

# East Linton Primary School Improvement Plan 2020-2021





## **Our Vision , Values and Aims**

**The parents, staff and pupils of East Linton Primary School have worked hard together to create a happy and caring learning environment for all of our pupils.**

Within this environment each child will receive a balanced education appropriate to his/her age, strengths and next steps.

Since school is only part of a child's overall education, close links with home and the community are vital. Our common aim as teachers and parents is to develop each child's potential to the full. This can only be achieved through mutual understanding, trust and respect.

In East Linton we aim to give our children the very best we have to offer - to open the door to learning.

**In partnership with parents, staff and children we share the following aims which are recognised as a contribution to the ethos of our school.**



Within the Framework of the United Nations Convention on the Rights of the Child

## Our aims are to

- create a welcoming, safe and happy school working in partnership with parents and the wider community.
- deliver an inspiring and motivating curriculum tailored to the individual needs of our children.
- foster a culture and attitude for lifelong learning in an ethos of respect and inclusion.
- provide opportunities for our children to realise their potential through challenging and varied learning experiences.
- empower all children to think for themselves whilst developing and applying transferrable skills.



## Our Vision - School 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.

## Our Values

Independence Respect Responsibility Collaboration Resourcefulness Resilience  
Perseverance Reflection Aspiration

### **National Priorities (NIF)**

- 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**

#### **East Lothian Council Plan 2017-202**

#### **Reducing inequalities within and across communities**

- Implement the recommendations within the Poverty Commission Action Plan

#### **Growing our Economy**

- Reduce unemployment and improve employability

#### **Growing our People**

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

#### **Growing our Communities**

- Extend community engagement and decision making and increase community and individual resilience

#### **Growing our Capacity**

- Deliver excellent services as effectively and efficiently as possible within our limited resources

#### **East Lothian Education Service Improvement Plan**

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN
- Improve positive destinations, particularly the lowest 20%, LAC and ASN
- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

#### **School Priorities** ELC statement



**Priority: Improvements in Teaching and Assessment leading to raised attainment**

HGIOS4 1.2 1.3 1.5 2.2 2.3 2.4 2.5 2.7 3.2 3.3 HGIOELC 1.2 1.3 1.5 2.2 2.3 2.4 2.5 2.7 3.2 3.3  
HGIourS Our Learning & Teaching Our Successes and Achievements

Share completed SIP through video involving PC, staff and pupils if necessary

<p>Actions  <b>Staff lead - Gill Gardner Margaret McKay</b>  <b>ALL</b></p>	<p>Drivers for improvement</p> 	<p>When/Who</p>	<p>Impact/Evidence</p> 
<p><u>Nurture</u></p> <ul style="list-style-type: none"> <li>Ensure a happy and safe return to school for ALL supported by ELC Nurture Approach materials and online CLPL modules</li> </ul> <p><u>Tracking and Assessment - lead - Lucy Hutchison</u></p> <ul style="list-style-type: none"> <li>Track progress in all curricular areas using Seemis online tracking</li> <li>Develop the moderation model for our school to include our STG</li> <li>Share approaches with all families</li> <li>Possible focus on one area of Literacy ( TBC)</li> <li>Further develop the pupil trio approach to learning conversations and moderation cross a level</li> </ul> <p><u>Science</u></p> <ul style="list-style-type: none"> <li>Use a short life working party approach to review teaching in science across the school linked to ELC CfE Frameworks</li> </ul> <p><u>Literacy - working party approach</u></p> <ul style="list-style-type: none"> <li>Review our pedagogical approach to literacy</li> <li>Review and redesign policy/practice/assessment to</li> </ul>	    	<p>All staff                      From August 2020</p> <p>GG LH All</p> <p>STG colleagues</p> <p>Families All</p> <p>Short life WP</p> <p>All                      AL to lead one working party as</p>	<ul style="list-style-type: none"> <li>Feedback from all stakeholders reporting a happy and healthy return to school with pupils ready to learn</li> <li>PEF funding used to support HWB/Return to school - additional support staff time in first few weeks</li> <li>Assessed pieces show clear links to Frameworks and Benchmarks</li> <li>Improved confidence in teacher judgement of attainment and achievement across the curriculum</li> <li>Collegiate links across the STG to enhance opportunities for sharing good practice</li> <li>Increased teacher confidence in planning for assessment &amp; progression leading to raised attainment across the curriculum</li> <li>Pupils are more able to talk about their learning and themselves as learners &gt; next steps</li> <li>Higher levels of parent understanding of assessment techniques, planning for learning and pupils' next steps leading to deeper engagement</li> </ul> <ul style="list-style-type: none"> <li>Across the school, learning in science is well organised to ensure progression and challenge</li> <li>School resources support this progression</li> <li>Reviewed coherent Literacy Policy in place , understood by all</li> </ul>

reflect a coherent approach across the school taking into account - RWInc, Big Writing, Fresh Start, ORT etc

- To include further RWInc CLPL for support staff and nursery staff
- Use of Connect materials with Parent Council to plan 1 year goal linked to one aspect of literacy
- Plan for Professional Enquiry for all teachers around a simple aspect of Teaching and Learning within literacy



part of  
Education  
Scotland  
Leadership  
Course  
MM leading one  
group

Pupils,  
families and  
staff  
Parent  
Council

staff, with input from all stakeholders

- Practice reflects this policy, staff are confident in applying pedagogical approaches to ensure strong progress for learners
- Our school community have a greater understanding of the teaching of literacy and how they can support at home
- Through CLPL and Professional Enquiry staff will have developed their understanding of one aspect of Literacy teaching and Learning in their own classroom or group

#### Evidence

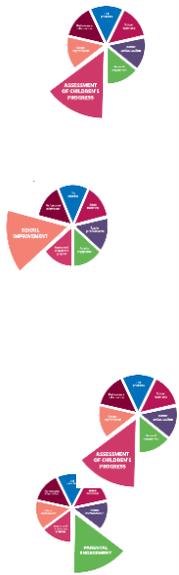
- Planning folders
- Samples of work and Assessment jotters - pupil and parent reflections

#### Feedback from

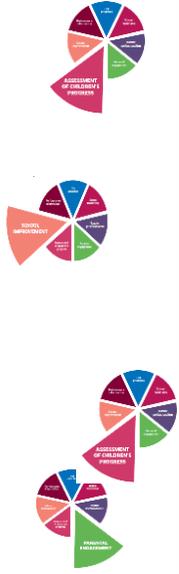
- Classroom observations, sharing good practice
- Collegiate planning feedback
- HGIOS HGIOELC HGIOURS evaluative tasks
- PC involvement and support - impact evaluated
- CAT session evidence and feedback
- Working Part Plans and Evaluations
- Meeting minutes

ELPS Tracking and Moderation - lead Lucy Hutchison

What	NIF	Evidence	Actions	Who?
<p><u>Tracking and Assessment - lead - Lucy Hutchison</u></p> <ul style="list-style-type: none"> <li>Track progress in all curricular areas using Seemis online tracking</li> <li>Develop the moderation model for our school to include our STG</li> <li>Share approaches with all families</li> <li>Possible focus on one area of Literacy ( TBC)</li> <li>Further develop the pupil trio approach to learning conversations and moderation cross a level</li> </ul>		<ul style="list-style-type: none"> <li>Assessed pieces show clear links to Frameworks and Benchmarks</li> <li>Improved confidence in teacher judgement of attainment and achievement across the curriculum</li> <li>Collegiate links across the STG to enhance opportunities for sharing good practice</li> <li>Increased teacher confidence in planning for assessment &amp; progression leading to raised attainment across the curriculum</li> <li>Pupils are more able to talk about their learning and themselves as learners &gt; next steps</li> <li>Higher levels of parent understanding of assessment techniques, planning for learning and pupils' next steps leading to deeper engagement</li> </ul>	<ul style="list-style-type: none"> <li>Develop an 'East Linton Model for Moderation' based on moderation cycle.</li> <li>Audit staff confidence through the use of assessment and moderation challenge questions (HIGIOS 4).</li> <li>Use the moderation cycle as a basis for moderation within listening and talking.</li> <li>Discuss data types and use this to aid gathering of evidence.</li> <li>Session to moderate planning within listening and talking.</li> <li>Session to moderate gathering of evidence within listening and talking.</li> <li>Potential lesson study model (in pairs or trios) over HWB focus weeks in January/February, using our 'East Linton Model for Moderation'.</li> <li>Support in the use of SEEMIS tracking across all areas of curriculum.</li> <li>Link with STG schools (potentially with listening and talking?)</li> <li>Share 'East Linton Model for Moderation' with parents.</li> <li>Develop pupil assessment trios with MM.</li> <li>Develop moderation policy in line with 'East Linton Model for Moderation'</li> </ul>	<p>LH</p> <p>All staff</p> <p>All staff</p> <p>LH</p> <p>All staff</p> <p>All staff</p> <p>All staff</p> <p>LH</p> <p>LH</p> <p>Pupils/LH/MM LH/GG</p>

ELPS Literacy - Reading Working Party				
What	NIF	Evidence	Actions	Who?
<p><u>Literacy - working party approach</u></p> <ul style="list-style-type: none"> <li>Review our pedagogical approach to literacy</li> <li>Review and redesign policy/practice/assessment to reflect a coherent approach across the school taking into account - RWInc, Big Writing, Fresh Start, ORT etc.</li> <li>To include further RWInc CLPL for support staff and nursery staff</li> <li>Use of Connect materials with Parent Council to plan 1 year goal linked to one aspect of literacy</li> <li>Plan for Professional Enquiry for all teachers around a simple aspect of Teaching and Learning within literacy</li> </ul>		<ul style="list-style-type: none"> <li>Reviewed coherent Literacy Policy in place, understood by all staff, with input from all stakeholders</li> <li>Practice reflects this policy, staff are confident in applying pedagogical approaches to ensure strong progress for learners</li> <li>Our school community have a greater understanding of the teaching of literacy and how they can support at home</li> <li>Through CLPL and Professional Enquiry staff will have developed their understanding of one aspect of Literacy teaching and Learning in their own classroom or group</li> </ul>	<ul style="list-style-type: none"> <li>RWI twilight with staff.</li> <li>Reading skills progression throughout school (possible twilight).</li> <li>Develop links between RWI and ORT and school progression pathway.</li> <li>Link RWI to spellings/SWST.</li> <li>Create a programme of phonic progression.</li> <li>Staff using Blooms/MTV within reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>LH</li> <li>AL AW</li> <li>SG &amp; HMCD</li> <li>JT</li> <li>SG &amp; HMCD</li> <li>Everyone</li> </ul>

ELPS Literacy - Writing Working Party

What	NIF	Evidence	Actions	Who?
<p><u>Literacy - working party approach</u></p> <ul style="list-style-type: none"> <li>Review our pedagogical approach to literacy</li> <li>Review and redesign policy/practice/assessment to reflect a coherent approach across the school taking into account - RWInc, Big Writing ,Fresh Start, ORT etc</li> <li>To include further RWInc CLPL for support staff and nursery staff</li> <li>Use of Connect materials with Parent Council to plan 1 year goal linked to one aspect of literacy</li> <li>Plan for Professional Enquiry for all teachers around a simple aspect of Teaching and Learning within literacy</li> </ul>		<ul style="list-style-type: none"> <li>Reviewed coherent Literacy Policy in place , understood by all staff , with input from all stakeholders</li> <li>Practice reflects this policy, staff are confident in applying pedagogical approaches to ensure strong progress for learners</li> <li>Our school community have a greater understanding of the teaching of literacy and how they can support at home</li> <li>Through CLPL and Professional Enquiry staff will have developed their understanding of one aspect of Literacy teaching and Learning in their own classroom or group</li> </ul>	<ul style="list-style-type: none"> <li>Review and refresh Big Writing approach - reissue resources and possible twilight or CAT time - refresh assessment procedures</li> <li>Explore Talk for Writing approach as a tool to enhance quality of and confidence in writing</li> <li>Explore resources and approaches to improve motivation for writing</li> <li>Review spelling progression in light of RWInc in early years and Curriculum Frameworks</li> <li>Review grammar and punctuation progression in line with framework</li> <li>Liaise with Parent Council, using Connect materials to plan parental/PC support</li> </ul>	<p>GG</p> <p>DP</p> <p>SW</p> <p>WP &gt;All staff</p> <p>WP &gt; All staff</p> <p>GG</p>

## ELPS Literacy - Listening & Talking Working Party

What	NIF	Evidence	Actions	Who?
<p><u>Literacy - working party approach</u></p> <ul style="list-style-type: none"> <li>Review our pedagogical approach to literacy</li> <li>Review and redesign policy/practice/assessment to reflect a coherent approach across the school taking into account - RWInc, Big Writing ,Fresh Start, ORT etc</li> <li>To include further RWInc CLPL for support staff and nursery staff</li> <li>Use of Connect materials with Parent Council to plan 1 year goal linked to one aspect of literacy</li> <li>Plan for Professional Enquiry for all teachers around a simple aspect of Teaching and Learning within literacy</li> </ul>		<ul style="list-style-type: none"> <li>Reviewed coherent Literacy Policy in place , understood by all staff , with input from all stakeholders</li> <li>Practice reflects this policy, staff are confident in applying pedagogical approaches to ensure strong progress for learners</li> <li>Our school community have a greater understanding of the teaching of literacy and how they can support at home</li> <li>Through CLPL and Professional Enquiry staff will have developed their understanding of one aspect of Literacy teaching and Learning in their own classroom or group</li> </ul>	<ul style="list-style-type: none"> <li>Audit staff confidence in teaching Listening and Talking at beginning and end of year.</li> <li>Listening and Talking Policy to be written to give staff and parent/carer guidance about what this looks like in class and at home - link to Big Writing approach</li> <li>Across all staff developing, planning for purposeful Listening and Talking.</li> <li>Develop a progression of Listening and Talking skills and evidence of teaching , learning and assessment ideas that could be used at each stage.</li> <li>Develop a Listening and Talking Planner to be used as a piece of home learning.</li> <li>Research resources - are there any that fit for us?</li> <li>Link with STG schools and schools outwith cluster - possible moderation activity</li> </ul>	<p>MM</p> <p>MM , LM &gt; All staff</p> <p>All</p> <p>MM , LM &gt; All staff</p> <p>MM , LM &gt; All staff MM All</p>

**Priority: Developing the Pedagogy of Outdoor Learning to Improve HWB, raise attainment and achievement**

**HGIOS4** 1.2 1.3 1.5 2.2 2.3 2.5 2.7 3.1 3.2 3.3 **HGIOELC** 1.2 1.3 1.5 2.2 2.3 2.5 2.7 3.1 3.3  
**HGIourS** Our Learning & Teaching Our Successes and Achievements Our School & Community

Actions <b>Staff lead - Heather McDonald Donna Pentony</b>	Drivers for improvement	When/Who	Impact/Evidence
<p>Implement learning opportunities supported by previous and new CLPL</p> <ul style="list-style-type: none"> <li>Curriculum for Excellence through Outdoor Learning Document</li> <li>Outdoor learning - practical guide document from Education Scotland</li> <li>Dirty Teaching by Juliet Robertson</li> <li>-Outdoor Leader Training</li> <li>ELC Nurture</li> </ul> <p>Issue Outdoor Learning Policy to families for feedback</p> <p><u>Working towards our Green Flag &gt; Plan for making best use of our community and outdoor spaces</u></p> <ul style="list-style-type: none"> <li>to deliver high quality outdoor learning and teaching including learning about and managing biodiversity and sustainability</li> <li>Develop links with The Mart to learn about local produce and seasonality</li> <li>Growing foods in school, for school</li> <li>Continue to find manageable ways to reduce waste within school - food, paper, water, energy</li> <li>Increase recycling opportunities</li> <li>Develop plans for reusing/sharing resources</li> <li>Involve community, families and pupils in our Eco Committee to drive improvement</li> </ul>		<p>All staff From August 2020</p> <p>Families / PC</p> <p>HMCD DP Eco Committee All pupils and staff Partners in community</p>	 <p><b><u>As an essential part of a nurturing return to school -</u></b></p> <ul style="list-style-type: none"> <li>Increased and improved staff confidence to teach outside and provide authentic, meaningful and relevant experiences within our local environment</li> <li>Clarity on the pedagogy - outdoor learning v learning outdoors</li> <li>Staff sharing good practice and planning for progressive outdoor learning across the school</li> <li>Staff leading a range of learning experiences within the locality</li> <li>Parents are engaged in supporting and leading outdoor experiences</li> <li>Our Sustainability Policy becomes more genuine and embedded in our practice - all stakeholder groups can evidence this</li> <li>Increased number of pupils involved in growing and cooking food</li> <li>Stronger links with local community group - collaborative working</li> <li>Progress towards our Green Flag - has involved every pupil in school</li> <li>Pupils can talk about the application to and impact on their lives and the environment</li> </ul> <p><u>Evidence</u></p> <p>All reporting a nurturing return to school partly supported by the outdoors</p> <p>Meeting minutes New routines /actions Photos, twitter, blog Planning folders Assessment jotters Display Agreed policy and practice</p>

**Priority: Improving Leading the Learning in our nursery**

**HGIOELC 1.1 1.2 1.3 1.4 1.5 2.2 2.3 2.5 3.1 3.2 3.3**

**HGIourS Our relationships Our health & wellbeing Our Learning & Teaching Our Successes and Achievements Our school & community**

<p>Actions Staff leads - Sam Low Gill Gardner Sharon Purves</p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p>
<ul style="list-style-type: none"> <li>Ensure a happy and safe return or start to nursery for our pupils supported by the ELC Nurture materials and CLPL online modules and staff skills and knowledge gained from the Nature Nurture CLPL</li> <li>Digital learning - further develop use of digital skills and resources for children</li> <li>Develop robust Tracking and monitoring across the curriculum for each child</li> <li>Introduce Making Thinking Visible routines to nursery staff to improve and enhance thinking skills of pupils</li> <li>Include nursery in whole school Literacy development including introducing staff to RWInc programme - see whole school page</li> </ul>	   	<p>All staff from August 2020</p> <p>Nursery team</p> <p>GG SL</p> <p>MM</p> <p>SG</p>	  <ul style="list-style-type: none"> <li>The return to school is a safe and happy one for our pupils and families</li> <li>Children settle well with sensitive and nurturing support and are learning</li> <li>The outdoors plays an ever increasing role in learning contexts after the initial return</li> <li>Outdoor/nature skills are developed for all pupils and applied across the curriculum</li> <li>Digital technologies become part of everyday learning and play - in terms of skills acquisition and accessing learning</li> <li>Rationale is in place for the use of digital technologies including staying safe online</li> <li>Pupils are beginning to be able to make choices about using technologies to solve everyday problems</li> <li>Through tracking processes staff are able to make increasingly confident judgements about progress and next steps in learning</li> <li>Staff are ambitious for our learners and set high expectations leading to improved attainment</li> <li>Parents have access to and understanding of Learning Stories to track progress and are more actively involved</li> <li>Increased ability for pupils in talking about learning and themselves as learners</li> <li>Increased staff confidence in using the routines to engage in learning conversations to inform planning and support</li> <li>Increase in staff awareness of RWInc routines used to develop phonics skills for those who are ready</li> <li>More informed tracking of literacy skills enabling an even more effective transition to P1</li> </ul>

			<u>Evidence</u> Planning documents Parental feedback Tracking of progress and data Learning Stories & Floorbooks - sampled Sharing good practice - SMT and ELC colleagues Daily observations Photographic evidence HGIOELCC self - evaluation exercises MTV /RWInc sessions feedback
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Ongoing Implementation/Embedding

**1+2**  
 Specialist teaching of French in P6 and P7 - class teachers teaching L3 German culture in P6 & P7  
 All class teachers teaching French N - P7  
 Class teacher ( H McD) in P7 - French and German

MTV  
 MM leading any staff CLPL requirements and review & support throughout the year

Pupil Voice  
 GG leading on HGIOURS with pupils  
 AL leading through newspaper group

Self Evaluation & Parental Engagement  
 GG and MM leading through HGIOS4 and use of Connect materials with Parent Council to plan 1 year goal linked to literacy

