

SECTION 1**SCHOOL AIMS**

Number	Aim
1	To deliver a well-balanced, high quality, well-structured curriculum (CURRICULUM)
2	To educate each child to achieve their highest possible standard of attainment (ATTAINMENT & ACHIEVEMENT)
3	To provide the highest quality of teaching and learning to meet the needs of all children developing in them a commitment to learning. (LEARNING AND TEACHING)
4	To provide, as a Health Promoting School, the best support to meet the emotional, physical and social needs of all pupils and to encourage in them a respect and care for self and others, and a sense of social responsibility. (SUPPORT FOR PUPILS)
5	To provide a sense of identity, pride and belonging in the school, working in partnership with parents and the wider community (ETHOS)
6	To make the best possible use of all resources and the accommodation available (RESOURCES)
7	To develop ourselves professionally, building on the strengths we possess as a team (MANAGEMENT, LEADERSHIP AND QUALITY ASSURANCE)

**WE ARE LEARNING TO BE
WE ARE LEARNING TO DO
WE ARE LEARNING TO LEARN
WE ARE LEARNING TO LIVE TOGETHER**

DEVELOPMENT PLAN TARGET Reading

What	Why	How	When	What Improvements
<p>Pilot Routes to Reading pack (feedback to authority working party in December)</p> <p>Share good practice across the school</p> <p>Moderation of reading</p> <p>To have a whole school focus throughout the year</p> <ul style="list-style-type: none"> • Book weeks • Reading Olympics • Survey of reading attitudes • Bedtime story sessions • Extreme reading • Reading for a purpose • Book festival by the sea 	<p>To ensure structure & consistency across the school</p> <p>Reduce workload and streamline planning process</p> <p>To improve literacy in the lowest 20%</p> <p>Improve practice</p> <p>To ensure there is consistency across school & cluster</p> <p>To engage parents in reading with their children To engage the community in sharing books and reading</p>	<p>Identify which pro formas are relevant to which year stage & implement</p> <p>Using proforma and involve children in taking some responsibility for tracking</p> <p>Use phoneme/ grapheme sheet as a guide for any SfL referrals</p> <p>Observation of colleagues Discussions at CPD time</p> <p>CAT session moderating assessment examples at each level</p> <ul style="list-style-type: none"> • A reading passport • Family reading challenge • Reading miles(Olympic focus) • Author meet sessions online • Real life reading • Multicultural focus • Scottish book awards 	<p>August In Service Half Day</p> <p>Ongoing</p> <p>Ongoing</p> <p>CPD McCrone</p> <p>CAT x 1 CPD x 2</p> <p>Ongoing</p>	<p>Consistency of reading approaches across school and more comprehensive handing on of information from stage to stage</p> <p>Time is used effectively Children have ownership of their learning</p> <p>Work towards ensuring most children are literate by end of P6</p> <p>Good practice is cascaded</p> <p>Staff more confident in assessing levels Assessments are appropriate to the level</p> <p>Parents and the community are engaged with reading Children are encouraged to see the real reasons for reading</p>

DEVELOPMENT PLAN TARGET Numeracy 2011-12

What	Why	How	When	What Improvements
To implement a CFE planner	To ensure appropriate pace and coverage of the maths programme	By using the planner provided by the Cluster Numeracy Planner	IN Service Day <ul style="list-style-type: none"> Half day August CAT session <ul style="list-style-type: none"> To review CPD time 	A whole school plan in place showing progression Plan will provide pace to allow pupils to reach appropriate targets
To develop clear assessment procedures	To confirm appropriate pace and provide evidence for reporting to parents	By developing and producing rich assessment tasks	CAT x 2 Ongoing	Staff more confident in identifying progress through CFE levels
To continue to make use of standardised assessments	To be better informed about progress in groups	Analysis of data	CPD where appropriate	Staff are more confident that children are working at an appropriate pace
To moderate the assessments used	To ensure there is consistency at school and cluster level	Discussion groups	CAT	Consistency in assessment across the school and cluster

- **DEVELOPMENT PLAN TARGET Health and Wellbeing (incorporating Whole School Olympic Theme and continuing Healthy Schools Accreditation (Physical Environment, Staff Welfare, Links with family and community, Role of Specialist Services, Ethos, Elements of Pupil choice, curriculum))**

How/Healthy Schools	What	Why	When	What Improvements
Use level specific audit sheets Use FP format as per social subjects (Curriculum)	Create new forward plans	To match Whole School Olympic Topic with CfE	Forward Planning CATS X4 Pre meetings for committee)	Elements from all areas of CfE are covered
OLYMPIC THEME Mini Health Week (Spec. Services)	Each class representing a country (P1/2 with buddies) Pupils organise an opening/closing ceremony Torch marathon (Map measuring distance) Design Olympic Athletes Village – Top Maths Sets?	Topical theme To introduce the whole school topic Increased cross curricular links geography, maths, PE Multi-culture. To raise money for Malawi; part of sustainable cluster charity work	Health Week w/b 29 th August Opening Ceremony	Shared ethos Sharing of learning with buddy class Jog Scotland introduced
Event (Pupil choice)	Each year stage(buddy) plan an event of choice for their year stage plus 1 other	Enterprise event using literacy skills	5 Fridays own event 5 Fridays other year stage	Responsibilities for others
Assemblies (Links family/community)	Local Sportspeople Interviews /Q&A Medals awarded for identified activities	Children recognise effect of making positive choices Achievements recognised	Monthly guest	New sports tried Raised Self Esteem
Reading Marathon (Curriculum)	Reading achievements recognised at assembly	To raise profile of reading	On-going	Wider achievements recognised
Dance Week (Role spec services/Links family/community)	Local dance groups demonstrations Multicultural Passport	local dance groups recognised Olympic Dance choreographed –create own O-law-mpic song	Tba	
Sports (Curriculum)	Local groups invited in to give demonstrations New sport introduced each term with specialist History of sport/Famous			

<p>Gymnastics (Curriculum)</p>	<p>sportspeople researched</p> <p>Whole school programme</p>	<p>whole school focus</p>	<p>tba</p>	<p>Better use of facilities</p>
<p>Food and Health (Links with family /community)</p>	<p>Snack diary Skipping club demos Plan meal for an athlete Cookery Competition Little and large competition Garden/Vegetables Themed meals</p>	<p>Healthy snacks recognised Healthy plate recognised Transition programme P6 and High School</p>		<p>Children can make better choices</p>
<p>Golden Time (Ethos)</p>	<p>Monthly carousel offering different activities Or Fun Friday</p>	<p>Longer session with more choice (possibly involving more than one year stage)</p>		
<p>House Points (Ethos)</p>	<p>Medals table (replacing House Points system for 1 year) Olympic Goal of the Week Go for Gold - Weekly focus for house points e.g. walking in corridors/ tidy cloakrooms Incentives-P6/7 tickets Golden Pens</p>	<p>To raise the focus on being part of a house</p> <p>To encourage collective responsibility</p>		
<p>Wider Achievements (Ethos)</p>	<p>Variety of clubs available at lunchtimes or after school</p>	<p>To allow children to mix with year stage peers.</p>		<p>Lunchtime or after school club on offer for all year stages</p>
<p>Olympic garden (Physical Environment)</p>	<p>Whole school responsibility for tubs and garden areas/ Design and develop in Olympic theme</p>	<p>To incorporate a sustainable development project involving eco committee, gardening club and school at</p>		<p>Whole school responsibility for improving environment</p>

<p>Staff</p>	<p>Each member of staff sets a personal goal for the year Investigate swimming stroke improvement and zumba</p>	<p>large. Boost staff morale</p>	<p>August May/June</p>	
<p>Closing Ceremony</p>	<p>O-law-mpic Games School sports Medals</p>	<p>To celebrate To include High School and Telford College Bank of Scotland</p>		
<p>Other possibilities</p>	<ul style="list-style-type: none"> - Show Racism the Red Card - Ancient Greek Olympics - Olympic Ethos - Pentathlon - Triathlon - PTA Fun Day - Law Torch procession – Whole school up Law - Health and Safety <p>Whole School Aerobics – choosing countries</p>	<p>To raise money for Malawi; part of sustainable cluster charity work</p>		

DEVELOPMENT PLAN TARGET 2011-12

Writing

What	Why	How	When	What Improvements
Assessment – Develop understanding of progression from developing to secure at each level.	To be more confident in identifying levels	Work backwards from secure to identify exemplars for developing and consolidating (Exemplars on education exchange)	CAT Half day In Service - August	Staff confident in assessment and reporting.
Moderate pieces of work at each level	To be more confident and consistent in reporting progress.	By comparing pieces of work and using exemplars	CAT	Teachers will be more skilled in labelling pupils work
Monitor tracking.	To identify any amendments needed to improve tracking.	Discussions at school level	CPD	Teachers can clearly identify a child's progress and next steps
Development of story boxes in the early years incorporating talking tubs/floor books.	To create stimulus for writing.	Creation of story boxes. Sharing good practice. to identify progression.	CPD	Better quality story content, organisation of ideas.

DEVELOPMENT PLAN TARGET 2011-12

Maintenance

What	Why	How	When	What Improvements
<p>Drama To pilot the new drama plans</p>	<p>To ensure a comprehensive drama programme is in place throughout the school</p>	<p>Use the drama programme drawn up by the working group</p>	<p>Throughout the session</p>	<p>Good quality drama lessons are evident across the school</p>
<p>Social Studies Draw up a comprehensive programme showing progression</p>	<p>To ensure there are no gaps in the curriculum at any stage of the school. To ensure there is progression with no duplication</p>	<p>Working Parties with all year stages represented.</p>	<p>CPD</p>	<p>Programme is established</p>
<p>AiFL To review practice across the school</p>	<p>To ensure best practice is evident across year stages To continue to embed AiFL</p>	<p>CPD Observation</p>	<p>CPD ongoing</p>	<p>AiFL are refreshed and continue to enhance learning and teaching</p>