SCHOOL IMPROVEMENT PLAN
SESSION 2019/20

Summary: Key School Improvement Priorities

Key: Nursery and Primary, Primary Only, Nursery Only

Improvement Priority Title	What exactly are we going to do?
Continuous Profiling and Reporting	• Create and share family engagement calendar. • Complete the Highland Council and the HGIOS 4 Profiling and Reporting Audits to highlight key action points following on from current profiling processes. • Introduce continuous Profiling and Reporting model to staff. • Introduce continuous Profiling and Reporting to families. • Building Key Assessment tasks within planning that ensure breadth, challenge and depth. • Embed the use of the online Learning Journals to share learning and next steps. • Encourage increased parental involvement with the Learning Journals. • Develop the use of effective feedback and dialogue using 'Challenge Learning Through Feedback' by James Nottingham. • Learning Conversations and Feedback collegiate sessions to develop learning conversations with learners, their families and staff. • Ongoing engagement with QIO to ensure effectiveness of the system
Meeting the Mental, Emotional, Social and Physical Health and Wellbeing needs of all Pupils	• Audit existing practice and identify aspects of HWB practice/curriculum which can be improved. • Continually revisit growth mindset and embed language of growth mindset through learner dialogue. • Implementation of SHANARRI Wellbeing Webs three times in the session. (#1) • Embed the principals of 'Resilient Kids' into the school. • Introduce 'Resilient Kids' into the nursery as part of transition. • Class teachers to plan learning and teaching IDL on UNCRC • Continue to develop the pupil voice through councils and committees. • Introduce Restorative Justice and Solution Orientated approaches to staff.

	• Engagement with Resilient Kids programmes.
Raising Attainment in Numeracy	• Create and share family engagement calendar. (#1) • Continually revisit growth mind-set and embed language of growth mind-set through learner dialogue. (#2) • Work towards a shared understanding of what effective learning intentions and success criteria look like in maths and numeracy. • Building Key Assessment/ holistic tasks within planning that ensure breadth, challenge and depth. (#1) • Moderation of Key Assessments/ holistic Tasks. (#1) • Embed the use of the online Learning Journals to share learning and next steps. (#1) • Develop the use of effective feedback and dialogue using 'Challenge Learning Through Feedback' by James Nottingham. (#1) • Learning Conversations and Feedback collegiate sessions to develop learning conversations with learners, their families and staff. (#1) • Complete an audit of maths and numeracy resources within the school. • Revisit Highland Numeracy Progressions and identify where the pupils are. (#1) • Look at additional progressions for maths. (#1) • Use the evidence gathered from the diagnostic assessments to identify gaps and plan individual/group support. (#1)

In-depth action plan #1

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Improvement Priority Title

Continuous Profiling and Reporting

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Linked to QIs/Themes
- 1.2 – Leadership of Learning
- 2.3 – Learning, teaching and assessment
- 2.4 – Personalised support
- 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?
Pupils as learners will:
- understand the purpose of what they are learning.
- have increased clarity about what they should know, understand or be able to do by the end of a learning experience.
- receive clear, measurable definitions of success and be involved in creating success criteria in pupil language.
- develop as lifelong learners through frequent opportunities to assess their own and others progress, adjust their understanding and take control of their learning.
- become clearer in their knowledge and understanding of how they are progressing, developing and achieving.
- identify targets and their achievements and be able to tell the story of their learning journey (including reporting to parents).
- learners will be able to compile a profile of their knowledge, skills and abilities

Staff as learners will:
- become clearer in their understanding of where the children are in their learning journey (where in a level).
- become clearer in their understanding of what a pupil's next steps are.
- have continued to develop the language of effective feedback and dialogue.
- become clearer in their understanding of planning for key assessments.
- have opportunities to plan together and feedback to each other.

Success criteria

Pupils as learners:

- have a profile and can share it with other pupils, staff and family that highlights their learning journey (including knowledge, skills and abilities).
- use the language of learning (e.g. learning intentions, success criteria, feedback, next steps) to speak about where they are in their journey and what they need to do to progress.
- use the language of the four capacities to talk about the skills that they are developing for the world of work.

Staff as learners:

- are confident in their professional judgement in the progress of learners and the achievement of a level.
- plan for key assessment tasks.
- use the key principles of the moderation cycle to assess progress and plan for next steps.
- use learning conversations to support continuous dialogue between -
  - learner ⟷ teacher
  - - learner ⟷ learner
  - - learner ⟷ family
  - - teacher ⟷ family
  - - teacher ⟷ teacher
  - - teacher ⟷ learner ⟷ family.

What exactly are we going to do?	Who will lead this/when?	
Create and share family engagement calendar with parents.	HT	August 2019
HT/staff to attend training on Continuous Profiling	HT	ASAP/when training is available
Complete the Highland Council and the HGIOS 4 Profiling and Reporting Audits to highlight key action points following on from current profiling processes.	HT/PT	September 2019
Introduce continuous Profiling and Reporting model to staff.	HT/PT/CT/EYP	September 2019
Introduce continuous Profiling and Reporting to families.	HT/PT/CT/EYP/Families	October 2019
Revisit the Moderation Cycle so that we all have a shared understanding about what learning and teaching should look like in our schools.	HT/PT/CT/EYP	September 2019
Building Key Assessment tasks within planning that ensure breadth, challenge and depth.	HT/PT/CT	Term 2,3 and 4 2019/2020
Moderation of Key Assessments Tasks.	HT/PT/CT	Term 2,3 and 4 2019/2020
Embed the use of the online Learning Journals to share learning and next steps.	HT/PT/CT/EYP	Ongoing
Develop the use of effective feedback and dialogue using 'Challenge Learning Through Feedback' by James Nottingham.	HT/PT/CT/EYP	Ongoing
Learning Conversations and Feedback collegiate sessions to develop learning conversations with learners, their families and staff.	HT/PT/CT/EYP	March 2020
Ongoing engagement with QIO to ensure effectiveness of the system	HT	Ongoing
QIO Sign off conversation	QIO/HT	May 2020

Staff wellbeing and pastoral support implications

Highland Council's approach to Continuous Profiling and Reporting is recognised as an effective model for Tackling Bureaucracy as detailed in the **National Improvement Hub**. The approach is synonymous with the **Reporting to Parents and Carers** expectations from Education Scotland. The time previously allocated to end of year reports, which did not enhance the learner's journey, has been redesigned around the continuous profiling and reporting process, removing time burdens of lengthy end of year reports.

Collegiate sessions will be built into the WTA.

Creativity opportunities:

Through developing continuous approaches to Profiling and Reporting, children and young people develop the key creativity skills through:

- Learning contexts which develop children's skills for learning, life and work through demonstrating breadth, challenging and application through key assessment tasks
- Learning conversations which enable children to articulate 'Who they are in their learning?', 'Where they are in their learning?' and 'Where do I want to get to?'

open-mindedness ☒ problem-solving ☐ curiosity ☒ and imagination ☐

Expected resource needs

- **Highland Council - Profiling and Reporting Support Resources**
- One full day training for the school Profiling and Reporting lead and associated travel/accommodation costs
- Collegiate time within Working Time Agreement
- Family engagement

In-depth action plan #2

Improvement Priority Title

Meeting the Mental, Emotional, Social and Physical Health and Wellbeing needs of all Pupils

Linked to QIs/Themes
- 1.3 – Leadership of Change
- 2.1 – Safeguarding and Child Protection
- 2.4 – Personalised Support
- 3.1 – Wellbeing, Equality and Inclusion

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?

Pupils as learners will:
- learners will continue to have a 'voice' through involvement in councils and committees.
- experience targeted support to remove barriers.
- have a positive attitude towards school.
- have a clear understanding of the school values and how they are 'lived' by all within the school community.
- use the language of 'growth mind-set' in order to help them navigate the 'learning pit'.
- build positive relationships with other children by having a greater awareness of emotional literacy, and the vocabulary to understand and express their own and other's feelings.
- understand how emotions and feelings can change as their body changes.
- have opportunities to take part in a range of different sports and activities.

Staff as learners will:
- have a clear understanding of the school values and how they are 'lived' by all within the school community.
- use the language of a 'growth mind-set' and the 'learning pit'.
- help develop pupil relationships using a solution orientated approach and restorative justice.

Success criteria

Pupils as learners:
- see their views reflected in activities/policies of the school.
- talk about how they have been supported in areas they find difficult.
- talk about the school values and give examples of how they apply them within, or without, the school.
- talk about their learning journey through the 'learning pit' and how they felt at different stages.
- can give concrete examples of when they used a 'growth mind-set'.
- discuss how they are feeling using the SHANARRI Wellbeing Webs (three times in the session).
- are beginning to develop the ability to face challenges and make links between their emotions and behaviour.

Staff as learners:
- talk about the school values and give examples of how they apply them within, or without, the school.
- use the language of 'growth mind-set' and the 'learning pit' to aid learning.
- model solution orientated and restorative justice approaches within the classroom.

What exactly are we going to do?	Who will lead this/when?	
Revisit the schools' values and aims with the children and display these in the school.	HT	August 2019
Audit existing practice and identify aspects of HWB practice/curriculum which can be improved. Assess impact of any changes.	HT/PT/CT/pupils	September 2019 May 2020
Continually revisit growth mindset and embed language of growth mindset through learner dialogue.	HT/PT/CT	Ongoing
Implementation of SHANARRI wellbeing webs three times a session.	PT/CT	October 2019, January 2020, May 2020
Embed the principals of 'resilient kids' into the school. Introduce into nursery as part of the transition process.	PT/CT HT/EYP	Ongoing Term3/4
Class teachers to plan learning and teaching IDL on UNCRC.	HT/PT/CT	Term 3
Introduce restorative justice and solution orientated approaches to staff.	HT	Ongoing
Continue to develop the pupil voice through councils and committees.	HT/PT/CT	Ongoing

Staff wellbeing and pastoral support implications
It will be built into the WTA, and staff will be supported through the process.

Creativity opportunities:
open-mindedness ☐ problem-solving ☒ curiosity ☐ and imagination ☐

Expected resource needs
- Collegiate time within Working Time Agreement

In-depth action plan #3

Improvement Priority Title Excellent Learning and Teaching, Raising Attainment - particularly numeracy

Linked to QIs/Themes
- 1.3 – Leadership of change
- 2.2 – Curriculum
- 2.3 – Learning, teaching and assessment
- 2.4 - Personalised support
- 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?
Pupils as learners will:
- develop an increased mathematical resilience through a more positive mind-set, leading to a more positive engagement in maths and numeracy.
- recognise areas of strengths and areas of development in numeracy.
- develop an awareness of where they are in the key numeracy organisers, voice this confidently, evaluate their own learning and know their next steps
- develop their digital literacy through the appropriate use of apps.
- have rich, meaningful, cohesive and progressive experiences within numeracy and maths.
- be able to confidently use core numeracy skills across the curriculum.
- experience real-life situations to apply their learning.

Staff as learners will:
- have a clearer understanding of what progression in maths and numeracy looks like.
- have strategies to identify and address gaps.
- use clear and consistent learning intentions and success criteria against which to assess progress.
- design holistic tasks to assess progress.
- engage in high quality feedback and dialogue to move learning forward.

Success criteria
Pupils as learners:
- talk positively about their maths experiences.
- identify and discuss where they are in their learning of maths and numeracy.
- use feedback to evaluate their own learning and set next steps.
- use a wide range of resources, including digital resources, to aid the maths and numeracy learning.
- apply their maths and numeracy learning to other areas of the curriculum.

Staff as learners:
- use a wide range of evidence to assess progress, including dialogue with pupils.
- deliver high quality feedback and engage in dialogue.
- use effective learning intentions and success criteria against which they can assess progress.
- ensure that learning and teaching is appropriately differentiated and challenging.
- use summative (e.g. holistic tasks and diagnostic tools) and formative assessment to identify gaps and employ strategies to address them.
- Use the outdoors and community to apply learning to real-life situations.

What exactly are we going to do?	Who will lead this/when?	
Create and share family engagement calendar. (#1)	HT	August 2019
Continually revisit growth mind-set and embed language of growth mind-set through learner dialogue. (#2)	HT/PT/CT	Ongoing
Work towards a shared understanding of what effective learning and looks teaching like in maths and numeracy (initially focussing on learning intentions and success criteria. Possible resource – _Learning together: Mathematics_ - https://education.gov.scot/improvement/learning-resources/Higher%20order%20thinking%20skills%20in%20maths	HT/PT/CT	Term 1 (and then ongoing)
Building Key Assessment/ holistic tasks within planning that ensure breadth, challenge and depth. (#1)	HT/PT/CT	Term 2,3 and 4 2019/2020
Moderation of Key Assessments/ holistic Tasks. (#1)	HT/PT/CT	Term 2,3 and 4 2019/2020
Embed the use of the online Learning Journals to share learning and next steps. (#1)	HT/PT/CT	Ongoing
Develop the use of effective feedback and dialogue using 'Challenge Learning Through Feedback' by James Nottingham. (#1)	HT/PT/CT	Ongoing
Learning Conversations and Feedback collegiate sessions to develop learning conversations with learners, their families and staff. (#1)	HT/PT/CT	March 2020
Complete an audit of maths and numeracy resources within the school.	HT	August 2019
Revisit Highland Numeracy Progressions and identify where the pupils are.	HT/PT/CT	August/September 2019
Look at additional progressions for maths.	HT/PT/CT	August/September 2019
Use the evidence gathered from the diagnostic assessments to identify gaps and plan individual/group support.	HT/PT/CT	August/September 2019

Staff wellbeing and pastoral support implications **It will be built into the WTA, and staff will be supported through the process.**

Creativity opportunities: **open-mindedness** ☒ **problem-solving** ☒ **curiosity** ☐ **and imagination** ☐

Expected resource needs
Collegiate time within Working Time Agreement
Possible updating of numeracy resources
Any CPD and associated travel/accommodation costs

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) Self-evaluation against selection of challenge questions in HGIOS 4 at the beginning/end of the year and recording evidence of developments in floor books.
   b) Learners will have started to keep a profile and can share it with teachers/families (where they are in their learning, what sills have they developed and talk about the Wellbeing Indicators).
   c) Highland diagnostic assessments will show that gaps in numeracy have decreased.

Who will lead this monitoring and evaluation?
HT/PT/CT: PT/CT to be involved in self – evaluation and HT to collate information and report back. All members of the school to be involved in updating floor books.
   a) HT/PT/CT/pupil: HT to attend training and share with staff and parents. PT/CT to develop feedback and dialogue with children. PT/CT to use HWB web three times a year. Pupils to take responsibility for recording their progress within the profile. Pupils to lead learning conversations with parents.
   b) HT/PT/CT