



From mountain to sea



Tarves Primary School Improvement Plan 2019-20



Improvement Focus 1: Integration of Visible Learning into the Curriculum – Use of Learning Intentions/Success Criteria and Feedback as a focus for staff development.

NIF Priority	NIF Driver
1. Improvement in attainment, particularly in literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people’s health and wellbeing 4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School Improvement • Performance Information

HGIOS4 Quality Indicators

1.1 Self-evaluation for self-improvement	2.4 Personalised support
1.2 Leadership of learning	2.5 Family learning
1.3 Leadership of change	2.6 Transitions
1.4 Leadership of management and staff	2.7 Partnerships
1.5 Management of resources to promote equity	3.1 Ensuring wellbeing, equality and inclusion
2.1 Safeguarding and child protection	3.2 Raising attainment and achievement
2.2 Curriculum	3.2 Securing children’s progress (ELC)
2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability

Improvement Focus 1: Integration of Visible Learning into the Curriculum – Use of Learning Intentions/Success Criteria and Feedback as a focus for staff development.

Actions (the <i>what?</i>)	Lead (the <i>who?</i>)	Measure of Success (how will we know?) Performance Data / Documentation /Feedback	Timescale	Progress	Impact on Learners (the <i>so what and inform where next?</i>)
				Complete	
				Ongoing	
				None	
All pupils, staff and parents/carers to develop a shared rationale taking account values, the school ethos and vision, equity, 7 principles, 4 capacities and 4 contexts for learning.	Staff/ Pupils/ Parents and Carers	Rationale will reflect the school’s ethos, vision, values and aims. All pupils, parents/carers and staff will be able to explain the shared vision and feel ‘part’ of the school as a community.	Refreshed VVA agreed by December October 2019	Complete	Increased knowledge of pupil views to inform planning Pupils will be able to talk about their learning and identify appropriate next steps

<p>To consider the impact our feedback to learners has on progress. Feedback as a focus as a cluster including mid-lesson learning stops – working with P6/7 teacher who is undertaking practitioner enquiry</p> <p>Staff engagement with cluster colleagues of same teaching CfE level at Cluster Collegiate</p>	<p>Staff, Cluster colleagues</p>	<p>Observations of staff will show evidence of mid-lesson learning stops, this will also be reflected in planning documentation.</p>	<p>From October 2019</p>		<p>Increased engagement and motivation of all pupils</p> <p>An increase in achievement and attainment for all pupils shown in the data</p> <p>Staff increased knowledge and understanding of curriculum pathway progression across all levels</p> <p>Improved delivery of curriculum enhancing pupil skills with a particular focus on Numeracy, Health and Wellbeing, and Literacy</p>
<p>To further develop learning conversations and strategies which provide learners with helpful next steps. To strengthen our ongoing day-to-day formative assessment.</p> <p>Learning Intentions and Success Criteria imbedded the curriculum and shared consistently with the children</p>	<p>Staff, Pupils</p>	<p>Discussions with children will show they know what they are learning and be confident to talk about this.</p> <p>Examples of revised target setting documentation/materials which will show clear, defined targets for pupils.</p> <p>LI and objectives will be shown in planning documentation and observed in class on Learning Walks/observations.</p>	<p>By June 2020</p>		<p>Pupils are clear on next steps through accurate feedback,</p> <p>Pupils demonstrate an ability to apply their knowledge and skills in real-life contexts</p> <p>Consistent approaches to learning across the school and at home</p>
<p>Revise and strengthen the real-world application in Numeracy using enrichment, skills progression, outdoor learning/local links, links with the world of work, skills for learning, life and work.</p>	<p>Staff, Pupils</p>	<p>A revised, consistent Numeracy planner created by staff for all CfE levels.</p>	<p>By December 2019</p>		
<p>Take best practice from EY and use some 'Messy Maths' strategies by taking learning outdoors</p>	<p>Staff, Pupils</p>	<p>Professional dialogue with Nursery staff and INSET events led by them with a Numeracy and Outdoors focus.</p>	<p>From January 2020</p>		

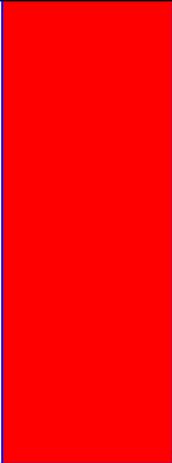
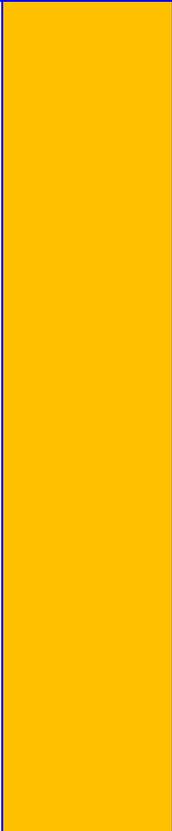
Improvement Focus 2: Develop and strengthen the current tracking system and use of pupil data to inform next steps

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HT to attend the SNSA course	Head, Staff	HT understanding of data use to disseminate to staff	By October 2019	Complete	Increased teacher confidence in use of data to inform next steps
Undertake an assessment audit to identify current sources of pupil data/information and identify how this is used and tracked to inform next steps		Professional dialogue informs quality assurance and robustness leading to increased teacher confidence and attainment		Complete	Increase in quality of Teaching and Learning Increased pupil attainment as a result of the cycle of planning for learning, teaching and assessment being underpinned by moderation

<p>Use of the data tracker for all staff with INSET training provided from Kay MacDonald</p>	<p>Head, Staff</p>	<p>Data used effectively to inform Teaching and Learning and next steps for pupils</p> <p>Pupil assessment tracked robustly allowing for identification of intervention and challenge where appropriate</p> <p>November INSET scheduled</p> <p>Teachers' plans will be reflective of data collected to show appropriate next steps for all learners</p>	<p>From January 2020</p>		<p>Pupils demonstrate an ability to apply their knowledge and skills in real-life contexts</p> <p>Accurate information on pupil strengths and next steps in learning through the consistent moderation of valid, reliable and meaningful assessment</p> <p>CfE level for all pupils will be confirmed through staff engaging in regular moderation activities at both school and cluster levels</p>
<p>Regular monitoring and discussion of pupil data including internal and external moderation to support Quality Assurance</p>	<p>Head, Staff</p>	<p>Analysis of data collected to plan next steps for pupils with a view to improving pupil progress</p> <p>Analysis of data to identify trends and anomalies</p> <p>Teachers will plan for assessment, using a variety of ways to examine whether pupils demonstrate achievement of Learning Intentions/CfE Level</p> <p>Learning Walks and professional dialogue to ensure consistency in approach - What does this data show and what are we doing to address the gaps?</p> <p>Identification of Teaching and Learning strategies and PEF funding to support</p>	<p>From January 2020</p>		

Improvement Focus 3: To strengthen Health and Wellbeing provision within the school

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Continue the development of Bounce Back resources and integrate into a whole-school approach including Nursery.	Head, Staff, Pupils	Collection, analysis and tracking of Health and Wellbeing data for pupils as a whole-school. Learning Walks and planning to ensure Bounce Back is used in class.	By June 2020	Ongoing	Pupils are be able to resolve minor incidents for themselves ensuring greater independence Pupils are more self-aware of aware and have the ‘toolkit’ needed to self-regulate and problem solve
Build resilience and self-belief in pupils – assemblies, small group intervention	Staff, Pupils	Pupil work and voice regarding Bounce Back strategies to show integration and application. Observations in classrooms.		None	Pupils demonstrate they know mistakes help us to learn and take risks with their learning. Pupils demonstrate that they need to persevere and not give up easily
Development of a Bloom Room nurture space	Head, Staff, Pupils	Identification of need through pupil voice and professional discussion. Safe, comfortable space (development of pupil cloakroom) used for Nurture intervention.		None	Pupils in need of social/emotional support know who can help them/how they can help themselves

<p>Introduction of extra-curricular clubs and activities to encourage a sense of belonging.</p>	<p>Head, Staff, Pupils</p>	<p>Range of extra-curricular clubs in place.</p> <p>Analysis of Health and Wellbeing data shows a positive trend.</p> <p>Pupil ownership of clubs and activities to increase responsibility and independence.</p>			
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