

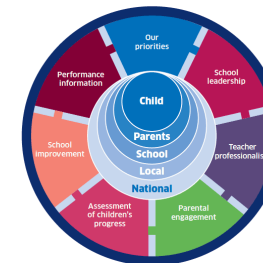
Joint Stoneyhill & Whitecraig School Improvement Plan

2020-2021

N National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2020/21:

- **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 2017-2022

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 - identify three or four main priorities only. Please take account of the new developments towards a self-improving schools approach and focus on curriculum development and pedagogy of learning, teaching and assessment. Use the following HGIOS4 & equivalent HGIOELC QIs as a guide 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

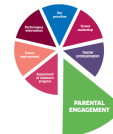
Priority: literacy

1.3 Leadership of change, leadership of learning: 2.3 learning, teaching & assessment


Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>❖ Collaborative planning within and across both schools, exploring effective online resources to support T&L for blended model. Identifying resources that support equity of access.</p> <p>❖ Continue to implement effective use of digital literacy, in blended models.</p> <p>❖ Explore innovative ways (persuasive letter from child, video, advert, leaflet, workshop, online GM) to increase parental engagement. to develop their understanding of the importance of reading, writing and their role.</p> <p>Writing</p> <p>❖ Identify a consistent approach to editing.</p> <p>❖ IDL- Link different genres to IDL application of skills, specific focus on 2 additional genres to ensure progression and depth.</p> <p>❖ Moderate planning, LTA to develop progression within and across levels. Collaborative approach to tracking, explore effectiveness of benchmarks, DOCs & Big Writing criterion.</p> <p>❖ BLOOMS & HOTS: ensure we are using consistently and how links reading with writing.</p> <p>Reading</p>	<p>Teachers professionalism</p> <p>School improvement</p> <p>Assessment of children's progress</p>	<p>All staff across both schools and STG</p> <p>CAT</p> <p>In-service</p> <p>SCP</p>	<div style="text-align: right;">  </div> <p>differentiation for pace, challenge and support addressed in face to face teaching in blended model</p> <p>sharing good practise in LTA</p> <p>collaborative planning of assessment</p> <p>blended model which supports effective T&L and distance learning activities matched to groups/ individuals</p> <p>increase parental engagement</p> <p>➤ SNSA data, use the comparison table to simplify the data in identifying where our children are within the national norm</p> <p>Moderation:</p> <p>➤ Continue to develop consistency in AOL and progress within a level,</p> <p>➤ To review our tracking linked to DOC/ benchmarks</p> <p>➤ To develop staff confidence in looking at a range of evidence across different levels using benchmarks and DOC to consolidate professional judgement</p> <p>Reading & writing:</p> <ul style="list-style-type: none"> • consistent use of BLOOMS & HOT linking reading and writing • beginning to establish effective practice to editing writing • coherence of assessment , professional dialogue around assessment data & evidence to inform planning, LTA across schools

<ul style="list-style-type: none"> Identifying a range of effective assessments as part of planning process & ensure evidence is linked to skills. Agree what strategies, questioning, skills and consistent language is being used. 			
<p>Nursery</p> <ul style="list-style-type: none"> Continue to use TTT to identify baseline in literacy, Use this to plan learning opportunities as well as interventions e.g music & me Continue to use digital learning to engage pupils in vocabulary development, listening and talking. Continue to use TTT to identify gaps and plan small group interventions as appropriate. Link TTT with E&O to triangulate our planning, tracking and LS evidence Specific focus on literacy, looking at creative ways to engage with parents and playgroup to share the data and work collaboratively to recognise the importance of literacy based activities to reduce attainment gap e.g. storytelling, soft start/ share learning experiences singing and reading, story sacks to build on good and successful practice from lock down that engaged parents and shared learning, explore social media and other forums. Invite parents in to help with an activity explore how we encourage parents to add to learning stories to reflect learning at home introduce shared classroom practice and peer 	<p>Teachers professionalism</p> <p>School improvement</p> <p>Assessment of children's progress</p> <p>parental engagement</p>	<p>Inservice</p> <p>SM</p> <p>support CT</p> <p>EEL</p>	<ul style="list-style-type: none"> Data shows us identifying and closing the gap. data informs effective planning and play opportunities digital literacy and literary interventions develop vocabulary especially in listening and talking effective parental and partnership engagement also increases understanding of the gap and the collaborative approach to close the gap planned interventions with EIA are evidence based and supports family engagement parents are confident in the role as a partner in their child's education and will contribute during stay and play, story sack, learning stories & other initiatives

<p>observations to promote professional dialogue and build on our self evaluation</p> <ul style="list-style-type: none"> ❖ explore further transition planning and LTA linked with P1 and playgroup ❖ Nursery to use EIA to develop play on pedals following MAP grant for bikes. ❖ Use building connections as early intervention to support the inclusion of all learners. To use the resource to provide strategies and self- evaluate practise and then identify changes in practise to identify and reduce barriers & strengthen relationships 			
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**Priority:2.3 Learning & teaching & assessment (LTA) 3.2 Raising attainment & achievement
Maths & numeracy**

Actions	Drivers for improvement	When/Who	Impact/Evidence 
<ul style="list-style-type: none"> ❖ Collaborative planning within and across both schools, exploring effective online resources to support T&L for blended model. ❖ Continue to implement effective use of digital learning, in blended models. ❖ To use diagnostic assessment to begin to redress the gap from COVID 19. ❖ Professional dialogue and SCP around effective differentiation, including appropriate resources. ❖ Moderate planning, LTA to develop progression within and across levels ❖ Planning assessment to gather range & quality of evidence, 	<p>Assessing children's progress</p> <p>Parental engagement</p> <p>Teacher professionalism</p>	<p>across the year</p> <p>INSERVICE CAT SM YGM</p>	<p>Differentiation for pace, challenge and support addressed in face to face teaching in blended model</p> <p>sharing good practise in LTA</p> <p>collaborative planning of assessment</p> <p>blended model which supports effective T&L and distance learning activities matched to groups/ individuals</p> <p>Assessment</p> <ul style="list-style-type: none"> ➤ if appropriate & proportionate, diagnostic assessment to identify gaps follow lockdown ➤ SNSA data, use the comparison table to simplify the data in identifying where our children are within the national norm <p>Moderation:</p> <ul style="list-style-type: none"> ➤ Engage with STG & ASG around moderation



- **Priority: Health & wellbeing** 3.1 Inclusion, equality and wellbeing

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>• To revisit and redraft school behaviour & positive relationships policy based on several factors listed below.</p> <p>HWB :</p> <ul style="list-style-type: none"> • Nurture : establish principles across ELC & both schools. Look at nurture pathways to establish current practise and next steps in terms of training, implementation and policy . • identify from recovery curriculum and needs of classes/ individuals appropriate next steps which are responsive and adaptive to re-establish connections, • identify aspects of Circle: to support the inclusion of all learners. To use the resource to provide strategies and self-evaluate practise and then identify changes in practise to identify and reduce barriers & strengthen relationships <p>Mental health</p> <ul style="list-style-type: none"> • Resilience: explore resilience training with EP & CAMHS. • Continue to use Relax Kids as part of supporting pupil mental health <p>RHSP: work with parents to begin to implement aspects of programme</p>	<p>teacher professionalism</p> <p>school improvement</p> <p>parental engagement</p>	<p>inservice CAT SM YGM</p>	<p>Nurture:</p> <ul style="list-style-type: none"> • re-establish connections and relationships • support learners in our changing education system and blended model • staff are effectively able to support groups & individuals with well being and "new" social relationships <p>CIRCLE:</p> <ul style="list-style-type: none"> • staff to begin to engage with the approach by supporting the development of Inclusive Classrooms • using the tool kit , the CIRCLE Inclusive Classroom Scale (CICS) for rating the classroom environment and reflecting on specific areas of classroom environment <p>mental health children are able to identify strategies and activities which support positive mental health and resilience</p> <p>IEI</p>



and progressing that meets the needs

Included, engaged & involved:

- To implement strategies for managing challenging or distressed behaviour within the policy documents.

- To develop confidence in implementation

RHSP

beginning to implement key areas

parental engagement in understanding the new content

