

East Linton Primary

School Improvement Plan

2017-2018



Level of Recognition of Commitment achieved

Curriculum Rationale

At East Linton Primary we aim to provide a curriculum that meets the needs of all our pupils and which develops skills for learning, skills for life and skills for work.

This means that every child at East Linton Primary is entitled to a curriculum which is:

- Coherent from nursery through to transfer to secondary education
- Founded on sound learning and teaching practices including well-planned learning experiences which are active and engaging and based upon sound pedagogical research
- Based upon developing skills and competences in literacy and numeracy and an ability to make informed choices about their health and well being
- Real and relevant now and in the future

All staff have a responsibility to build our pupils' capacity to become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

by developing a curriculum which is based upon the 7 key principles of

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Staff knowledge and understanding of the curriculum and a collegiate approach to developing experiences and outcomes in our school context will underpin development. This in turn will provide teaching and learning of the highest quality for the pupils in East Linton Primary School.

Our Vision, Value and Aims

Within the framework of The United Nations Convention on the Rights of the Child

Our aim is in partnership with parents and the wider community to create a welcoming, safe and happy school.

Our aim is to provide opportunities for our children to realise their potential through challenging and varied learning experiences.

Our aim as a staff and in partnership with the community is to foster a culture and attitude for lifelong learning.

Our aim is to deliver an inspiring and motivating curriculum tailored to the individual needs of our children.

Our aim is to empower all children to think for themselves whilst developing and applying transferrable skills.

Pupil Charter

We would like our school to be a happy and safe place.

Everyone will work as a team to make our school a fun place where we can all learn.

We are all special and important and we will take responsibility for ourselves and look after each other.

We will learn skills and knowledge which will help us in the future.

We will treat everyone fairly, equally and with kindness.

We will be respectful to each other and of our environment

We will always try to be the best we can be.

National Priorities

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2017/18:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



Local Priorities

Curriculum

- Implement curriculum frameworks of learning across all schools within the broad general education: Numeracy and Mathematics, English and Literacy, Science, Social Subjects and Health and Wellbeing.
- Develop and implement the curriculum frameworks for Expressive Arts, Modern Languages and Technologies
- Review the curriculum within the senior phase across all secondary schools with stakeholders
- Implement the revised 1+2 Language Plan

Learning Teaching and Assessment

- Implement the revised policy to ensure consistency in our approaches to planning learning, teaching and assessment and ensure our assessment evidence is valid and reliable, particularly at key milestones
- Continue to engage in ongoing achievement of a level and moderation activities.
- Implement the national standardised assessments

Leadership

- Shared responsibility for the quality of education of all children and young people
- Build capacity for leadership at all levels to drive improvement at a school and local level to continue to drive forward our vision for children and young people in East Lothian.

Self-evaluation for self-improvement

- Developing expertise within our schools, collating and sharing 'what works'.
- Build on and extend our approaches to self-evaluation for self-improvement across our schools
- Monitor and evaluate the impact of the Pupil Equity Fund actions
- Continue to develop approaches to reporting, monitoring and tracking within Broad General Education and DYW
- Implement the recommendations of the ASN review
- Develop a Quality Action Plan for early learning and childcare

Early Years and childcare

- Develop the Expansion and Implementation Plan 1140 hours by 29 September 2017
- Take forward the Early Learning and Childcare Strategy



School Priorities

Based on your self-evaluation of the following QIs to include actions towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

Priority: Raising attainment in literacy & numeracy - Close the attainment gap between the most and least disadvantaged children.

NIF 1 2 3 4 5 6 QIs here 1.1 2.7 3.2 leasing - JR & GG

Actions	Drivers for improvement	When/Who 1.1 1.3	Impact/Evidence 2.2 3.1 3.2
<p>Following on from Number Academy & Read, Write, inc training - PT & Sfl will plan, teach & track targeted groups of lowest 20% from P1-P7. Tracking key skills. Focussed homework group to help develop key skills.</p> <p>Develop workshop for parents to illustrate progression of skills and how best to support at home. Devise new parental involvement policy with parents/carers and send out for comment. Numeracy & Literacy group development work aimed at low achieving pupils and supporting parents. Develop parental help booklet.</p> <p>Using Seal & ELPS maths trackers to plan, teach & track numeracy skills - identify gaps and put in strategies to support. Share good practice and identify next steps.</p> <p>Develop and refresh learning and teaching in literacy by further exploring RWInc strategies.</p> <p>Focussed literacy & numeracy activities with identified children. Flexible to allow movement. Ensure all parents & pupils are aware of the support they can expect when difficulties are identified. NA training and leadership for CT.</p> <p>National assessment training for all staff. Identified pupils in P1-P7 who are performing at a year or more below their chronological age particularly in mental maths & reading. These must start as our key properties. We have identified the need to introduce RWI and this targeted resource will be rolled out to identified children in August 2017.</p>	   	<p>JER & SB - children identified and pilot groups formed Aug 2017</p> <p>JER - Oct/Nov 2017</p> <p>Nov CAT session - JER</p> <p>JER & SB Nov CAT session</p> <p>JER - August 2017</p> <p>Sept 2017</p> <p>Dec 2017</p>	<p>Raised attainment for lowest 20% in literacy numeracy. Data & National assessment results compared to previous years data.</p> <p>Parents report that they feel more confident and skilled in supporting children with home learning - this impacts on children's attainment.</p> <p>Gathering evidence of progress will impact on next plan. Teachers implement and embed knowledge and skills. Quality of learning & teaching is enhanced and evidence is gathered through observation.</p> <p>A consistent and progressive approach is evident through planning & tracking the development of knowledge, skills and understanding.</p> <p>All staff acquire knowledge of RWInc and for some further training in SEAL - developing key skills to support children in class.</p> <p>Review experiences to plan, track & teach. Pupils are engaged and have confidence in their key skills - they can transfer their skills across the curriculum in a variety of contexts and have a deeper understanding of the concepts learned - feedback from pupils and parents. Class data analysed at tracking meetings - clear next steps established for lowest 20%.</p> <p>Develop increased confidence and teaching skills - clear guidance of ELPS planners - show progressions to support all learners.</p>

Priority: Recognising & Celebrating Out of School Achievements / Pupil Reflection – sharing learning NIF 1 2 3 4 5 6

QIs here 1.5, 3.1, 3.2, 2.5, 2.7, 1.3, 1.2

Leading – Working Party

Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> To establish a process to recognise, record and track 'Out of School/Extra Curricular Achievements'. Ensure Learning Intentions, Success Criteria and Next Steps are explicit and understood by learners and share successful techniques with colleagues. Embed and extend regular pupil reflection practice, at all stages, across the curriculum. Share good practice, between staff, on effective techniques and strategies being used in class relating to pupil evaluation/reflection on learning. Involve and share learning with Parents and Families through vehicles such as class blog posts, learning journals, open sessions and participation in Focussed Days/Weeks. 		<p>Sandra Banks/ Working Party</p> <p>All staff pupils, parents& carers GG</p> <p>All staff GG</p> <p>All staff Parents/carers , pupils</p>	<ul style="list-style-type: none"> Pupils and families feel that out of school achievements are valued in school and are a crucial part of their whole learning picture - family engagement will increase in this aspect Pupils will be able to make links between their learning and the real world More pupils are sharing their out of school successes more often - it becomes routine SMT and peer, pupil assessment evidences practice in place in classrooms Reflecting on learning becomes part of most lessons, days , week Teachers are confident in developing techniques which are becoming more successful- these are shared with colleagues Pupils are using reflective language, are able to talk about strengths and development needs and can anticipate next steps with growing confidence and relevance - leading to deeper pupil engagement in own learning and communication with home All classes blogging minimum of 3 times termly - pupils in upper school taught blogging skills All classes offer 2 open sessions as well as opportunities for parents/carers to be involved in themed weeks - positive feedback and uptake All pupils Learning Journals reflecting a range of significant steps in their learning journey , allowing parents, pupils and visitors to see progression and development

Working Party leading

Actions	Drivers for improvement	When/Who	Impact/Evidence 
<ul style="list-style-type: none"> Engage with ELC Sciences framework Create school planner, taking into account discrete and interdisciplinary learning, quality of experiences, assessment and evidence & evidence of assessed pieces Review school resources, including people and partners Look towards opportunities for sharing good practice with cluster/ELC colleagues Strengthen P7-S1 transition involving DGS science department 		<p>All staff 17/18</p> <p>Working Party KR DP EN/PG RP > all staff</p> <p>Working Party All staff</p> <p>All 17/18</p> <p>BA / GG > DGS staff, cluster colleagues</p>	<ul style="list-style-type: none"> Staff familiar with National Benchmarks and ELC framework - increased confidence in content and progression of teaching of science A coherent whole school approach to the teaching of science, including an improved progressive skills based programme of experiences Growing staff confidence in planning for assessment including holistically Pupils able to talk about science based skills, strengths and next steps Staff, pupils and school community aware of our focus and all aware of the resources available to us - "gaps filled" - opportunities for increased community / family involvement especially during Science Week Collegiate engagement with cluster school including DGS to share expertise and implement in ELPS

Priority: **Developing 1+2 Languages across the school**

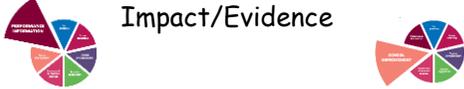
NIF 1 2 3 4 5 6

HGIOS4 2.3 Learning, teaching and assessment 3.1 Inclusion, equality and wellbeing 3.2 Raising attainment and achievement

Lead staff - **GG, KR/RP, all staff**

Actions	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> Teaching staff to engage with ELC CLPL to familiarise with progressions from Early to Second Level Review resources in school / school community to support pace in developing this area of the curriculum Develop French from P1 - P5 through daily school experiences and routines As a teaching staff and with pupils/parents investigate how best to evidence progression and learning - display and Learning Journals Continue to be part of cluster group of staff meeting to develop content, skills and resources sharing good practice. Communicate core skills/knowledge with parents - look at what we share and how we share to involve parents 	 	<p>All staff 2017/18 session</p> <p>All staff 2017/18 session</p> <p>All staff 2017/18 session</p> <p>Staff, pupils, parents</p> <p>Ongoing 1+2 staff rep HT</p> <p>Parents Support staff</p>	 <p>Impact</p> <ul style="list-style-type: none"> Increased staff skills and confidence delivering French across the school Increased pupil engagement with and use of French on an everyday basis (German in P7) - across the curriculum through a variety of different approaches Increased parent/carer involvement / understanding of 1+2 agenda and pupils journey Consistency in cluster primary experiences for all of our pupils leading to smooth P7 - S1 transition <p>Evidence</p> <ul style="list-style-type: none"> Daily use of French in classrooms P1-5 Feedback from pupils and parents/carers Evidence in Learning Journals and through sharing good practice observations Feedback from staff - evaluations of teaching & learning, PRDs, tracking meetings Confident transitions to DGS - feedback from pupils and staff

Priority: To develop high quality learners' experiences & environment in our nursery **NIF 1 2 3 4 5 6 HGIOEL&C 1.5, 1.4, 2.2, 2.3, 2.7, 3.1, 3.2, 1.1,1.3**
Lead - Heather McDonald & Gill Gardner **HGIOS4 1.1 1.2 1.4 1.5 2.3 2.4 2.5 2.7 3.2**

Actions	Drivers for improvement	When/Who	 Impact/Evidence
<ul style="list-style-type: none"> • (a) Develop our nursery planning systems - long term and responsive • (b) Plan for nursery whole team meetings each term • (c) Develop self- evaluation opportunities and techniques for parents, carers, staff and pupils • (d) Develop Stay & Play & the role of parents & carers • (e) Further develop the role of Personal Learning Plans • (f) Further develop Learning Stories • (g) Engage with ELC Nursery outreach staff • (h) Develop the use of IT to support and enhance learning • (i) Develop our outside area • (j) Develop our playroom to encourage more free play including natural materials and open ended opportunities 	    	<p>HM GG August/September 17 GG August 17</p> <p>GG HM SP AJ</p> <p>HM SP AJ</p> <p>All staff throughout 17/18</p> <p>All staff throughout 17/18</p> <p>From Sep 17</p> <p>HM</p> <p>All staff , parents, carers & pupils</p>	<ul style="list-style-type: none"> • All staff confident in engaging with planning leading to coherence in provision - learning and environment • Increased and improved communication within the whole staff team leading to a more coherent provision, increased professional development and enjoyment • Regular self-evaluation using HGIOEL&C and Building the Ambition - leading to improvements in provision • Further opportunities for parents/carers to be involved in their child's learning, building partnerships and understanding • Personal Learning plans being accessed by staff and parents/carers - being used in an effective way to plan and support individuals, particularly in areas which may cause a barrier to learning or developmental concern • Learning Stories being accessed by staff, pupils and parents/carers - being used in an effective way to plan and support individuals' learning • Engagement with ELC colleagues to learn from Sharing Good Practice/ recent practice and research • IT enhancing and broadening experiences in nursery • An outside area / playroom which encourages and invites free play including wherever possible natural materials - leading to more child led, engrossing and deeper learning opportunities

Nursery - Actions already in place in response to above

- a) Block plans created 2x termly based on long term plan. Fortnightly plan designed in addition and based on children's suggestions and interests
- b) First held on 20.9.17 , minutes recorded and stored in nursery names / action points noted and reviewed
- c) Few responses to 2 stars and a wish - use parent consultation appointments to gather more feedback
- d) Dates TBC - November , February & May
- e) New file and format organised with dated assessments and targets - keyworker system for Learning Stories to ensure are up to date - also discuss use and purpose of LS at parental consultations
- f) As above - targets based on Literacy, Numeracy & Maths, HWB + other
- g) Initial meeting held 8.9.17 - all staff now aware of CLPL opportunities and support available
- h) Create go to list of interactive activities for various learning intentions, skills & challenge. Establish Edubuzz and involve children routinely in writing blog on Thursday/Friday
- i) Barked, free play area already in place. Planters being made, mud kitchen almost ready
- j) Height of areas reduced so children can see around better to view opportunities more. Introduce more free parts play to encourage creativity and fine motor development

