



# School Improvement Plan

2021-22

Greenlaw PS & ELC and Swinton PS & ELC



GREENLAW  
PRIMARY



This document outlines our identified priorities for Session 2021/22 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2020/21. For more information on our performance see our School Improvement Report 2020/21.

## Self-Evaluation Summary

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Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation' -HGIOS 4? HGIOELC?

### Strengths 2020-21

- Digital learning and teaching – developing teachers skills and capacity in digital learning and transfer skills gained during lockdown to classroom practice & home learning
- Empowerment of teachers and ELC staff to develop identified literacy, numeracy, digital Inspire priorities across our partnership schools giving dedicated time for staff to engage in their own professional learning, understanding and development of skills
- Resilience of all staff & children – to adapt to the circumstances and support our communities, children of key workers and the most vulnerable children in both remote and in school learning throughout lockdown and phased return back into school
- Change in pastoral role in the school – developing our understanding of nurture & building positive, supportive relationships in response to Covid for the whole school community
- Implementation of whole school Learning Teaching and Assessment Toolkits to support pace and challenge, wellbeing and equity for all our learners
- The ELC environment is continuously developing and responsive to children's curiosity and ensures children engage in developmental emergent literacy and numeracy experiences and are supported to explore the wellbeing indicators and how they relate to their own world.

<b>Areas for Improvement 2021-22</b>			
	<b>Short Term</b>	<b>Medium Term</b>	<b>Long Term</b>
<b>Learning, teaching and assessment</b>	<p>Further understanding &amp; skills in effective Learning Teaching &amp; Assessment strategies</p> <p>Cohesive and progressive core skills identified across levels for numeracy and maths</p> <p>Consistent balanced reader/writer skills developed across all stages of the school</p>	<p>Further Implementation of identified effective strategies at class level</p> <p>Dedicated Time for professional dialogue underpinned by professional reading and sharing of knowledge and skills across the school –what has the most impact on outcomes for children</p>	<p>Identify opportunities to meet with cluster and across clusters for professional dialogue and enrichment activities</p> <p>Ongoing review of Teaching, Learning and Assessment Toolkit through QAM calendar &amp; Cat sessions</p>
<b>Inclusion</b>	<p>Revisit Nurture documentation and key messages– and evaluate how this is impacting on classroom practice and throughout the school</p> <p>Ensure documentation is visible around school and able to be referred to</p> <p>Continue to build and share inclusive practices across all levels of staff</p> <p>Engage in further training around the staged intervention strategy</p>	<p>Build a dialogue of understanding and reflection to develop staff skills in translating documentation into classroom practice. All staff to engage in Circle and Restorative Practice training</p> <p>And effective strategies put in place</p> <p>Clear focus on SFL in tracking &amp; monitoring consultations. Develop teacher’s skills in delivering IEP targets and ensure there is a clear understanding of the stage the children are at.</p>	<p>Model &amp; share good practice across school &amp; cluster schools</p> <p>Seek feedback from colleagues – collegiate review</p> <p>Ongoing review of development through QAM calendar &amp; Cat sessions</p>

# Priority 1: Learning, teaching and assessment

QI	NIF Priority	SBC Framework	Intended outcome:			
1.1, 1.2, 2.2, 2.3, 2.5, 3.2	Closing the attainment gap Improvement in literacy & numeracy Children's health & well-being	Teaching, Learning & Assessment Partnerships with parents & wider community	Raised standards in reading, writing and numeracy for all learners Increased role of support for learning teacher to support equity and inclusion in learning and achievement Digital progression plan to ensure development of skills to support skills for learning, life and work Increased range of partnership working with parents/ carers and the wider community			
Process			Progress Tracker			
			Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
1	What we are going to do? Implement a progressive and cohesive literacy programme across the whole school using the best possible approaches to develop a Balanced Reader & Writer in all our learners.  Working parties established to improve our literacy skills progression further and develop a policy in reading and writing linked to the SBC literacy strategy framework Moderate across stages and across the cluster Use data from relevant assessment tools to develop bespoke targeted approaches for identified pupils	HT/PT	Nov 2021	Pedagogy in reading and writing improved to deliver high quality learning and teaching Improvement is evidenced through: Teacher self-evaluation/ Lesson observations/ Student voice/ sampling Parent workshops – shared policy & practice Digital skills progression will be linked to literacy  Consistent understanding and development of assessment to target support for identified pupils and assessment for learning as part of learning for all learners All classes hitting data targets within the range of 75-85% as a minimum expectation.  Clear policies for Reading, writing		
	Why we need to do it? Reading, Writing standards need to be consistent based on teacher judgement and backed up by appropriate assessment data – we need to know how we are transferring expectations across all subject areas and how we are adapting our practice based upon formative assessment strategies and assessment data?					

				<p>Parental workshops on strategies to support literacy at home</p> <p>Accessibility tools on the iPad used well to support pupils with specific reading and writing difficulties</p>	
<b>2</b>	<p>What we are going to do?</p> <p>Through professional dialogue – visit Making Thinking Visible</p> <p>All staff to engage in professional reading of Making Thinking Visible and demonstrate they are using the routines from the first 5 chapters by December.</p> <p>Chapter 6 by February (to be agreed)</p> <p>Chapter 7 &amp; 8 by May (to be agreed)</p> <p>Staff to engage in professional dialogue about MTV – what has worked well – share success, carry out shared observations</p>	HT	May 2022	<p>Staff knowledgeable about the theory, pedagogy &amp; routines and make links across the curriculum and to the listening and talking progression</p> <p>Different strategies on view around the school and Children presented with a variety of learning tools and Link to skills for learning, life and work</p>	
	<p>Why we need to do it?</p> <p>Develop approaches for staff to deliver high quality learning, teaching and assessment</p> <p>Continue to raise levels of engagement</p> <p>Continue to improve children’s language of learning</p> <p>Continue to give ownership of the learning to the children</p> <p>Continue to present learning through a variety of styles &amp; move away from thinking of presenting the children with activities rather than learning opportunities.</p>			<p>Pupils able to articulate their learning with a greater use of the language of learning</p> <p>Pupils to have a greater understanding of the progress in their learning and what their next steps in learning will be.</p> <p>Staff engaging in professional dialogue about the design of MTV activities and working in supportive partnership to deliver MTV within their learning.</p>	
<b>3</b>	<p>What we are going to do?</p> <p>Continue the implementation of our numeracy and maths progression by sharing good practice, revisiting key learning &amp; embedding progression of skills across the school</p> <p>Evaluate the concrete, pictorial, abstract development of understanding of concepts and the impact of SEAL maths and Numicon to support learning and teaching. Consider</p>	HT/PT	May2022	<p>Pedagogy in numeracy &amp; maths is improved to deliver high quality learning and teaching</p> <p>Improvement is evidenced through:</p> <p>Teacher self-evaluation/ Lesson observations/ Student voice/ sampling</p> <p>Numeracy &amp; maths policy developed and consistent practice across the school identified</p>	

<p>Big maths or White Rose Maths to support a core structure in line with Cluster schools Working parties established to enhance the skills progression and develop a policy in numeracy and maths linked to SBC numeracy strategy framework Moderate across stages and across the cluster Develop bespoke targeted approaches for identified pupils from SEAL Maths</p>				<p>High quality teaching &amp; learning in maths is evidenced through pupil standards Parent workshops – shared policy &amp; practice Digital skills progression will be linked to numeracy and maths</p> <p>All classes hitting data targets within the range of 75-85% as a minimum expectation.</p>	
<p>Why we need to do it? Confidence in practice across the school – we need to enhance our progression of skills &amp; expected outcomes – We need to improve mental agility, retention of skills &amp; build consistency in teacher practice and pupil attainment. We need to ensure learning and teaching is differentiated to support pupils’ leaning at their own pace.</p>				<p>Shared standards are understood and agreed across partnership school and the cluster</p>	
<p><b>4</b></p> <p>What we are going to do? How does the digital curriculum link and have an impact across the curriculum – Digital skills progression will be developed ~ work with cluster schools to develop Develop the use of apps such as Showbie to share learning and teaching between home and school and have learning conversations between home and school to support how they can progress within a level. Share best practise with relevant apps to support learning in literacy and numeracy and continue to engage with SCHOOLHOUSE to develop teacher digital skills and capacity Develop whole school planning, teaching and assessment across partnership schools using one drive to track and monitor pace and challenge and enable responsive and collaborative quality assurance of planning and engagement</p>		<p><b>HT</b></p>	<p>May2022</p>	<p>Digital skills progression has an impact across the curriculum , making links to developing skills for learning, life and work in all curricular areas</p> <p>Children are able to talk about their learning and know what they need to do to progress within a level and celebrate their success in achievement and attainment</p> <p>Suitable APPS are used effectively to enhance and support learning across the curriculum Teachers will have a clear picture of tracking and attainment for all our learners which will inform our data picture.</p> <p>Accessibility tools on the iPad are used well to support pupils with specific learning difficulties across the curriculum</p>	

	<p>Why we need to do it?</p> <p>To build on the INSPIRE teacher champion roles across schools and develop staff, pupil and parents skills and capacity with their own digital literacy.</p> <p>We need to ensure learning and teaching is differentiated to support pupils' learning at their own pace and all pupils can access their learning through IT at any time</p>				
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## Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:			
1.3, 2.3, 2.6, 3.1,	Improvement in attainment Closing the attainment gap Improvement in health & well-being	Inclusion & Equity	Nurturing provision build into the ethos across the whole school Enhanced role of SFL teacher to include wellbeing, inclusion and equity Restorative practice embedded across the school Revised positive relationships policy All Staff clear and purposeful about getting it right for every child			
Process				Progress Tracker		
			Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	What we are going to do. Continue to develop an understanding of the six principles of nurture with a particular focus on the changing role of all staff to ensure wellbeing, equity and inclusion within our practice for all our pupils and their families through engaging with the key messages in the Glasgow approach to nurture and Nurture UK  Indoor and outdoor learning environments will continue to be developed to ensure the classroom and break out areas offer a safe base for learning and transitioning between learning activities and areas within the school are supported and positive.		HT	Dec 2022	Improved relationships across the school and an ethos that reflects nurturing principles and supports wellbeing, equity and inclusion  Improved wellbeing where all pupils, parents, carers and staff feel valued and listened to and understood  Children owning their behaviour and being supported to move on positively through restorative approaches  Improvement is evidenced through:	

	<p>Staff decision making and identified actions will be informed by an understanding of adverse childhood experiences for our most vulnerable pupils and those families affected by poverty to ensure we deliver nurturing approaches across the school community that foster equity, inclusion and positive relationships for all.</p>			<p>Teacher self-evaluation/ GIRFEC conversation observations/Student voice/ sampling of wellbeing wheel questionnaires</p> <p>All Staff feel confident in their decision making and relationships are respectful and continue to be positive where all staff know how to be consistent in their approaches</p>	
	<p>Why we need to do it. To ensure consistency in practice across the school and to give staff the necessary tools to manage and support behaviour and relationships positively within their classroom and throughout the school All staff need to develop further understanding of the Nurture Principles <b>'All behaviour is communication'</b> and <b>'Language is a vital means of communication'</b> and the <b>Wellbeing</b> theme of <b>3.1 Ensuring wellbeing, equality and inclusion</b> We need to review our Positive Relationships Policy to ensure it is in line with SBC and national policy</p>			<p>All staff/Parents and children have a voice in designing the updated positive relationships policy and feel safe and understand the boundaries that ensure safe, fair and proportionate decision making</p>	
<b>2</b>	<p>What we are going to do. Engage with families to support positive relationships and ensure all staff have an understanding of the circumstances which may affect wellbeing and inclusion by working with families to support their child between home and school. Use Education Scotland document "Engaging parents and families" to support effective approaches to working with parents and families</p>	HT		<p>Focussed parent/ carer groups will enable to feel supported and have voice where key themes can be explored and actions taken forward</p> <p>Staff feel confident in their decision making backed up by professional reading and relationships are respectful</p>	
	<p>Why we need to do it. Attendance needs to improve and support for identified pupils whose wellbeing and inclusion have been adversely affected by their family circumstances throughout and after lockdown</p>				

<b>3</b>	<p>What we are going to do.</p> <p>Build on previous learning and knowledge from Building Resilience themes and UNCRC throughout the whole school to further emotional wellbeing with all our learners and deliver parent/ carer sessions to explore key themes that facilitate open dialogue between school and home.</p> <p>Engage with themes to explore diversity and non gender teaching</p>	HT		<p>Pupils/ parents and carers will be able to use the language of resilience and engage in identified experiences and conversations positively between home and school as a family from the Building Resilience themes</p> <p>Ensure there is an understanding of the UNCRC and identify practise to ensure children are receiving their rights between home and school</p>	
	<p>Why we need to do it.</p> <p>We need to support the emotional resilience of our children and families so that we can work together to improve wellbeing and engagement in school supported by CLD and allied professionals where appropriate</p>				
<b>4</b>	<p>What we are going to do.</p> <p>Work with cluster schools to begin work with “Shine” following participation and evaluation of pupil questionnaires to support children’s mental and emotional wellbeing.</p> <p>Identify appropriate resources to support the whole school Health and Wellbeing progression including the sexual health pathways and ensure curricular themes explore diversity and non gender teaching as core to the delivery</p>	HT PT		<p>Children will be supported to participate in the work from Shine</p> <p>Children will be observed participating in a cohesive and differentiated health and wellbeing curriculum across the Experiences and Outcomes which enables and supports positive engagement in their Health and Wellbeing learning</p>	
	<p>Why we need to do it.</p> <p>We need to build capacity and skills in teachers to deliver the experiences and outcomes within the health and wellbeing curriculum with consistency and progressively across the whole school so that children experience appropriate and learning and development of skills</p>				

## Priority 3: ELC

QI	NIF Priority	SBC Framework	<b>Intended outcome:</b>			
1.3, 2.3, 3.1,3.2	Improvement in attainment Closing the attainment gap Improvement in health & well-being	Inclusion & Equity Teaching, Learning & Assessment Partnerships with parents & wider community	Implement a shared vision, values and aims relevant to the ELC setting and community Parents are more involved as partners in their child's education. They are supported by professionals working together to overcome any barriers they might face. High quality interactions and planning, tracking and monitoring is implemented Nurturing provision built into the ethos across the whole school and the ELC All Staff are clear and purposeful about getting it right for every child to ensure wellbeing, equality and inclusion Securing children's progress over time			
Process					Progress Tracker	
			Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	<b>What we are going to do.</b> Ensure the vision, values and aims is shared and understood by all and displayed inside and outside. Model the language of our values in interactions and with the children and staff. Use the language of our values as a basis for any discussions that staff have with parents/ carers Work with CLD to develop working with parents/ carers of new starting children, getting them into nursery to play, do activities with their child and chat with staff.		HT/ PT/ EYO	Jan 2022	Staff and parents will be able to talk about our vision, values and aims. Children and parents/ carers will feel welcomed, listened to and know how to support their child in their early development	
	<b>Why we need to do it.</b> We need to model our Vision, values and aims, they need to be implemented and guide the way everyone views and acts within our setting. Children, staff and parents all need to know what we are aiming for and understand why. We want parents to be much more involved in the life of the setting and their child's learning and development				Parents/ carers will be supported to engage more in the life of the nursery. More parents are happy to come in and play. Parents seem more relaxed and willing to come in to look and discuss at Learning Journeys and their child's learning and care.	

2	<p>What we are going to do.</p> <p>Develop the principles of nurture in our ELC and ensure that school and the ELC is seen as a safe base where transitions are supported between school and home by continuing to explore the well-being indicators and referring to them in everyday conversations and interactions with children. Displaying appropriately through the photo display and floor book to illustrate each well-being indicator.</p>	HT/PT/ EYO	May 2022	<p>Children will be observed talking about the well-being indicators and make links to photos on the wall or in what they are doing</p> <p>Children will feel safe and cared for in a nurturing environment in the ELC</p>	
	<p>Why we need to do it.</p> <p>We need to develop a nurturing environment in our ELC and make links to the well-being indicators so that we can use them in a meaningful way when we look at how each child is progressing in nursery</p>				
3	<p>What we are going to do.</p> <p>Develop further our knowledge, understanding and skills of child development and early learning pedagogy ensuring we make effective use of observations to inform future learning, making sound judgements about each child's learning and identify progress ensuring learning is moderated by the early years team</p> <p>The learning environment will be developed appropriately across early level and will be conducive to learning through play</p>	HT/PT/ EYO/ 0.1 mgt cover	May 2022	<p>Practitioners knowing our children as learners and engaging in both formal and informal discussions about the progress children are making in their learning.</p> <p>Levels of provocation will be appropriate and will change as the child develops across each stage of early level.</p> <p>Through professional dialogue and engagement, practitioners are supported and guided to ensure high quality learning experiences for children and referring to Realising The Ambition to inform practice.</p>	
	<p>Why we need to do it.</p> <p>Research shows that interactions between practitioners and children have the biggest impact on development in the ELC</p> <p>We need to develop a shared understanding of approaches to early level pedagogy</p> <p>We need clearer information about what each child can do developmentally and use the SBC trackers to ensure we are securing each child's progress appropriately across early level.</p>				

4	<p>What we are going to do.</p> <p>Embed emergent literacy and numeracy within the learning environment and in our practice across early years and continue to network with Emergent literacy work stream 2 so that we can develop the best possible learning experiences and practice for our children</p>	HT/PT/ EYO 0.1 mgt cover	May 2022	<p>We will be confident in securing our children's progress throughout early level and ensure our trackers guide us to ensure children are progressing across early level appropriately.</p> <p>Trackers will be more useful in giving us information about where a child as gaps and what to do next to help our children progress as an individual. It will clearly show progress made.</p>	
	<p>Why we need to do it.</p> <p>To continue to ensure we are giving the children high quality learning experiences which ensure our children can develop the necessary skills and learning in literacy and numeracy developmentally throughout early level</p>			<p>Early years will have a share understanding of children's progress across early level. Children are aware of their learning targets and can talk about them with staff and their parents/ carers</p>	

## Ongoing Improvements 2021-22

Process		Progress Tracker		
	Improvement	Strategic lead	Measures of Success	Expected completion date
<b>1</b>	Evaluate and embed our whole school BGE progressions and teaching toolkits and align with SBC LTA Framework ensuring that our curriculum is dynamic and links to the four contexts for learning	HT	All staff own and use the policies within the toolkits to support their delivery Pupils and parents are supported to help their child between home and school	Dec 2021
<b>2</b>	Consistent high quality learning, teaching, assessment and achievement is delivered across all stages and all curricular areas of the BGE and feeding into the continued development of a positive school <b>culture that supports community and achievement</b> through a programme of Assemblies/House system/ individual achievement/pupil and staff leadership	HT	High quality learning, teaching, assessment and achievement is observed, shared, evidenced and celebrated through pupil, parent and teacher learning conversations and ongoing opportunities across the school and community	May 2022
<b>3</b>	1 plus 2 modern languages ~ revisit whole school delivery of French and develop teacher confidence in developing and delivering L3	CT	Monitor role out of 1 + 2 , working within the SEIC framework and continuing to work with the SEIC lead to support delivery	May 2022
<b>4</b>	Develop teacher leadership opportunities and pedagogy by building on previous professional development on current literacy, numeracy and digital approaches to have the greatest impact upon our learners	PT	Teachers are confident in their pedagogical skills to raise attainment in literacy and numeracy for all learners and deliver targeted approaches to narrow the attainment gap for those pupils most affected by poverty	Mar 2022
<b>5</b>	Further develop working across early Level to develop, responsive and intentional promotional planning and continuous provision and moderation across Early level	HT & 0.1 mgt cover	Improved knowledge, understanding and skills of staff of early level as a whole through professional collaboration and development, observing what happens day to day in each other's classes.	May 2022