

Improvement Focus 1: *Embed Visible Learning within the Curriculum with a particular focus on improving Numeracy provision*

Actions (the <i>what?</i>)	Lead (the <i>who?</i>)	Measure of Success (<i>how will we know?</i>) Performance Data / Documentation /Feedback	Timescale	Progress	Impact on Learners (the <i>so what and inform where next?</i>)
				Complete	
				Ongoing	
				None	
<p>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.</p> <p>Children are designing a new VVA logo for the school unique to Tarves to be displayed in classrooms and on documentation – ownership</p>	Staff/ Pupils/ Parents and Carers	<p>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.</p>	By August 2020		<p>Increased knowledge of pupil views to inform planning</p> <p>Pupils will be able to talk about their learning and identify appropriate next steps</p> <p>Increased engagement and motivation of all pupils</p>
<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>Review the Teaching and Learning policy and statement – bring in line with VL</p>	Staff, Cluster colleagues	<p>Observations of staff will show evidence of mid-lesson learning stops, this will also be reflected in planning documentation.</p> <p>Upper stages teacher working on practitioner enquiry around VL.</p> <p>Review homework procedures for all pupils in line with VL approach.</p>	By October 2020		<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>Pupils are clear on next steps through accurate feedback,</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 embedded the curriculum and shared consistently with the children</p>	Staff, Pupils	<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>	By March 2021		<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>Develop the play approach adopted in Primary 1. Primary 1 and Primary 4 staff to work closely with Nursery team to take throughout the school.</p> <p>Take best practice from EY and use some 'Messy Maths' strategies by taking learning outdoors.</p>	Staff, Pupils	<p>A revised, consistent Numeracy planner created by staff for all CfE levels inclusive of Numicon. Embed the use of Numicon from P2-P7 – ensure Maths Planning between year groups link. Maths leaders to drive within the school.</p> <p>Research improvement in Numeracy curriculum – e.g. Numicon resources in use P1-P7</p> <p>Staff to visit cluster/outwith cluster schools to observe and discuss Numeracy – feed back ideas at staff meetings. Update resources – check what we have and what we need to upgrade.</p> <p>Professional dialogue with Nursery staff and INSET events led by them with a Numeracy and Outdoors focus.</p>	By June 2021		
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Improvement Focus 2: Develop and strengthen the current tracking system and use of pupil data to inform next steps.

Actions (the <i>what?</i>)	Lead (the <i>who?</i>)	Measure of Success (how will we know?)	Timescale	Progress	Impact on Learners (the <i>so what and inform where next?</i>)
		Performance Data / Documentation /Feedback		Complete Ongoing None	
Undertake an assessment audit to identify current sources of pupil data/information and identify how this is used and tracked to inform next steps	Head, Staff	<p>HT understanding of data use to disseminate to staff</p> <p>Professional dialogue informs quality assurance and robustness leading to increased teacher confidence and attainment</p>	By August 2020		<p>Increased teacher confidence in use of data to inform next steps</p> <p>Increase in quality of Teaching and Learning</p>
<p>Use of the data tracker for all staff with INSET training provided from Kay MacDonald</p> <p>Create a data tracker proforma to suit pupils at Tarves</p> <p>Consider how we track H&W (link to Improvement Focus 3)</p>	Head, Staff	<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>Collegiate time training scheduled for January</p> <p>Teachers' plans will be reflective of data collected to show appropriate next steps for all learners</p>	By March 2021		<p>Increased pupil attainment as a result of the cycle of planning for learning, teaching and assessment being underpinned by moderation</p> <p>Pupils demonstrate an ability to apply their knowledge and skills in real-life contexts</p>

<p>Termly monitoring and discussion of pupil data including internal and external moderation to support Quality Assurance</p> <p>Learning walks and monitoring embedded in all stages</p> <p>Consistent planning format in Numeracy and Literacy</p> <p>Cluster moderation of Writing – share ideas and strategies</p>	<p>Head, Staff Parents and Carers</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 Pupil progress meetings termly</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>Change reporting format for parents to reflect data collected</p>	<p>By August 2021</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>Clear policies and procedures underpinning practice at Tarves</p> <p>Teaching, Learning and Assessment policy in place</p>	<p>Head, Staff</p>	<p>Review policies in place</p> <p>Update and amend as required</p> <p>Update the school website and handbook for parents as a portal to access documentation</p> <p>Work with staff and children to write a Teaching, Learning and Assessment Policy to be shared with parents/carers</p>	<p>By November 2020</p>		

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

Actions (the <i>what?</i>)	Lead (the <i>who?</i>)	Measure of Success (how will we know?)	Timescale	Progress	Impact on Learners (the <i>so what and inform where next?</i>)
				Complete Ongoing None	
<p>Continue the development of Bounce Back resources and integrate into a whole-school approach including Nursery.</p>	<p>Head, Staff, Pupils</p>	<p>Collection, analysis and tracking of Health and Wellbeing data for pupils as a whole-school. (Link to improvement Focus 2)</p> <p>Learning Walks and planning to ensure Bounce Back is used in class.</p>			<p>Pupils are be able to resolve minor incidents for themselves ensuring greater independence</p> <p>Pupils are more self-aware and have the 'toolkit' needed to self-regulate and problem solve</p>
<p>Build resilience and self-belief in pupils – virtual assemblies, small group intervention</p> <p>Use of SCARF resources to revamp H&W curriculum.</p> <p>Use of PSA to run Wellbeing groups in the morning and at lunch time</p>	<p>Staff, Pupils</p>	<p>Pupil work and voice regarding Bounce Back strategies to show integration and application.</p> <p>H&W Pupil Council</p> <p>Observations in classrooms.</p> <p>H&W data tracked shows a positive trend</p>	<p>By June 2021</p>		<p>Pupils demonstrate they know mistakes help us to learn and take risks with their learning.</p> <p>Pupils demonstrate that they need to persevere and not give up easily</p> <p>Pupils in need of social/emotional support know who can help them/how they can help themselves</p>

<p>Development of a Bloom Room nurture space (on hold due to COVID regulations around soft furnishings etc)</p> <p>Construction of outdoor classroom space with support from PTA</p> <p>Playground markings to support the outdoor curriculum</p>	<p>Head, Staff, Pupils, Parents/carers</p>	<p>Identification of need through pupil voice and professional discussion</p> <p>Safe, comfortable space – indoor and outdoor - used for Nurture intervention and learning</p> <p>Pupils accessing the room as and when needed</p>			<p>Staff are able to predict pupils who may need H&W support via Tracker</p> <p>A clearer picture of the whole child – transition points better supported and information shared between staff</p> <p>H&W need is identified and appropriate support sought – particularly pupils in need of IPT or PSW</p>
<p>Range of extra-curricular clubs and activities to encourage a sense of belonging.</p> <p>Discuss available projects via AFCCT</p>	<p>Head, Staff, Pupils, Parents/carers</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>	<p>By January 2020</p>		<p>Real-life learning experiences for pupils and increased use of outdoor environment for learning linked to improving mental health and wellbeing</p> <p>Families know of and are accessing the support available to them</p>
<p>Leadership at all levels for pupils (Linked to Improvement Focus 1 – feedback)</p> <p>Consider a variety of roles at all levels for pupils</p> <p>Track participation using new system</p>	<p>Head, Staff, Pupils</p>	<p>Review pupil leadership opportunities</p> <p>Increase clubs offered to pupils by pupils (P7 leadership)</p> <p>Play Leaders embedded</p> <p>Pupil Voice embedded</p> <p>Explore Learning Council linked to HGIOS4</p>	<p>By March 2021</p>		
<p>Carry out 'Cost of the School Day' toolkit to identify and address gaps</p> <p>Survey Parents/Carers and Staff</p> <p>Staff Equity training</p> <p>Widen support and provision available for parents and carers within school based on the results of the survey</p> <p>IT issued to specific families to help support home learning</p>	<p>Head, Staff</p>	<p>Collection of data from the survey to carry out a gap analysis to identify target areas</p> <p>Staff training to support</p> <p>Increase family awareness of what support is available</p>	<p>By October 2020</p>		