

## Summary: Key School Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p><b>Recovery from Covid-19 School Closures:</b></p> <p>1) Health and wellbeing</p> <p>2) Recovery of learning, teaching and assessment</p> <p>3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)</p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Continued work with Emotion Works recovery programme to support children in identifying, discussing and managing their emotions.</li> <li>• Completion of Resilient Kids at P1, P3 and P7 levels.</li> <li>• Calm a Class training for all teaching and non-teaching staff and weekly work in classes</li> <li>• Work towards Gold Rights Respecting Schools Award (continued from last year)</li> <li>• Citizenship groups in classes with each working towards specific area/awards – pupil leadership.</li> </ul> <p><b>Recovery of learning, teaching and assessment</b></p> <ul style="list-style-type: none"> <li>• Training and collegiate discussion on recovery curriculum focus and assessments to be used by school.</li> <li>• Establish a learning through play focus in P1 following leadership, training and development from last year.</li> <li>• Daily Literacy activities as tied in with Literacy recovery curriculum. Use of Picture News for Literacy focus, creativity and philosophical questions, citizenship, current events and right of the week.</li> <li>• Targetted maths support groups utilising PEF.</li> <li>• Continued promotion of outdoor learning. Work towards Gold Woodland Trust Award (Infant citizenship groups.)</li> <li>• Digital Safety focus in all years.</li> </ul> <p><b>Attainment in session 20/21</b></p> <ul style="list-style-type: none"> <li>• Formative assessment ongoing in class and summative assessments to establish new baselines and gaps – P2-6 (any requiring in P7) Salford reading, Common words, P3-7 Blackwell Spelling, P1-2 Polaar, P1-2 Reading sight words, All Numeracy diagnostics, SNSA to be completed early following October break as a diagnostic. Use of ASG (government funded extra teacher time) to support closing gaps along with additional staffing through PEF.</li> <li>• Continued termly moderation in school and across ASG.</li> <li>• Weekly learning conversations and learning reviews (what's stuck with me) ongoing including target setting as part of profiling process.</li> </ul>

## In-depth action plan #1

### Improvement Priority Title

## Recovery from Covid-19 School Closures

### Linked to QIs/Themes

**Leadership and Management** 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning, 1.3 Leadership of Change, 1.4 Leadership and management of staff, 1.5 Management of resources to promote equity

**Learning Provision** 2.2 Curriculum 2.3 Learning, teaching and assessment, 2.4 Personalised support

**Success and Achievements** 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement, 3.3 Increasing creativity and employability

### Linked to National Improvement Framework Priority

- Improvement in attainment, particularly in literacy and numeracy ☒
- Closing the attainment gap between the most and least disadvantaged children ☒
- Improvement in children and young people's health and wellbeing ☒
- Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒

### Linked to National Improvement Drivers

School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children's Progress ☒  
School Improvement ☒ Performance Information ☒

### Linked to Highland Council's 4 Key Priorities

Aspiration, attainment and performance ☒

Integration, inclusion and partnerships ☒

Curriculum and pedagogy ☒

Leadership and career-long professional learning ☒

### What do we aim to improve for learners?

- 1) Health and wellbeing post-Covid-19
- 2) Recovery of learning, teaching and assessment (including new opportunities with digital learning revealed by the Covid-19 situation/school closure)
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

### Measurable targets for success

- 1) Completion of wellbeing indicator wheels at start of session with children setting individual targets in discussion with class teacher for areas they have identified as lower. Learning conversations will show impact of these targets and consider further next steps if necessary.
- 2) Emotion Works assessment of emotive language will show an increase in vocabulary from start of session to end of recovery programme.
- 3) Establish targets for adjusting classroom practice based on discussion with staff, children/young people and families about the efficacy of online learning conducted during the Covid-19 situation – use of school survey conducted during lockdown, Highland Council survey, pupil focus groups and Parent Council discussions.
- 4) Learning needs identified through formative and summative assessments and interventions agreed following discussion of this data and evidence gathered. Evaluated termly to identify progress and re-adjust interventions for impact.

## What actions will we undertake?

### Health and Wellbeing

- Continued work with Emotion Works recovery programme to support children in identifying, discussing and managing their emotions.
- Completion of Resilient Kids at P1, P3 and P7 levels.
- Calm a Class training for all teaching and non-teaching staff and weekly work in classes
- Work towards Gold Rights Respecting Schools Award (continued from last year)
- Citizenship groups in classes with each working towards specific area/awards.

### Recovery of learning, teaching and assessment

- Training and collegiate discussion on recovery curriculum focus and assessments to be used by school.
- Establish a learning through play focus in P1 following leadership, training and development from last year.
- Daily Literacy activities as tied in with Literacy recovery curriculum. Use of Picture News for Literacy focus, creativity and philosophical questions, citizenship, current events and right of the week.
- Targetted maths support groups utilising PEF.
- Continued promotion of outdoor learning. Work towards Gold Woodland Trust Award (Infant citizenship groups.)
- Digital Safety focus in all years.

### Attainment in session 20/21

- Formative assessment ongoing in class and summative assessments to establish new baselines and gaps – P2-6 (any requiring in P7) Salford reading, Common words, P3-7 Blackwell Spelling, P1-2 Polaar, P1-2 Reading sight words, All Numeracy diagnostics, SNSA to be completed early following October break as a diagnostic. Use of ASG (government funded extra teacher time) to support closing gaps along with additional staffing through PEF.
- Continued termly moderation in school and across ASG.
- Weekly learning conversations and learning reviews (what's stuck with me) ongoing including target setting as part of profiling process.

## Who will lead this?

- HT – initial 8 week programme then review
- CT/HT to arrange training support if necessary – complete term 2.
- HT – training in Feb Inset then work following this
- PT – with P6/7 lead – weekly class lessons and whole school focus – assembly focus term 1 and 2
- CTs – weekly meetings – progress fed back at assemblies
- HT/PT – Sept Inset training – Build Back Better focus
- P1 Teacher – A.M.
- All CTs – monitored by HT
- Groups identified between CT and HT – weekly input from October with termly review
- HT lead – CTs weekly class outdoor lessons. A.M., E.K. and S.M. leading Eco and Woodland Trust focus.
- L.M. and P5/6
- CTs ongoing – data kept in online tracking document
- ASG HTs
- ASG HTs
- CTs

### **Expected resource needs**

- Approved through PEF –
  - Teacher cover 1 day a week to allow each class teacher 1hr per week out of class for targeted maths interventions.
  - Calm a Class training and resources for all teachers and PSAs - £2100
  - 1 day cover for each class teacher to review data/evidence and arrange interventions
  - Outdoor learning provision – waterproof suits, jackets, trousers and wellies to ensure equity of provision.
  - Emotion Works recovery programme - £150
- Picture News resource - £60 for the year
- Possible P1 play resources as required
- Inset days – September 14<sup>th</sup> – Recovery curriculum capture, cleanse, weave and assessment review  
February 17<sup>th</sup> – Calm a Class 4 hour training
- 3x ASG Moderation meetings scheduled in working time agreement
- Outdoor learning – successful application to Learning through Landscapes, 2hr training from them on whittling and drilling. Outdoor maths kits for second level and resources received from Science Skills Academy. Work with Parent Council to establish a covered outdoor learning area.
- Assessment – ASNT and HT to work to complete Salford reading assessments and support cover for Literacy assessments.

## Monitoring and evaluation procedures for the School Improvement Plan

**How will we know if our success criteria have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?**

- a) Children's self-assessment of wellbeing will show progress and identify how this was made. Those 3 or below recorded in online tracking and next steps recorded in profile along with observation. (Online tracker and records of discussion of these. Children's profiles monitored by HT)
- b) Emotion works assessments will show increased knowledge of emotive language. (Post and pre assessments)
- c) Termly attainment meetings with class teacher and HT will show progression and highlight impact of interventions. (Attainment meeting discussion records)
- d) Summative assessments will show increase in attainment for next year. (Online attainment tracker)
- e) Class observations (Term 3 onwards) and planning discussions will show adaptations to teaching and assessment practice in light of recovery curriculum, training and personal targets (monitoring records.)
- f) ASG moderation will increase confidence in making assessment decisions and ensure consistent practices across the ASG (Moderation records.)
- g) Pupil focus groups and surveys will establish what they feel is working and ideas for improvement (Written records.) Citizenship groups will lead improvements (Citizenship group minutes and actions)
- h) Children's profiles will show children's personal targets and improvements made along with their achievements. (Children's profiles monitored)
- i) Parent Council and parent surveys will gather parental input and HT will report action on these through Parent Council and whole school newsletters (minutes and newsletters.) Parental opinion will also be gathered in March either through face to face parent meetings or online surveys.
- j) Increased role of children as advocates for their rights, taking action to claim them and promoting them to others, locally and globally – Gold Rights Respecting Schools award (Rights Respecting evaluation and awards) and Fair Achiever Award (award evaluation.)
- k) We will have achieved Gold Woodland Trust Award (award evaluation.)
- l) Cyber Resilience and Internet Safety Award achieved (award evaluation.)

**Who will lead this monitoring and evaluation?**

- a) Both monitored by HT and discussed with teachers
- b) Class teachers
- c) Head Teacher
- d) Head Teacher
- e) Head Teacher alongside class teachers
- f) ASG Head Teachers
- g) Head Teacher with class teachers leading citizenship groups
- h) Head Teacher
- i) Head Teacher
- j) Kirstine Mullin, Principal Teacher
- k) Adrian Macleod, P1 Teacher
- l) Louise MacDonald, P5/6 Teacher

