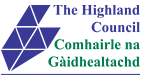
******SCHOOL IMPROVEMENT PLAN**

**YOUR SCHOOL LOGO HERE**

**SESSION 2020/21**

## **Summary: Key School Improvement Priorities**

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| **Improvement Priority Title** | **What exactly are we going to do?** |
| Recovery from Covid-19 School Closures:   1. Health and wellbeing 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) | *Ensure priority is given to Health and Wellbeing on initial return to school and take time to build relationships.*  *Prioritise the three cornerstone areas of the curriculum; Health and Wellbeing, Literacy and Numeracy in face to face learning time.*  *Prioritise measures which raise attainment in literacy and numeracy.* |
| Raising attainment in literacy.  (Previously raise attainment in writing in 19/20 plan.) | *Continue to develop and embed the ‘Talk for Writing’ approach to raise attainment in writing across the school.*  *Continue to develop and embed ‘Wraparound Spelling’ approaches across the school.*  *Start to develop the key comprehension strategies to raise attainment in reading across the school.*  *Continue to develop literacy opportunities in the ELC setting, in particular in an outdoor context.* |

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| Improvement Priority Title **Recovery from Covid-19 School Closures** | |
| **Linked to QIs/Themes****2.3 Learning, Teaching and Assessment**  **3.1 Ensuring inclusion, equality and wellbeing** | |
| **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. Survey all staff throughout session. 2. Use the SHANARRI wellbeing wheel to assess children’s feelings and create targets based on the results of this. Monitor regularly. 3. Continue daily emotional check in in person or via Google Form check in if working online. 4. Assess attainment gap post Covid and new vulnerabilities. In the event of part time attendance – prioritise children identified having more time in school. In full time return to school identify and implement appropriate interventions. | |
| **What actions will we undertake?**   * Assess wellbeing of children, staff and families as detailed above. * Deploy resources to meet needs as identified above. Use PEF funding to focus on raising attainment. | **Who will lead this?**  **All SMT** |
| **Expected resource needs: PEF teacher and PSA to support Literacy and Numeracy £33,333 and resources to support Early Numeracy through engagement with home and outdoor play - £600 and Plus1/Power of 2 books £999** | |

## In-depth action plan #1

## In-depth action plan #2 (carry forward from session 19/20 if capacity allows)

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| Raising attainment in literacy | |
| **2.3 Learning, Teaching and Assessment** **3.2 Raising, attainment and achievement** | |
| **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 🗵** | |
| **What difference will it make for learners?**   * Raised attainment in literacy for all learners. * Increased motivation to engage in reading and writing. * Consistency across practice in school. * Early intervention in Talking and Listening (Talkboost) through PEF interventions. * Developmental approach in ELC to enhance early skills. | |
| **Success criteria**   * Children will achieve benchmarks at their appropriate level. This will be evident through literacy trackers, SPP judgements, SNSA results and classwork. * Pupil feedback will show increased engagement. * Developmental overviews will evidence impact in ELC as well as feedback from staff, parents/carers and EYESO. * Moderation at school and ASG level will support teacher judgements. | |
| **What exactly are we going to do?**  * *Continue to develop and embed the ‘Talk for Writing’ approach to raise attainment in writing across the school.* * *Continue to develop and embed ‘Wraparound Spelling’ approached across the school.* * *Start to develop the key comprehension strategies to raise attainment in reading across the school.* * *Continue to develop literacy opportunities in the ELC setting, in particular in an outdoor context.* | **Who will lead this?**  All SMT |
| **Staff wellbeing and pastoral support implications** | |
| **Creativity opportunities:**  **open-mindedness  problem-solving  curiosity  and imagination** | |
| **Expected resource needs**  PEF PSA £3,798 and Talk for Writing teacher books £787 | |

## **Pupil Equity Fund Proposal/In-depth action plan**

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| PLAN TITLE Numeracy | | | |
| **Linked to QIs/Themes:****2.3 Learning, Teaching and Assessment** **3.2 Raising, attainment and achievement** | | | |
| **Summary of key approaches**  * **Attainment** * **Attendance** * **Inclusion/exclusion** * **Participation** * **Engagement**   **Summary of Key Areas**   * **Literacy** * **Numeracy** * **Health and wellbeing**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵** | | | |
| **Link to In-depth action plan:** *1. Recovery from Covid* Choose an item. | | | |
| **What do we aim to improve for learners?**  Increased attainment in Numeracy. See PEF plan for specific targets. | | | |
| **Measurable targets for success:**  Highland Numeracy Diagnostic Assessment. See PEF plan for specific targets. | | | |
| **What actions will we undertake?**   * PEF teacher (0.4) to work with individuals using Plus 1/Power of 2 books. * PEF teacher to release DHT (0.1) to lead development of Numeracy Home Learning Sacks. | | **Who will lead this?**  **Chenelle McMaster DHT**  **Eilidh Ross PT**  **Joseph Wilkins PEF Teacher** | |
| **Additional Hrs (School/Ext) – linked to existing posts – WFP to arrange a temp amendment to contract** | **Intervention(s)**   * **PEF Teacher 0.5** | | **Plan £**   * **£29,535** |
| **Additional posts (School/Ext) – Submit ATR as soon as your EQIM has given support** | **Intervention(s)** | | **Plan £** |
| **Partner Services**  **Must be on the 3rd Sector Register – potential for them to be added check with Clearing Group** | **Intervention(s)** | | **Plan £** |
| **Highland Council Support** | **Intervention(s)** | | **Plan £** |
| **Resources/**  **Equipment/**  **Materials**  **Use Integra only and be aware of procurement procedures and financial regulations** | **Intervention(s)**   * **Plus 1/Power of 2 resources** * **Outdoor Play resources for Early Years** * **Resources for Home-School Numeracy Sacks.** | | **Plan £**   * **£999** * **£300** * **£300** |
| **Totals (annual)** | **PEF ALLOCATION:**  **£36,419** | | **£31,134** |

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| PLAN TITLE Literacy | | | |
| **Linked to QIs/Themes:****2.3 Learning, Teaching and Assessment** **3.2 Raising, attainment and achievement** | | | |
| **Summary of key approaches**  * **Attainment** * **Attendance** * **Inclusion/exclusion** * **Participation** * **Engagement**   **Summary of Key Areas**   * **Literacy** * **Numeracy** * **Health and wellbeing**   **Linked to National Improvement Drivers** **School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress  School Improvement 🗵 Performance Information 🗵** | | | |
| **Link to In-depth action plan:** *2. Raise attainment in Literacy* Choose an item. | | | |
| **What do we aim to improve for learners?**  Increased attainment in Literacy. See PEF plan for specific targets. | | | |
| **Measurable targets for success:**  Talkboost Assessment Tracker. See PEF plan for specific targets. | | | |
| **What actions will we undertake?**   * PEF PSA to work with groups of children from P2 and P3 using Talkboost materials purchased with previous PEF funding. * Talk for Writing Teacher books for all teachers to support attainment in writing across the school. | | **Who will lead this?**  **Emma MacCallum HT**  **Kate Johnson ASN teacher**  **PSAs – Jane Cain releasing Cathy Carmichael and Chris Treanor.** | |
| **Additional Hrs (School/Ext) – linked to existing posts – WFP to arrange a temp amendment to contract** | **Intervention(s)**   * **PEF PSA 5.5 hours** | | **Plan £**   * **£3,798** |
| **Additional posts (School/Ext) – Submit ATR as soon as your EQIM has given support** | **Intervention(s)** | | **Plan £** |
| **Partner Services**  **Must be on the 3rd Sector Register – potential for them to be added check with Clearing Group** | **Intervention(s)** | | **Plan £** |
| **Highland Council Support** | **Intervention(s)** | | **Plan £** |
| **Resources/**  **Equipment/**  **Materials**  **Use Integra only and be aware of procurement procedures and financial regulations** | **Intervention(s)**   * **Talk for Writing Teacher books** | | **Plan £**   * **£787** |
| **Totals (annual)** | **PEF ALLOCATION:**  **£36,419** | | **£4,585** |

## Monitoring and evaluation procedures for the School Improvement Plan

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| **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?**  1. Whole staff termly evaluations against HGIOS 4 and HGIOELC indicators. 2. Child evaluations linked to HGIOURS. 3. Parent feedback through surveys 4. Attainment data – SPP, CfE, SNSA. 5. PEF plan assessments   **Who will lead this monitoring and evaluation?**   1. SMT – termly 2. SMT – SPP Nov/May, CfE (May), SNSA (Jan-March) 3. PEF teacher to conduct assessments. |