

## 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>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Embed Emotion Works across the curriculum and within new charters. Translate into Gaelic, French and Mandarin and establish further Gaelic support within this.</li> <li>• Re-establish cross school citizenship groups and pupil voice and leadership as part of these.</li> <li>• Completion of Resilient Kids at P1, P3 and P7 levels.</li> <li>• Calm-a-Class sessions to continue daily in all classes.</li> <li>• Work towards Gold Rights Respecting Schools Award (continued from last year.)</li> <li>• Increase children's understanding of disabilities.</li> <li>• Embed new anti-bullying and playground charters. Create an overall positive behaviour policy.</li> <li>• Review Equality and Diversity policy in line with work on rights and charters.</li> <li>• Audit/update Health and Wellbeing (HWB) programme in line with updated Relationships and Sexual Health (RSHP) progression.</li> </ul> <p>Recovery of learning, teaching and assessment</p> <ul style="list-style-type: none"> <li>• Continue work to embed and improve practice in 'playful learning', initially to build more confidence at Early level before consideration to moving throughout the school.</li> <li>• Establish a Gaelic nursery within the school.</li> <li>• Re-establish languages culture in the school, ensuring all children receive their 1+2 entitlement.</li> <li>• Audit outdoor learning and develop further.</li> <li>• Increased focus on global citizenship to continue work around learning for sustainability.</li> <li>• Revisit vision, values and aims with all stakeholders.</li> <li>• Audit parental engagement and plan way forward.</li> <li>• Review planning, teaching and assessment of Interdisciplinary questions, linking with global citizenship, Religious and Moral Education (RME) and 'big questions' that can be used to apply learning and enable children to take the lead. Tied in with a re-evaluation of Key Assessment Tasks (KATs) and consider in application of skills.</li> <li>• Further embed work around Creativity and Digital Literacy.</li> <li>• Engage with new General Teaching Council for Scotland's (GTCS) Standards for teachers and leaders and consider how these are reflected in our practice.</li> </ul>

3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

Attainment in session 21/22

- Formative assessment ongoing in class and summative assessments to establish new baselines and gaps – see Assessment Model. Use of Associated Schools Group (ASG) government funded extra teacher time to support closing gaps along with additional staffing through Pupil Equity Funding (PEF).
- Re-establish moderation with wider staff across the ASG and further afield.
- Weekly learning conversations and learning reviews (what's stuck with me) ongoing including target setting as part of profiling process. Review learning conversations and skills progression within KATs, linking with Developing the Young Workforce (DYW).
- Audit and evaluate work towards raising numeracy attainment and embed previous training.

## 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
- 3) Attainment in session 20/21 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

### Measurable targets for success

- 1) Establish targets for improvement based on initial surveys of children/young people and staff regarding how they are feeling, using the wellbeing indicators. Base targets on what appear to be the most vulnerable aspects of the wellbeing indicators.
- 2) Establish targets for adjusting classroom/ELC practice based on discussion with staff, children/young people and families about the efficacy of online learning conducted during the Covid-19 situation.
- 3) Establish targets based on staff discussion about new or widened gaps caused by the Covid-19 situation (for example, varying degrees of engagement in remote learning, decline of learning habit in some children/young people etc)

## What actions will we undertake?

### Health and Wellbeing

- Embed Emotion Works across the curriculum and within new charters. Translate into Gaelic, French and Mandarin and establish further Gaelic support within this.
- Re-establish cross school citizenship groups and pupil voice and leadership as part of these.
- Completion of Resilient Kids at P1, P3 and P7 levels.
- Calm-a-Class sessions to continue daily in all classes.
- Work towards Gold Rights Respecting Schools Award (continued from last year.)
- Increase children's understanding of disabilities.
- Embed new anti-bullying and playground charters. Create an overall positive behaviour policy.
- Review Equality and Diversity policy in line with work on rights and charters.
- Audit/update Health and Wellbeing (HWB) programme in line with updated Relationships and Sexual Health (RSHP) progression.

### Recovery of learning, teaching and assessment

- Continue work to embed and improve practice in 'playful learning', initially to build more confidence at Early level before consideration to moving throughout the school.
- Establish a Gaelic nursery within the school.
- Re-establish languages culture in the school, ensuring all children receive their 1+2 entitlement.
- Audit outdoor learning and develop further.
- Increased focus on global citizenship to continue work around learning for sustainability.
- Revisit vision, values and aims with all stakeholders.
- Audit parental engagement and plan way forward.
- Review planning, teaching and assessment of Interdisciplinary questions, linking with global citizenship, Religious and Moral Education (RME) and 'big questions' that can be used to apply learning and enable children to take the lead. Tied in with a re-evaluation of Key Assessment Tasks (KATs) and consider in application of skills.
- Further embed work around Creativity and Digital Literacy.
- Engage with new General Teaching Council for Scotland's (GTCS) Standards for teachers and leaders and consider how these are reflected in our practice.

### Attainment in session 20/21

- Formative assessment ongoing in class and summative assessments to establish new baselines and gaps – see Assessment Model. Use of Associated Schools Group (ASG) government funded extra teacher time to support

## Who will lead this?

- HT and PT to support links with charters.
- Gaelic teacher to link with other Gaelic schools
- Each teacher to take a lead of a certain citizenship group. Children to be the main lead and link with a parent from Parent Council.
- Class teachers (HT to arrange training as necessary.)
- Class teachers
- PT
- Wellbeing Committee
- Pupil committee leading. HT drawing together in policy.
- HT
- HT and PT
- Early and First level teachers. Mr Macleod leading.
- HT
- PT
- Teacher lead to be decided/ committee groups.
- HT
- HT/ Pupil learning council
- HT with Parent Council
- HT
- HT and teacher lead to be decided/ Digital Leaders.
- HT
- All staff – HT to monitor

closing gaps along with additional staffing through Pupil Equity Funding (PEF).

- Re-establish moderation with wider staff across the ASG and further afield.
- Weekly learning conversations and learning reviews (what's stuck with me) ongoing including target setting as part of profiling process. Review learning conversations and skills progression within KATs, linking with Developing the Young Workforce (DYW).
- Audit and evaluate work towards raising numeracy attainment.

- HT

- Class teachers. HT to review in relation to DYW (link with languages.)

- HT

#### **Expected resource needs**

- See separate PEF plan
- Possible Early and First level play resources as required
- 2x ASG Moderation meetings scheduled in working time agreement
- 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 measurable targets for success have been met and what evidence will we have to inform our next annual School Improvement Plan Report? How will the evidence be gathered?	Main lead	Timescale	T1	T2	T3	T4
1. Health and Wellbeing						
a) Completion of <i>wellbeing indicator wheels</i> 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. Children's will complete these again in January and 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. Health and Wellbeing committee will review as a whole school to identify whole school priorities. ( <i>Online tracker and records of discussion of these. Children's profiles monitored by HT.</i> ) Whole school audit of wellbeing indicators.	HWB Committee HT – monitoring profiles HT -Attainment discussions  HT	Aug & Jan  Dec & April  Termly  Aug-Sept				
b) Emotion works assessments will show increased knowledge of emotive language in various languages. ( <i>Post and pre assessments.</i> ) Gaelic class will show increased understanding of emotions and vocabulary related to this.	HT	Sept & Feb				
c) 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 ( <i>Rights Respecting evaluation and awards</i> ) and Fair Achiever Award ( <i>award evaluation.</i> )	PT and Rights Citizenship Group	Ongoing				
d) <i>Anti-bullying and Positive Relationships strategies</i> in place created through involvement with all.	HT/ Pupil Council	Term 1				
e) New <i>HWB progressions</i> in place providing consistency across planning, teaching and assessment.	HT and PT with wellbeing committee	Term 2 and 3				
f) Pupil focus groups and surveys will establish what they feel is working and ideas for improvement ( <i>Written records.</i> ) Citizenship groups will lead improvements and evaluate ( <i>Citizenship group minutes, action plans and evaluation.</i> )	CTs/ Group leads	Ongoing				
2. Recovery of learning, teaching and assessment						
g) Establish targets for adjusting classroom practice based on discussion with staff, children/young people and families about the efficacy of online learning conducted during	HT	Ongoing				

the Covid-19 situation – use of school survey conducted during and following periods of home learning, Highland Council survey, pupil focus groups and Parent Council discussions.						
h) Class observations and planning discussions will show adaptations to teaching and assessment practice in light of recovery curriculum, training and personal targets ( <i>monitoring records.</i> )	HT	Nov, Feb and Term 4				
i) Children’s profiles will show children’s personal targets and improvements made along with their achievements. ( <i>Children’s profiles monitored</i> )	HT	Dec&April				
j) Parent Council and parent surveys will gather parental input and HT will report action on these through Parent Council and whole school newsletters ( <i>minutes and newsletters.</i> ) Parental opinion will also be gathered in March either through face to face parent meetings or online surveys. We will create a parental engagement policy in light of these. ( <i>Collated feedback and photographs</i> )	HT	March				
k) We will have achieved Platinum Woodland Trust Award ( <i>award evaluation.</i> ) All P4-7 children will have completed John Muir Awards ( <i>certificates and records</i> ) and all P1-3 children will have been involved in completing either Woodland Trust or RSPB award. ( <i>awards</i> )	CTs	Term 4				
l) Digital Schools Award and Cyber Resilience and Internet Safety Award achieved ( <i>award evaluation.</i> ) School will have in place a Digital Literacy Strategy that all have been involved in creating and are actively ‘living’ through their actions and experiences in school. ( <i>Strategy</i> )	HT/ Digital Leaders and CT lead	Term 1				
m) All children will receive their 1+2 entitlement. ( <i>Teacher timetables and class monitoring</i> )	HT	Sept & Jan				
n) Updated <i>curriculum rationale</i> involving all and lived by all.	HT	Term 1				
o) New policy on <i>IDL planning, teaching and assessment</i> completed with staff upskilled in it’s delivery ( <i>CPD records.</i> )	HT	Ongoing				
p) Staff will be familiar with new GTCS Standards and how these are applied within the school. ( <i>CPD records and minute meetings</i> )	HT	June Inset’21 Ongoing				
<b>Attainment in session 2021/22</b>						
q) Termly attainment meetings with class teacher and HT will show progression and highlight impact of interventions. (Attainment meeting discussion records)	HT	Termly				
r) Summative assessments will show increase in attainment for next year. (Online attainment tracker)	CTs	Termly				
s) ASG moderation will increase confidence in making assessment decisions and ensure consistent practices across the ASG (Moderation records.)	ASG HTs	Nov & Jan				
t) 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.	CTs, ASNT and HT	Ongoing				

