

East Linton Primary

School Improvement Plan

2016-2017



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.

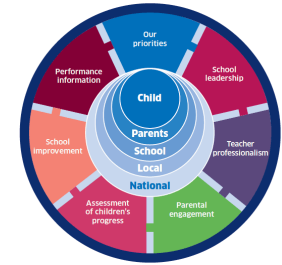
We will treat everyone fairly and equally.

We will always 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 2016/17:

- **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

- Develop and implement curriculum programmes of learning across all schools within the broad general education
- Review the curriculum within the senior phase across all secondary schools with stakeholders

Learning Teaching and Assessment

- Develop a 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.

Leadership

- 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

- Extend our approaches to self-evaluation for self-improvement across our schools


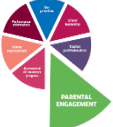





School Priorities

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
- 3.2 Raising attainment and achievement




Include reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy.

Include actions identified from the SEE survey and employee engagement survey.

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p><u>Staff to engage with SEAL signposts through</u></p> <ul style="list-style-type: none"> Inhouse CLPL Online modules Using signposts as planning documents Further training for support staff Staff to attend Numeracy Conference Staff to attend Dr. Bob Wright Masterclass <p><u>Identify further resources to support teaching of numeracy at all CfE levels</u></p> <p><u>Arrange parent/carer opportunities to engage with learning and teaching of numeracy- sharing pedagogy and support at home ideas</u></p> <p><u>Numeracy Working Party set up in school looking at tracking and opportunities for moderation - in-house/ cluster</u></p> <p><u>All teaching staff to engage with EL curriculum development group progress through scrutiny CAT sessions</u></p>	    	<p>All class teachers ongoing</p> <p>Julie Ross PT/ Support staff First session September 16 All CTs Feb 17</p> <p>CTs and Support staff 4.11.16</p> <p>All staff, parents/carers and pupils 30.11.16</p> <p>Working party - CTs, PT,HT ongoing</p> <p>All CTs ongoing</p>	  <ul style="list-style-type: none"> Raised staff confidence and expertise in delivering the planning and teaching of numeracy through SEAL approach - formal and informal observations, sharing good practice regularly Support staff having greater confidence in supporting learners using SEAL approach- especially closing the gap for those needing most support Increase in practical / active learning for pupils across the school leading to greater depth of learning - Early - Second Levels. Higher levels of staff confidence delivering teaching using SEAL strategies Improve parent/carer understanding of the pedagogy of SEAL and build knowledge of how to support their child at home. Survey parents in September to gauge level of support needed. More robust tracking in numeracy and maths progression for pupils leading to staff having confidence in professional judgements , including use of benchmarks to judge achievement of a level, in-house and cluster moderation. Greater pupil awareness of progress and next steps. School working party to form action plan including use of data, survey of pupil awareness of progress.

Priority: raise attainment in reading including closing the gap for less able readers 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment

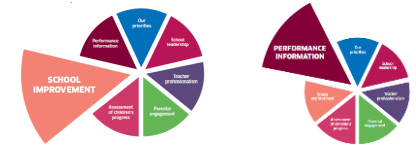
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Actions	Drivers for improvement	When/Who	Impact/Evidence 
<p><u>Literacy Working Party set up in school looking at developing reading tracking</u></p> <ul style="list-style-type: none"> ○ opportunities for moderation ○ engaging with benchmarks to inform assessment ○ developing the teaching of reading ○ in-house/ cluster moderation <p>PT involved in ELC Curriculum Literacy Group</p>		<p>Literacy WP All staff - ongoing All staff - scrutiny CAT sessions PT - ongoing Cluster and in school moderation All pupils & parents/carers</p> <p>All staff HT</p>	<ul style="list-style-type: none"> • Working Party Action Plan - <ul style="list-style-type: none"> * focus on reading tracking * Review school Literacy Policy *teaching skills / resources *engaging pupils and parents/carers more with reading - including focused literacy /reading week • Increased confidence for staff in professional judgement in achievement of level including benchmarks through sharing practice , moderation, use of data and tracking and planning meetings • Pupil performance and attainment showing improvements through AR, SWST and PIPs /INCAS data - looking to compare and match teacher judgement
<p><u>SfL teacher working with all staff, identified pupils and parents/carers to bridge the gap for those needing support in reading</u></p>		<p>All staff Parents & identified pupils SfL teacher P1 teacher</p>	<ul style="list-style-type: none"> • Identified alternative pathways for readers to include choice of resources, approaches and levels of support including Scotland Reads programme - more trained volunteers working with identified pupils • P1 teacher engaged in POLAAR CLPL to identify needs early in P1 - identifying and acting on barriers to learning

Priority: To develop our Health and Wellbeing programme - social and emotional focus

1.3 Leadership of change 2.3 Learning, teaching and assessment 3.2 Raising attainment

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Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Review HWB programme to reflect UNCRC, GIRFEC and SHANARRI</p> <ul style="list-style-type: none"> ○ Working with Active Schools to set up Football and Running Clubs ○ Learning Journals to reflect UNCRC, GIRFEC and SHANARRI ○ Be informed by ELC Curriculum Group - planning, tracking. ○ Increase whole school run to twice weekly with built in expectation to do more frequently <p>Whole school focus January/February on highlighting and improving social and emotional wellbeing using The Ice Pack</p> <p>Further develop Pupil Reflection skills in classrooms/ school, to include</p> <ul style="list-style-type: none"> ○ Developing the Young Workforce - I can statements ○ Whole school World of Work Week - May 2017 ○ Assemblies focusing on NIF and SHANNARI <p>To develop a process to track the achievements of our students out-with the classroom and include this in our Health & Wellbeing policy.</p>		<p>GG JR - all staff</p> <p>Gareth Hill - Active Schools, parent volunteers, pupils</p> <p>All pupils, staff and parents</p> <p>GG >All staff</p> <p>Sandra Banks. All staff, parents and pupils</p>	<ul style="list-style-type: none"> • More opportunities for pupils to be active, more children participating ○ Staff have greater depth of understanding of UNCRC, GIRFEC and SHANARRI • Pupil self evaluation of wellbeing > whole school picture to identify needs , plan future developments • Scrutiny groups - more streamlined approach, less bureaucracy > more effective teaching and learning • Developing emotional literacy skills , promotion of good mental health • Improvements in attitude and behaviour > link to UNCRC • Pupils aware of community/ national support they have • Increase in understanding and gain of life and work skills, opportunities out there • Survey data comparison on current practices and new practices. • Active adoption and use of new process. • Feedback sought on engagement and involvement of stakeholders. • Questionnaire to assess understanding and appreciation throughout the school community of wider achievements.

Maintenance

Develop French in P2
Continue to embed Big Writing and Muckle Reading approaches
Ecology/ Fairtrade/Pupil Voice & Reflection

Future priorities

Curriculum - to be informed by ELC Curriculum groups
Teaching and progression in Science
Teaching and progression in RME
Development of Developing the Young Workforce