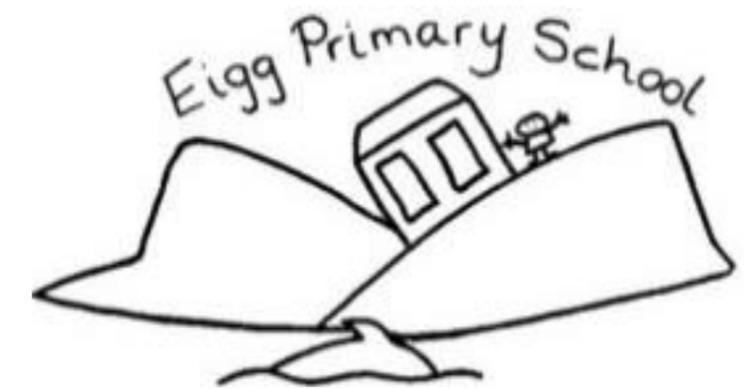




School Improvement Plan

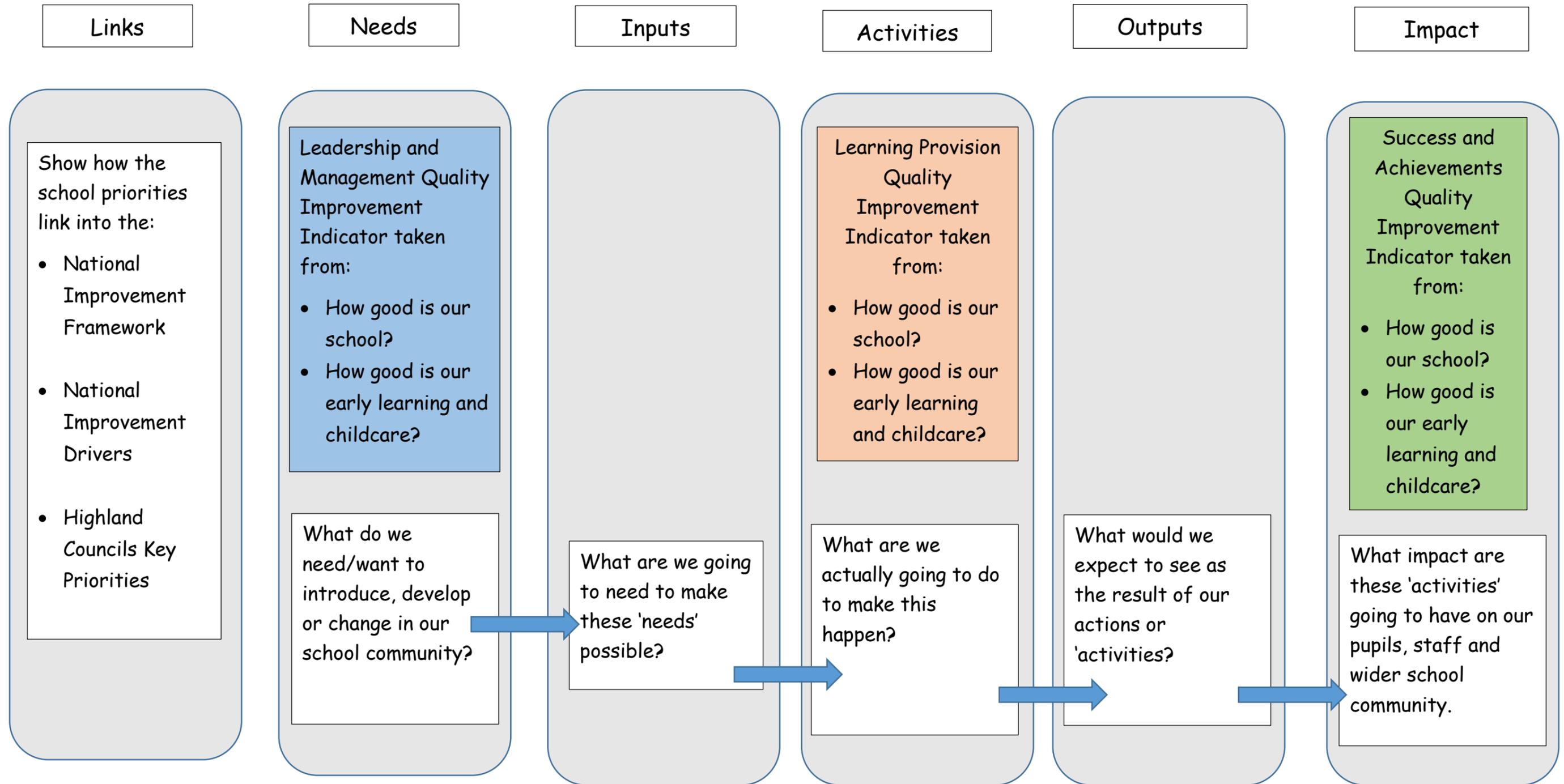
Session 2020/2021

Eigg and Muck Primary Schools and Nurseries



Key: School Improvement Plan

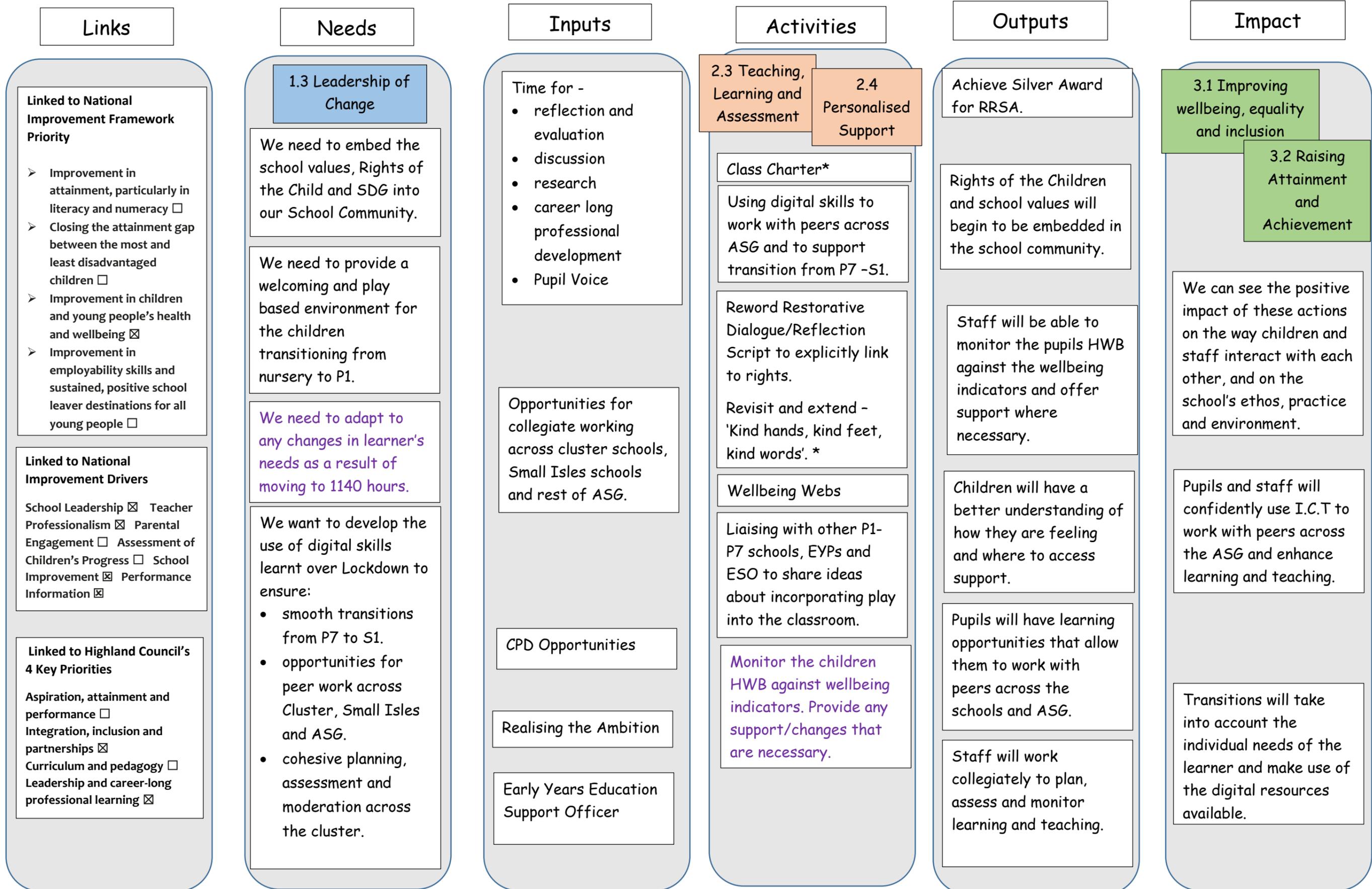
This is adapted from the Program Logic Model - Taken from Instructional Leadership: Creating Practice Out of Theory by Peter M. DeWitt



Specifically aimed at Nursery and/or Early Level

Specifically aimed at Primary

1. Recovery Curriculum - Health and Wellbeing

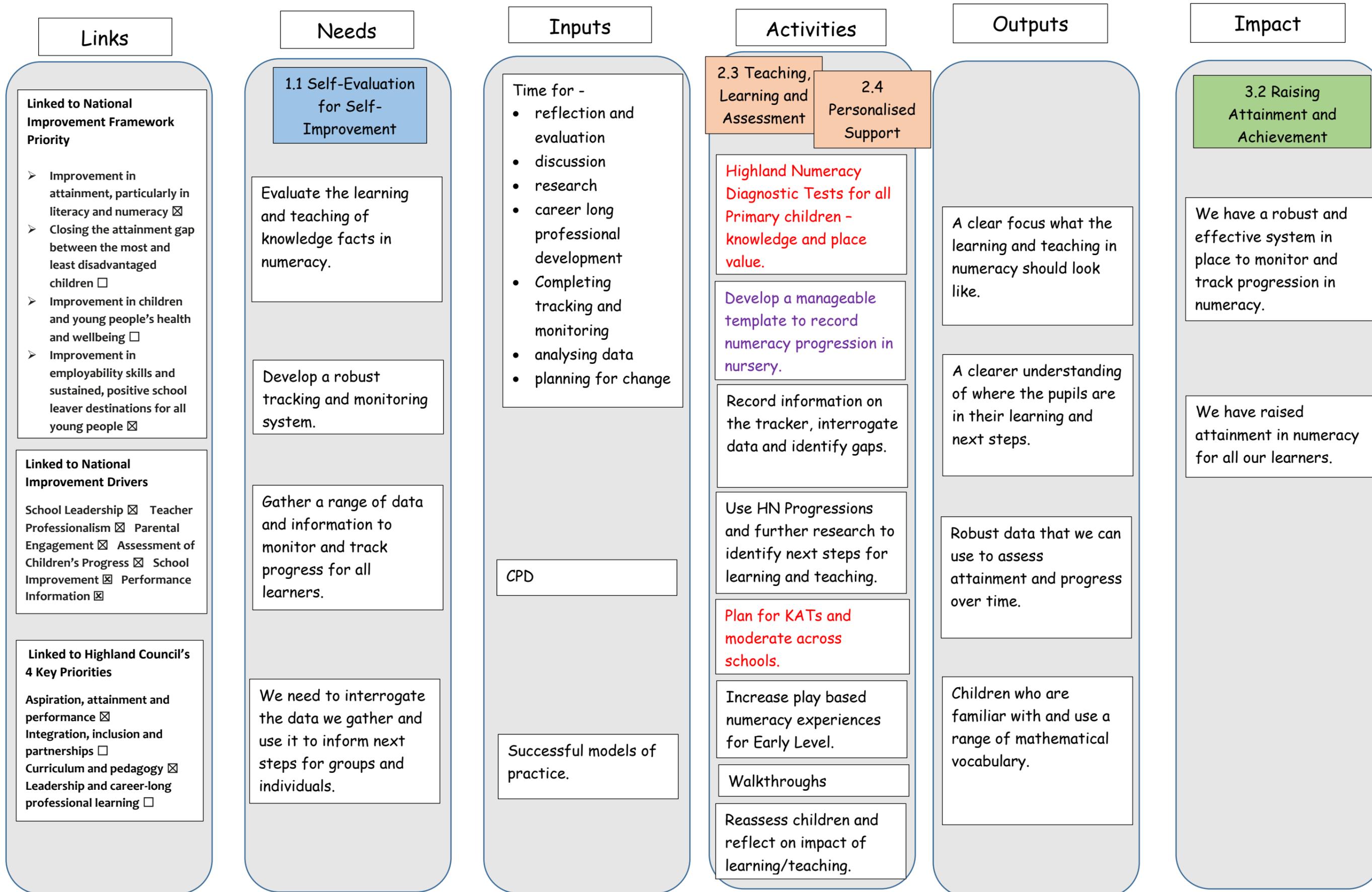


* Part of the action plan for the RRS Silver Award

2. Recovery of Learning, Teaching and Assessment: Continuous Profiling and Reporting



3. Recovery Curriculum: Attainment in Numeracy



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 ☐

1.1 Self-Evaluation for Self-Improvement

Evaluate the learning and teaching of knowledge facts in numeracy.

Develop a robust tracking and monitoring system.

Gather a range of data and information to monitor and track progress for all learners.

We need to interrogate the data we gather and use it to inform next steps for groups and individuals.

Inputs

- Time for -
- reflection and evaluation
 - discussion
 - research
 - career long professional development
 - Completing tracking and monitoring
 - analysing data
 - planning for change

CPD

Successful models of practice.

Activities

- 2.3 Teaching, Learning and Assessment** **2.4 Personalised Support**

Highland Numeracy Diagnostic Tests for all Primary children - knowledge and place value.

Develop a manageable template to record numeracy progression in nursery.

Record information on the tracker, interrogate data and identify gaps.

Use HN Progressions and further research to identify next steps for learning and teaching.

Plan for KATs and moderate across schools.

Increase play based numeracy experiences for Early Level.

Walkthroughs

Reassess children and reflect on impact of learning/teaching.

Outputs

A clear focus what the learning and teaching in numeracy should look like.

A clearer understanding of where the pupils are in their learning and next steps.

Robust data that we can use to assess attainment and progress over time.

Children who are familiar with and use a range of mathematical vocabulary.

Impact

3.2 Raising Attainment and Achievement

We have a robust and effective system in place to monitor and track progression in numeracy.

We have raised attainment in numeracy for all our learners.

Summary: Key School Improvement Priorities

Priority	What exactly are we going to do?	Who will lead this?	Time Scale
1	Class Charter	CT/PT/Pupils	Term 1
1	Monitor the children HWB against wellbeing indicators. Provide any support/changes that are necessary.	EYPs	Ongoing
1	Liaising with other P1-P7 schools, EYPs and ESO to share ideas about incorporating play into the classroom.	HT/PT/CT Supported by EYPs and ESO	TBC
1	Reword Restorative Dialogue/Reflection Script to explicitly link to rights. Kind hands, kind feet, kind words.	Eigg EYP/HT RRSA Steering Group	Dec Review Feb In-service
1	Wellbeing Webs	CT/PT	Nov/Feb/May
1	Using digital skills to work with peers across ASG and to support transition from P7 -S1.	All Staff Pupils	Ongoing
2	Create and share family engagement calendar.	HT	Nov
2	Assess the use of Online Learning Journals - are they doing what we want/need them to?	HT/PT/EYP	Feb in-service May in-service
2	Plan and share ideas across the Small Isles Schools/Nurseries	All Staff	Ongoing
2/3	Build Key Assessments Tasks into planning (each IDL and one per term for Numeracy)	PT	Term 2, 3, 4
2/3	Moderation of KAT	PT	Term 2, 3, 4
2	PR&D Plans	All Staff	Sept/Oct and Jan/Feb
2	Learning Conversations - teacher/pupil/family	All Staff	TBC
2	Sharing or co-constructing LI and SC. Effective feedback to develop next steps.	All Staff	Ongoing
2	Share progressions and broader view of next steps with learner.	CT/PT	Initially - Oct Ongoing
2	Snapshot Jotters	CT/PT	Feb
3	Increase play based numeracy experiences for Early Level.	EYP/CT/PT	Term 2 - ongoing
3	Highland Numeracy Diagnostic Tests for all Primary children - knowledge and place value.	CT/PT	Oct/Nov and May
	Record information on the Tracker, interrogate data and identify gaps.	HT/PT/CT	Nov, Feb, May
3	Develop a manageable template to record numeracy progression in nursery.	EYP	Term 2
3	Walkthroughs	HT	One each term
3	Use HN Progressions and further research to identify next steps for learning and teaching.	CT/PT/HT	Oct/Nov Ongoing
3	Reassess children and reflect on impact of learning/teaching.	CT/PT/HT	May

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.
- c) Key Assessments and Highland diagnostic assessments will show that gaps in numeracy have decreased.

Who will lead this monitoring and evaluation?

- a) All Staff
- b) HT/PT/CT/Pupils: Initially Oct/Nov and then ongoing
- c) PT: Ongoing