**Session 2021 -2022 Draft Improvement Plan**

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| **National Improvement Framework Priority:** Improvement in attainment, particularly in literacy and numeracy | | | | | |
| **Focused Priority:** Develop professional knowledge of Conceptual Numeracy, to improve learning/teaching and raise attainment of numeracy. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3, 2.3,3.2  1.1, 1.2, 1.3, 2.4, | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Increase every learner’s understanding of conceptual numeracy, through quality teaching.  Every teacher being knowledgeable and skilled in this area of the curriculum. | Planned collegiate input from teacher colleague recently accredited by Fife’s pedagogy team.  Peer moderation of the teaching of conceptual numeracy.  Professional reading by all staff | Lindsay Farmer, class teacher leading on pedagogy input, devolved responsibility of observation of peers teaching conceptual numeracy.  Each teacher  Each member of staff | | Teacher observation and assessment.  Learner self-assessment.  Termly attainment and tracking meetings with SLT. | Professional learning presentation and dialogue will link to our collegiate calendar throughout next session.  Termly peer observation will be planned and discussed. |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Closing the attainment gap between the most and least disadvantaged children and young people | | | | | |
| **Focused Priority:** Create a shared understanding that assessment and feedback are integral to learning and teaching and that assessment approaches need to capture progress in learning wherever it takes place. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3, 2.3, 3.1, 3.2  2.4, 2.6, 2.2, 1.1 | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Effective use of assessment to identify where children are in their learning and plan appropriate next steps.  For every child, assessment takes place as part of daily learning through watching and listening to children carrying out tasks, as well as looking at what they write and make and do and by considering how they answer questions.  By May 2022, all children will have the opportunity to participate in planning how their learning will be assessed and what evidence will be gathered. All teachers will understand and feel confident in engaging with the moderation cycle and there will be a consistent approach to evidence-gathering and assessment across the whole school. This will, in turn, lead to increased teacher confidence in making summative assessment judgements.  This will have a direct impact on the outcomes of all learners across the school. Children will be empowered partners in their learning and will become increasingly confident in discussing the what, the why and the how of their learning as well as being able to identify their next steps. | Assessment within BGE 2020/21 document as a basis for professional reading and dialogue  Planned collegiate times to discuss assessment across all classes, to support and challenge thinking  A member of the teaching staff will work within a leadership trio within the Local Improvement Framework Network to plan and deliver PL opportunities across the network. Key relevant insights will be fed back to the whole school.            Through completion of an online form, all teachers will engage in self-evaluation in order to identify key priorities for the coming session (feedback, evidence, assessment, rich tasks etc.)    A one-hour PL session will focus on the key priorities identified through self-evaluation. The purpose of this session will be to share examples of effective practice (from within and/or outwith the school) and to make links with theory/national priorities etc. Colleagues will work with their stage partner/s to identify an example of effective practice they will apply and evaluate with their classes.    A second session will focus on the Moderation Cycle – again examples of effective practice will be shared. Stage partners will be given the opportunity to work together to bundle relevant Es and Os and to identify key benchmarks for assessment.    A third PL session will focus on evidence gathering/planning for assessment, with the use of learning walls to support this process.    Session four will focus on creating a success criteria rubric, assessing and moderating pieces of work. Teachers will be asked to evaluate the process to inform next steps. Stage partners will then bundle Es and Os and identify benchmarks for the next moderation cycle.    Sessions five and six will repeat the moderation cycle. | Working groups (name of staff and lead teacher will be agreed at In Service) and an attached SLT member  LIF Network school representative, working in collaborations with colleagues across the LIF network and with members of the SLT.  Responsibility for generating the self-evaluation will be devolved across the teaching population. Key priorities will be identified directly from the feedback.  All teaching staff will be given the opportunity nominate themselves to share examples of effective practice relating to the key priorities. All children will be involved in evaluating the strategies tested in their classrooms.  Teachers will gather feedback from learners on how they would like to demonstrate their learning against the identified benchmarks. | | Tracking of hard and soft data  Views have been gathered from the LIF network attendees to identify network priorities. Participants will be asked to evaluate each session.  Key messages will be shared across the Lochgelly and Beath clusters, increasing consistency of understanding.        Clear baseline data will be gathered.              Microsoft forms will be used to gather data and generate evidence which will be shared across the school.                            Evidence will be gathered from children to inform the design of the rich task.  Learning walls will be established consistently across the school to gather evidence.                        Moderation pieces and assessment rubrics will be gathered from across the school.  Teachers and children will be asked to evaluate the moderation cycle and identify next steps.          Moderation pieces and assessment rubrics will be gathered from across the school.  Teachers and children will be asked to evaluate the moderation cycle and identify next steps. | Between August 2021 and June 2022, there will be six one-hour LIF network meetings which the LIF representative will attend outwith the working time agreement. Key messages will be shared across the school via email and during collegiate time within the WTA.        By Sep 2021, all teaching staff will have completed self-evaluation which should take around 15 minutes and key priorities will be identified.    PL session 1 – September 2021                              PL session 2 – November 2022                    PL session 3 – January 2022 (designing a rich tasks)            PL session 4 – March 2022 (moderation)                      PL session 5 – April 2022 (planning a rich task)  PL session 6 – June 2022 (moderation and evaluation) |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:** Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | |
| **Focused Priority:**Develop a refreshed Curriculum Rationale reflective of our context | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.3, 2.3, 3.1, 3.2  2.2, 2.7, 1.2 | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Revisit our curriculum rationale to ensure it reflects our unique context.  Every learner will experience what they are entitled to through a coherent 3-12 curriculum.  Every teacher will plan, deliver and assesses a broad general education to every learner, including well planned experiences and outcomes across the curriculum areas. This will include understanding of the world and Scotland's place in it and understanding of the environment.  Further changes to our curriculum planning, to ensure that a progressive curriculum is being planned and tracked. | Revisit all of teachers and PSA audit information from last two academic sessions.  Collate and share our thinking of our *Refreshed Curriculum* (2019).  Audit views of families, children and stakeholders  Revisiting key themes with BtC3 to promote professional dialogue and implementation in every classroom  Implement a progressive pathway in teaching skills within all of Expressive Arts  Introduce a campus wide basic moves programme that every child will experience  Plan IDL that encompasses all of the current professional thinking and recognises the four contexts for learning  Planners modified from last sessions use and analysis. | Working groups name staff and lead teacher and an attached SLT member (agree at In Service)  Working groups (name of staff and lead teacher will be agreed at In Service) and an attached SLT member  Gordon Anderson | | Views and then alignment with Curriculum Making documents  Children’s views and tracking of their experiences and outcomes | Undertaken in Term1  Fully implemented by Term 2  Fully implemented by Term 3 |
| **Ongoing Evaluation** | | | | | |
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**Session 2021 -2022** **Improvement Plan – PEF Plan**

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| **Attainment Fund Rationale** | | **Amount of Fund** | | |
| To skill all staff to respond to distressed behaviours of children and there be an identified area in each class that children can access. Children need to form bonds with a consistent school adult, we are keen to create a staff ration where each child can link with their class teacher, SLT and an identified member of the PSA team.  What are your gaps?  **More detail to be agreed and added from August InService** | | | | |
| **Expected Impact** | **Interventions Planned** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Impact on learners**  **Ongoing evaluation** |
| Intervention 1  What are we trying to improve?  To improve the emotional wellbeing of a targeted group pf children.  Identified group to be supported by PSA trained in OMM positive relationship.  Your aims should be specific and targeted i.e increase x to y by Z. | Max 200 words. How does this intervention tie in with your rationale?  **More detail to be agreed and added from August InService** | | How will evidence be gathered – data, views, direct observations? | What has been the impact? |

**Appendix D – Pupil Equity Financial Plan Session 2021 - 2022**

**Allocated Amount:**

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