

Summary: Key School/ELC Improvement Priorities

Improvement Priority Title	What exactly are we going to do?
<p>Recovery from Covid-19 impact:</p> <ol style="list-style-type: none"> 1) Health and wellbeing 2) Recovery of learning, teaching and assessment 3) Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation) 	<ol style="list-style-type: none"> 1) <i>Health and Well-being focus to continue and increased emphasis on children's physical health. Develop P.E progression. Support mental health more implicitly through physical activities and promoting outdoor learning. Nurture provision to be expanded and focus on creating nurturing ethos across school. Focus on encouraging healthy eating in ELC.</i> 2) <i>Recover learning and teaching through re-establishing quality assurance monitoring and collaborative moderation procedures. Re-focus on Learning Profiles to support assessment and children's ownership of learning. Continue to embed play based learning in the early years. Continue to embed new literacy initiatives and start to explore key reading comprehension strategies.</i> 3) <i>Raise attainment through identifying gaps. PEF to be used to raise attainment in numeracy. Seek to re-engage parents and re-establish partnerships (including DYW) where possible.</i>

In-depth action plan #1 – common to all Highland schools/ELC settings

Improvement Priority Title

Recovery from Covid-19 School Closures

Linked to QIs/Themes

- 2.3 Learning, Teaching and Assessment
- 2.7 Partnerships
- 3.1 Ensuring Well-being, Equality and Inclusion.
- 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 and young people ☒
- 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 Service Action Plan Priorities

We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation ☒

We will maximise health and wellbeing for all children and young people to give them the best possible start in life ☒

We will ensure the highest quality of learning and teaching for each and every learner ☒

We will develop leadership skills at all levels of the system for now and the future ☒

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

Measurable targets for success

- Impact of new nurture groups to be measured using Boxall profiles at the start and end of sessions.
- Improved delivery of P.E teaching assessed through teacher's planning, assessment and feedback on confidence of delivery in surveys at the start and end of the year.
- Learning Profiles – to be monitored through SMT quality assurance. All elements (pupil, voice, parental voice, targets, reflections, holistic assessment) to be re-established and evident in sample folders.
- Play based Learning – Effectiveness of this approach measured through teacher and pupil feedback and P1 SNSA results to improve on previous year.
- Literacy – Increased attainment in literacy across all ages/stages. Reading comprehension impact to be measured with sample PM Benchmark assessments in P2-7 at the start and end of the year.
- PEF numeracy – Highland Numeracy Diagnostic Assessment to be undertaken at the start and end of session. Almost all children to have made two stars progress.

- PEF parental engagement – impact of PEEP group to be assessed through parental feedback/surveys. Parents/carers to feel welcome and engaged in the life of the school/nursery, connected to other parents and to have increased confidence in interacting with their child to support their learning.

What actions will we undertake?

HWB

- Support children’s emotional and mental health and well-being by providing opportunities for physical activity, promoting healthy lifestyles and re-introducing outdoor learning. Continue with Bounce Back program with 0.2 additional teacher and facilitate individual sessions where the need is identified.
- Develop P.E progression and endeavour to raise quality of learning and teaching with restrictions on space and resources lifting.
- Nurture provision to be expanded to impact on more pupils throughout school. Nurture groups will be identified from predominantly the lower school and daily interventions will take place for set periods of time. Continue to focus on creating nurturing ethos across school.

Learning and Teaching

- Recover learning and teaching through re-establishing quality assurance monitoring and collaborative moderation procedures. Re-focus on Learning Profiles to support assessment and children’s ownership of learning.
- Continue to embed play based learning in the early years.
- Continue to embed literacy initiatives ‘Talk for Writing’ and ‘Wraparound Spelling.’ Introduce key strategies for reading comprehension.

Attainment

- PEF to be used to raise attainment in numeracy. Additional teacher time to be used to support 1:1 daily sessions with Plus 1/Power of 2 resource.
- Increase parental engagement, in particular ELC parents through running PEEP parenting sessions (specific priority identified - support families to adopt healthy lifestyles/make healthy food choices for their child) Embed Vision, Values and Aims in ELC community.

Who will lead this?

HWB

- Emma MacCallum (HT) and Emma Wright (Additional teacher) to liaise to plan Bounce Back sessions in August and review throughout year. EM to ensure class teachers use Shanarri self-evaluation wheel termly. EM to provide Covid updates and guide teaching staff on re-introducing outdoor learning as soon as possible.
- Emma MacCallum (HT) to lead development of P.E Progression in collaboration with SMT and teaching staff. Sep Inset time to be devoted to this and teaching staff to trial throughout session.
- Catriona Sutton (PT ASN) to lead development of Nurture groups in liaison with ASN and Class teachers and AM (PSA)
- Emma MacCallum (HT) to lead development of quality assurance calendar, monitoring, moderation and Learning Profiles supported by SMT. Calendar to be established in term 1.
- Eilidh Ross (PT) to lead embedding of play pedagogy in early years.
- Eilidh Ross and Jess Creber (PT) to support staff in literacy learning and teaching. Jess Creber to lead reading comprehension training starting at Sep Insets.

Attainment

- Chenelle McMaster (DHT) to lead PEF teaching staff. Meet to plan year in August and identify target children. Assess children in term 1 and term 4.
- Chenelle McMaster (DHT) to lead parental engagement in ELC. PEEP groups to commence when Covid restrictions allow.

Expected resource needs

PEF teacher £42,000 to support maths intervention and ELC PEEP group.

Monitoring and evaluation procedures for the School/ELC 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?

HWB

- a) Leuven scale and Shannari self-evaluation wheel.
- b) P.E plans and teacher evaluations
- c) Boxall Profiles

Learning and Teaching

- d) Quality Assurance Calendar and feedback from monitoring activities.
- e) Teacher Planning and Feedback
- f) Learning Profile Monitoring
- g) Play observations

Attainment

- h) Highland Numeracy Assessments
- i) Parental Surveys

Who will lead this monitoring and evaluation?

- a) HWB - Emma MacCallum (HT) and Catriona Sutton (PTASN)
- b) Learning and Teaching - All SMT
- c) Attainment - Chenelle McMaster (DHT)