

# East Linton Primary School Improvement Plan 2019-2020





## 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**






During session 2019/20, the Education Service will be working with schools to implement a self-improving schools approach. A key focus of this work will include a focus on the development of the **curriculum** and the **pedagogy of effective learning, teaching and assessment**. Local priorities around moderation, digital literacy and managing distressed and challenging behaviour have been identified in the Working Time Agreement guidance. Schools are asked to ensure that due account is taken of this work in the SIP and that no more than three or four key priorities are identified as areas for improvement.

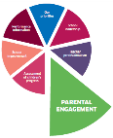





**Priority: Improvements in Teaching and Assessment leading to raised attainment**

**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

<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>As a staff</u></p> <ul style="list-style-type: none"> <li>Explore and implement improvements linked to ELC Pedagogy Placemats</li> <li>Develop the use of Making Thinking Visible routines and Higher Order Thinking Skills</li> <li>Track progress in all curricular areas using Frameworks to inform planning</li> <li>Yearly Overview reflects balance across the curriculum</li> <li>Extend moderation across the curriculum working in school and with School Team Group colleagues</li> <li>Have a consistent approach to the use of Assessment jotters</li> </ul> <p>- send home termly &gt; parent and pupil feedback task</p> <p>- agreed contents approach - review during the year</p> <ul style="list-style-type: none"> <li>CAT calendar reflects planning collegiately Early - Second</li> <li>Develop pedagogy confidence in delivery of French and German</li> <li>Staff engage in Paul Dix and Managing</li> </ul>	   	<p>All staff                      From August 2019                      GG                      MM                      All ongoing                      All Aug 19                      All Feb 20                      All                      GG All                      HMcD JR                      AR All</p>	<ul style="list-style-type: none"> <li>Clear staff understanding of ELC expectations leading to greater consistency in teaching and learning &gt; staff identifying own next steps in pedagogy</li> <li>Increased staff confidence in consistent use of MTV and HOTS with classes to raise attainment</li> <li>Clear picture of progress across the curriculum for each pupil, informing next steps in learning more effectively</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>Improved understanding and effective use of the curriculum through IDL, Curriculum rationale and long / short term planning</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>Stronger collegiate planning within levels - effective sharing practice</li> <li>Higher levels of parent understanding of assessment techniques, planning for learning and pupils' next steps leading to deeper engagement</li> <li>Effective use of school development time to advance priorities</li> <li>Greater consistency &amp; teacher skill in planning &amp; delivery of</li> </ul>




<p>Distressed and Challenging Behaviour CLPL</p> <ul style="list-style-type: none"> <li>Continue numeracy trios across all stages</li> </ul> <p><u>As a school community</u></p> <ul style="list-style-type: none"> <li>Further embed of Vision Values and Aims through our Learning Heroes</li> <li>Review our current reporting to parents arrangements <ul style="list-style-type: none"> <li>Trial x3 consultations plus amended written report, 3<sup>rd</sup> consultation to be child led</li> </ul> </li> <li>P7 pupils develop leadership skills through Columba Young Leadership course as part of Associated Schools Group</li> <li>Continue Pupil and Parent Focus groups to inform curriculum, self-evaluation and improvement</li> <li>Develop Pupil Voice through a school newspaper</li> </ul>	   	<p>GG All</p> <p>GG All</p> <p>All</p> <p>Pupils, families and staff</p> <p>AW ASG (cluster colleagues)</p> <p>GG</p> <p>AL</p>	<p>1+2</p> <ul style="list-style-type: none"> <li>Consistent practice across all staff in the handling of behaviour in our school &gt; consistency of behaviour across the school from pupils to ensure no barriers to learning</li> <li>Continued improvements in pedagogy in numeracy leading to greater understanding of progression and challenge and planned assessments/moderation</li> <li>Shared ethos and values become embedded in the whole school community</li> <li>Families are part of the review of reporting and pupils have a voice to self - evaluate and talk about their own learning in sharing it with their parents</li> <li>Teachers are reporting on progress across the curriculum</li> <li>Pupil leadership skills are developed and have a positive impact on the life of the school and the pupil's own skills set</li> <li>Self- evaluation becomes even more embedded, techniques are explored and all stakeholders are involved in planning for improvement</li> </ul> <p><u>Evidence</u></p> <ul style="list-style-type: none"> <li>Planning folders</li> <li>Samples of work and Assessment jotters - pupil and parent reflections</li> <li>Feedback from</li> <li>Classroom observations, sharing good practice</li> <li>Collegiate planning feedback</li> <li>French / German evident in all classrooms</li> <li>Ethos and behaviour handling are consistent - families understand our practice</li> <li>HGIOS HGIOELC HGIOURS evaluative tasks</li> </ul>
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**Priority: Developing digital learning across the curriculum**



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

Actions <u>Staff lead - Anna Warrender</u>	Drivers for improvement	When/Who	Impact/Evidence
<ul style="list-style-type: none"> <li>Audit staff skills and knowledge</li> <li>Plan CLPL accordingly to meet needs</li> <li>Review skills and knowledge in line with Curriculum Frameworks - plan for teaching &amp; learning and assessment &amp; tracking accordingly</li> <li>Audit all resources and software in school</li> <li>Refresh resources as necessary</li> <li>Engage with ELC CLPL ( 6 hours) and Education Scotland materials such as Digital Strategy document, GTCS standards and Google for Education resources</li> <li>Launch pupil digital leadership group                             <ul style="list-style-type: none"> <li>- working with staff- CLPLparents - open event and pupils -cross class/stage working</li> </ul> </li> </ul>		All staff August 2019  From August 2019 	 <ul style="list-style-type: none"> <li>Improved staff skills and knowledge in teaching and using a range of technologies across the curriculum</li> <li>Improved staff confidence in planning for learning and assessment</li> <li>Improved staff understanding of national and local expectations for learning</li> <li>Resources will support a broader range of learning experiences across the curriculum</li> <li>Families will have a growing shared understanding of the role of technologies in school and of how to support learning at home</li> <li>Pupil confidence and skill levels will improve and they will be able to talk about the applications of digital learning across the curriculum</li> </ul> <p>Evidence</p> <ul style="list-style-type: none"> <li>Planning folders</li> <li>Audit materials and follow up data</li> <li>Assessment jotters and samples of work</li> <li>Feedback from pupils and staff regarding ability to transfer and apply skills across the curriculum</li> <li>Feedback from families, pupil focus groups</li> <li>Pupils leading learning for all groups of stakeholders - photographic evidence shared online, feedback - baseline and at points in the year</li> <li>Collaborative opportunities for staff - ASG and STG</li> </ul>



**Priority: Developing the Pedagogy of Outdoor Learning to 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**



<p><b>Actions</b>  <b>Staff lead - Heather McDonald Donna Pentony</b></p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p> 
<p>Staff engage with and implement opportunities from</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> </ul> <p>Teaching staff to complete Outdoor Leader Training with ELC Outdoor Learning Colleagues</p> <p>Encourage parents to engage with development of outdoor learning by offering their own skills and contacts to engage pupils in rich learning experiences</p> <p>Work towards embedding a progressive outdoor learning approach for all pupils across the curriculum</p> <p>Working towards our Green Flag &gt; Plan for making best use of our community and outdoor spaces</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 2019</p> <p>All staff MP - ELC Outdoor Ed Team</p> <p>All - community Parent Council</p> <p>All staff</p> <p>MMcD Eco Committee All pupils and staff Partners in community</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> <li>• We have measurable data to quantify the difference we are making</li> </ul> <p><u>Evidence</u>  Meeting minutes    New routines /actions  Photos, twitter, blog  Planning folders  Assessment jotters    Display</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  <b>Staff lead - Sam Low</b>  <b>Gill Gardner</b>  <b>Sharon Purves</b>  <b>Viorica Palmer</b></p>	<p>Drivers for improvement</p>	<p>When/Who</p>	<p>Impact/Evidence</p> 
<ul style="list-style-type: none"> <li>Digital learning - see whole school page</li> <li>Developing outdoor learning                             <ul style="list-style-type: none"> <li>- Develop the veranda as an extension of the playroom to facilitate learning in core curriculum areas</li> <li>- water play outdoor area - to encourage imaginative loose parts play to explore science opportunities</li> </ul> </li> <li>Further develop Tracking and monitoring across the curriculum</li> <li>Develop Learning Stories and Floorbooks                             <ul style="list-style-type: none"> <li>-to reflect chronological progress across the curriculum</li> <li>- to include learner's voice</li> <li>- to monitor individual and class progress linked in with tracking</li> </ul> </li> <li>Further develop parental engagement                             <ul style="list-style-type: none"> <li>- through groups/events/shared learning - e.g. cup of tea - themed drop in sessions for families</li> <li>- sharing learning from home /school - exploring developmental stages together to support the children</li> </ul> </li> <li>Develop daily use of French though daily</li> </ul>		<p>All staff from August 2019</p> <p>Nursery team</p> <p>GG SL SP VP</p> <p>SL SP VP</p>	<ul style="list-style-type: none"> <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>The outdoor area is continuing to offer high quality experiences and resources for creative play - the veranda becomes a constant extension of the playroom with a keen focus on core curricular areas</li> <li>Loose parts play is facilitating the deepening of learning by allowing opportunities to plan, design and evaluate through play.</li> <li>Learning Stories evidence a holistic approach to progress in learning across the curriculum for each child</li> <li>Through tracking processes staff are able to make increasingly confident judgements about progress</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</li> </ul>

<p>experiences and routines - CLPL 20.8.19 3.30-5pm with 1+2 Development Officer</p>		<p>Ann Robertson GG SL SP VP</p>	<p>Stories to track progress and are more actively involved</p> <ul style="list-style-type: none"> <li>• Learning and achievements out of nursery are valued and shared</li> <li>• Through a range of opportunities all parents have been involved in discussion about their child's learning and know how to support their child at home more effectively</li> <li>• French has become part of daily routines through songs, games and listening and talking</li> </ul> <p><u>Evidence</u>  Planning documents  Parental feedback  Tracking of progress and data  Learning Stories &amp; Floorbooks - sampled  Sharing good practice - SMT and ELC colleagues  Daily observations  Photographic evidence  HGIOELCC self - evaluation exercises</p>
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