>Provide high quality pupil support for children identified and assessed for targeted intervention. Ensure regular opportunities for liaison between SFL staff, Class Teacher and parents.</p> <p>Continue to meet additional support needs, including IEPs and Child’s Plan Framework (PSPs, CSPs)</p> <p>Wellbeing Indicators should be used regularly with pupils to enable them to build their understanding of the concepts, create a shared language and use this to support identification of need and any subsequent interventions.</p> <p>Regular attainment meetings to discuss progress, identify next steps and formulate plans.</p>	<p>Led by: AMcR, AK,CW, MP, Ed Psych</p> <p>All staff including Nursery and Cove</p> <p>August 2020 – June 2021</p> <p>In-service sessions for all school staff – August/October</p> <p>Training sessions with ASN/CA staff</p> <p>Follow-up CAT sessions</p> <p>Individual drop-in sessions offered by PT Inclusion, Equity & Support</p>		<p>Impact:</p> <ul style="list-style-type: none"> • Increased use of support activities in the classroom, less withdrawing of pupils • Pupils able to identify and use resilience strategies • Increased confidence identified by teachers in feeling able to support a range of needs in the classroom • ASN&CA staff working with pupils • Tracking and recording system understood, updated regularly and impacts on class activities • Wider use of digital supports in the classroom to improve learning of identified pupils • Pupils on ‘individualised ‘learning journey’ managing emotions and developing resilience <p>Evidence:</p> <ul style="list-style-type: none"> • Staff using Circle document in the classroom • Staff using Zones of Regulation to support pupils • Staff using Building Resilience programme to support pupils return to school (COVID 19) • Teachers updating and using tracking systems to support pupils with ASN in the classroom. Supported by PTs • Digital supports used successfully to support pupils with identified needs • Feedback from teachers, ASN/CA staff, pupils and parents

Priority: 4 To develop a clear, consistent, cohesive and progressive Play at Early level promoted throughout N4, N5 and Primary 1

2.3 Teaching and Learning
2.2 Curriculum

Actions	When/Who	Drivers for Improvement	Impact/Evidence 
<p>Teachers and support staff from P1-P3 are confident and have a clear understanding of learning opportunities provided through high quality play experiences.</p> <p>Greater staff confidence in facilitating/ supporting child led play through responsive planning.</p> <p>Strong collaborative working relationship develops between N –P1</p> <p>Effective communication and planning enabling continuity of learning for children.</p> <p>Planned programme of training to support Early years and Primary one staff to develop a shared understanding and practice around observations and responsive planning</p> <p>Early Years Practitioners going into support primary classes, support development of learning through play.</p> <p>Planned opportunities enable practitioners to come together with Primary 1 staff to develop a shared understanding of progress and pedagogy at all stages across the early level.</p>	<p>Led by: J Legge/C De’Ath</p> <p>All Nursery-P3 staff and Cove</p> <p>August 2020 – review each time led by DHT</p>		<p>Impact:</p> <ul style="list-style-type: none"> • Staff are confident and have a clear understanding of learning opportunities provided through high quality play experiences. • Greater staff confidence in facilitating/ supporting child led play through responsive planning. • Strong collaborative working relationship between Nursery and Primary 1 • Effective communication and planning enabling continuity of learning for children <p>Evidence:</p> <ul style="list-style-type: none"> • Improved ‘in the moment’ planning that is responsive to children’s interests and needs thus meeting individual children’s needs documented in Learning Journeys • Observations will identify ‘teachable moments’ or suitable interactions to extend or deepen learning and these are reflected in planning. • Learning Walls showing child led learning and children’s voices. • Improved transitions from nursery into P1 as a result of shared understanding and practice in pedagogy of play

<p>Priority 5: To provide a consistent approach to teaching and assessment in writing, and digital literacy</p> <p>2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>			
<p>Actions</p>	<p>When/Who</p>	<p>Drivers for Improvement</p>	
<p>Provide a consistent and progressive approach to teaching and assessment of writing skills from P1 – P7 with clear expectations for staff</p> <p>Provide teachers with a “Big Writing” resource bank of materials and activities to promote pupil engagement.</p> <p>Equip learners with the skills, vocabulary and confidence to develop their writing using ‘Big Talk’</p> <p>Planned moderation of writing activities using QUAMSO</p> <p>To develop skills in using Google Classroom</p> <p>To develop skills and understanding of other G-Suite technology including, Forms, Slides, Docs, Sheets, Meet, Gmail and Calendar</p> <p>Ensure one Digital Leader per year stage to allow for consistency on digital platforms including Google Classroom, sharing of good ideas and problem solving (Digital Leaders to try and meet once a month minimum)</p> <p>To develop confidence in teachers is using IT to support learning in school and at home</p> <p>Digital Leaders need to develop a clear Technologies progression to ensure a range of opportunities and experiences across the whole school</p> <p>Continue with application for Digital Schools Award (A MacRury)</p> <p>Support for teachers from ELC Digital support officer, DPS staff offering ‘drop-in’ sessions</p>	<p>October 2020 – March 2021</p> <p>Led by: JR/GE</p> <p>Led by: J Lloyd & G Allan</p> <p>All staff</p> <p>A MacRury</p>		<p>Impact:</p> <ul style="list-style-type: none"> Pupils making appropriate progress in Writing CfE levels at 80% in P1, and 80% in P4,P7 for 2020/21 Shared understanding of what high quality writing looks like at DPS – through moderation at all levels <p>Evidence –Writing:</p> <ul style="list-style-type: none"> Improvement in pupils’ writing as measured by Big Writing criteria Use of Big Writing teaching tools evident in all classes to develop consistent approach Pupils engagement and enjoyment survey shows increase from initial benchmark Evidence of pupils and parents engaging in ‘Big Talk’ Home Learning tasks to in relation to E’s and O’s <p>Digital Literacy</p> <p>Impact:</p> <ul style="list-style-type: none"> Technologies progression developed that meets pupils’ needs Staff identified areas for development and support have been met via support from ELC staff, DPS drop-in Staff confidence improved in using Google classroom & G-Suite <p>Evidence:</p> <ul style="list-style-type: none"> Staff surveys Pupils identified more used and opportunities for using different skills More use of digital literacy within lesson planning from N-P7

Dunbar Primary School – Nursery SIP 2020 -2021

SLT Lead	Area	Outcome	How	When and What	Evidence
Charlotte De'Ath	Self-Evaluation HGIOELC 1.1	Staff better able to reflect on the impact changes are having on the learning environment. Continue to establish a culture of regular self-reflection	Develop increased awareness of HGIOELC and key policy documents amongst staff and observable improvements within nursery through professional discourse, peer observations and team meetings		Use of the ELCEL&C High Quality Evaluation and Circle documents. Actions informing SIP
	Leadership of Change HGIOELC 1.3	All staff confident in evidencing, recording and reflecting using Learning Journey folders and Tracking sheets. Children are fully engaged in their learning.	Continue to develop and define the roles of Senior Practitioner and Early Years Practitioner. Facilitate move towards a 'Key Worker' system throughout nursery. Support staff to develop shared understanding and practice around observations and learning journeys. Planned programme of training to support staff to develop a shared understanding and practice around observations and learning journeys		Confident staff and children Written Observations, children's personal learning plans, floorbooks feedback from Early Years Team and parents. Staff can talk about and demonstrate how professional development opportunities have impacted their practice Professional discussion, PR&D's, SSSC PTLR log, daily practice
	Curriculum: Pedagogy and Play HGIOELC 2.2 Working Partnership HGIOELC 2.7	A clear, consistent, cohesive and progressive Early level promoted throughout N4,N5 and Primary 1.	Planned programme of training to support Early years and Primary one staff to develop a shared understanding and practice around		Improved 'in the moment' planning that is responsive to children's interests and needs thus meeting individual children's needs

		<p>Staff are confident and have a clear understanding of learning opportunities provided through high quality play experiences.</p> <p>Greater staff confidence in facilitating/ supporting child led play through responsive planning.</p> <p>Strong collaborative working relationship with Primary 1.</p> <p>Effective communication and planning enabling continuity of learning for children.</p>	<p>observations and responsive planning</p> <p>Early Years Practitioners going into support primary classes, support development of learning through play.</p> <p>Planned opportunities enable practitioners to come together with Primary 1 staff to develop a shared understanding of progress and pedagogy at all stages across the early level.</p>		<p>documented in Learning Journeys</p> <p>Observations will identify 'teachable moments' or suitable interactions to extend or deepen learning and these are reflected in planning.</p> <p>Learning Walls showing child led learning and children's voices.</p> <p>Improved transitions from nursery into P1 as a result of shared understanding and practice in pedagogy of play</p>
	<p>Learning Teaching and Assessment HGIOELC 2.3</p>	<p>Nursery staff confident in planning and at taking new planning formats forward.</p> <p>All staff confident in evidencing, recording and reflecting using Learning Journey folders and Tracking sheets.</p> <p>Children have sustained opportunities to participate in planning learning that reflects their interests</p>	<p>Ensure planning format is consistent across the nursery rooms. Visit other settings.</p> <p>Explore and trial more manageable methods of completing Learning Journeys by all nursery staff.</p> <p>Learning Journeys be developed to show progression and next steps consistently across the whole setting.</p> <p>Develop ways in which children and staff are working together develop</p>		<p>High quality continuous provision that challenges and engages learners and allows for development of skills in all areas of the curriculum</p> <p>Use of floorbooks and children's personal learning plans to document planning of activities and achievements</p> <p>Improved 'in the moment' planning that is responsive to children's interests and needs thus meeting individual children's needs.</p>

		Increased parent/ pupil engagement and ownership with Learning Journeys	<p>planning, floorbooks and Learning Journeys</p> <p>Personal Plans: ensure that they include parent voice as well as children's voice.</p>		Evidence of pupil voice in planning/ displays Observations will identify 'teachable moments' or suitable interactions to extend or deepen learning and these are reflected in planning.
	Ensuring Wellbeing and, Equality and inclusion HGIOELC 3.1	<p>Staff and pupils feel safe and happy in school</p> <p>Children are encouraged to begin exploring the thoughts, feelings, attitudes, values and beliefs that influence their lives and relationships in a developmentally appropriate way.</p>	<p>Work in partnership with the school to develop a whole school approach to Nurture.</p> <p>Introduce the Circle Document throughout school.</p> <p>Ensure Practitioners are regularly visiting the GIRFEC 5 questions.</p> <p>Develop areas in the nursery rooms to provide children with the opportunity to explore and express their feelings.</p>		<p>Children show consideration and empathy for others supported by consistent positive relationships.</p> <p>Full account is taken of children's rights and is considered in respect of their stage of development including when planning learning across the curriculum. Evidence in the child's individual learning planning and planning within the room. Circle document</p>

