

## Improvement Focus 1: Strengthen Literacy provision within the school with a particular focus on Reading and Writing

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><b>To develop the Literacy resources within the school. This includes expanding the range of reading books available, from different sources, particularly in the lower stages.</b></p> <p><i>Audit of all Reading books and reading resources within the school</i></p> <p><i>Clear out any which are unfit for purpose (books abroad or donate)</i></p> <p><i>Literacy Team to research and order new materials with focus on lower years initially (PEF)</i></p>	Literacy Leads, Staff, HT	<p>Reading performance data will improve across the school, particularly in the lower P1-P3 stages.</p> <p>Teacher continual assessment tracking data will show improvements in reading and literacy. Targeted reading intervention for specific children will be monitored.</p> <p>Termly attainment discussions with class teachers will show an improvement in pupil data.</p> <p>Identification of Teaching and Learning strategies and PEF funding to support</p>	By January 2022		<p>Increased knowledge of pupil views to inform planning</p> <p>Pupils are exposed to a range of learning styles and resources to best support their individual needs</p> <p>Learning is practical, meaningful/purposeful and engaging</p> <p>Pupils will be able to talk about their learning and identify appropriate next steps</p> <p>An increase in achievement and attainment for all pupils shown in the data</p>
<p><b>To strengthen the Literacy curriculum to follow the same style of teaching as Numeracy using the planner pathways.</b></p> <p><i>Review homework procedures for all pupils in line with this new approach</i></p> <p><i>Review the Teaching and Learning policy and statement</i></p> <p><i>A range of Literacy resources will be used in order to build the best curriculum, flexible to meet the needs of our learners</i></p> <p><i>Staff engagement with cluster colleagues of same teaching CfE level at Cluster Collegiate (TBC)</i></p> <p><i>Revise and strengthen the real-world application in Literacy using enrichment, skills progression, outdoor learning/local links, links with the world of work, skills for learning, life and work</i></p>	Literacy Leads, Staff, Cluster colleagues, HT	<p>Teaching and Learning policy is updated and clearly shows/demonstrated the changes to learning opportunities for all our pupils.</p> <p>Homework will be contained within the Teaching and Learning policy and revised to suit the needs of our learners. It will be streamlined with a focus on reading/comprehension, real life problem solving, skills-based and IDL project work, mainly for the upper stages.</p>	By May 2022		<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>Pupils demonstrate an ability to apply their knowledge and skills in real-life contexts</p>
		<p>Literacy planners will be developed to follow the same format as Numeracy planners including outcomes and resources used. This will be driven by the Literacy Leads and HT.</p> <p>Literacy planners will be used consistently by teaching staff, across the school, and will incorporate a range of high-quality teaching resources.</p>	By May 2022		<p>Consistent approaches to learning across the school and at home in line with the revised underpinning policies</p>
<p><b>To further develop learning conversations around Literacy and strategies which provide learners with helpful next steps.</b></p> <p><i>Strengthen our ongoing day-to-day formative assessment and use this in child-friendly language to set achievable targets.</i></p> <p><i>Children to become responsible for managing this alongside their class teacher</i></p> <p><i>Learning Intentions and Success Criteria embedded the curriculum and shared consistently with the children</i></p>	Literacy Leads, Staff, Pupils, HT	<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>Analysis of data collected to plan next steps for pupils with a view to improving pupil progress. Analysis of data to identify trends and anomalies Pupil progress meetings termly</p>	By March 2022		

## Improvement Focus 2: To regularly use whole-school self-evaluation strategies to improve Teaching and Learning.

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><b>To improve whole-school self-evaluation for self-improvement to strengthen the quality of Teaching and Learning.</b></p> <p><i>All staff will review HGIOS4 questions in meetings and provide honest and open feedback surrounding these</i></p> <p><i>Identify areas for improvement using self-evaluation and coaching tools (GTCS coaching Diploma toolkit). Head Teacher to disseminate to staff and encourage usage when peer observing</i></p> <p><b>Recommend the trios – Self-Improving Schools Partnerships</b></p> <p><b>Termly Overview to be created for parents/carers to support involvement in their child's learning and better their understanding of school approaches to T&amp;L</b></p> <p><b>Revise the use of Google Classroom</b></p>	HT, Staff, Trio colleagues	<p>Honest discussions about how we can improve the quality of teaching and learning for our pupils.</p> <p>Strategies put in place will be monitored and be positively impacting pupil progression.</p> <p>Staff will be more reflective, and this will be shown in planning detail, feedback and observations.</p> <p>Identified gaps will be addressed and data shows in increase in pupil attainment.</p> <p>Use of coaching tools to solve problems independently.</p> <p>Feedback and documentation from Self-Improving Schools Partnerships trios.</p>	By March 2022		<p>Increase in quality of Teaching and Learning</p> <p>Increased pupil attainment as a result of the cycle of planning for learning, teaching and assessment being underpinned by moderation and key questioning</p> <p>Accurate information on pupil strengths and next steps in learning through the consistent moderation of valid, reliable and meaningful assessment</p> <p>Increase in ownership of learning and pupil independence</p> <p>Increased understanding of where the pupil is at with their learning and what they need to focus on to improve/progress</p> <p>Pupil voice is embedded – Rights Respecting</p> <p>Peer support for teaching staff is centred around self-evaluation for self-improvement. Coaching techniques are used throughout.</p> <p>Google Classroom used consistently across all ages and stages as a key tool to link home-school learning.</p>
<p><b>To introduce HGIOS4 areas into the role of the Pupil Council in order to effectively gather pupil views.</b></p> <p><b>Refresh the role of the Pupil Council</b></p> <p><b>Pupils will review HGIOS4 questions in age/stage appropriate language and provide feedback</b></p> <p><b>Feedback will be used in Staff Meetings as part of the self-evaluation for self-improvement process</b></p>	HT, Staff, Pupils, Parents and Carers	<p>Pupil Council feedback and information from meetings.</p> <p>Staff feedback from meetings.</p> <p>Gradings sent to QIM will be more accurate and representative of staff/school as a whole</p>	By December 2021		
<p><b>To ensure consistency in teaching and learning approaches throughout the school.</b></p> <p><b>Planning is carried out collegiately and cross-phase</b></p> <p><i>Peer observations are carried out regularly and good practice is shared</i></p> <p><b>Teacher planning and pupil work moderation activities are embedded</b></p> <p><i>Observations are termly</i></p>	HT, Staff, Cluster	<p>Shared planning documentation across subjects and phases</p> <p>Pupil work scrutiny and moderation activities</p> <p>Peer observations and classroom visits during McCrone</p> <p>Views of children taken on board and implemented</p> <p>Views of staff taken on board and implemented</p> <p>Self Evaluation activities as a school</p>	By May 2022		

## Improvement Focus 3: To improve Health and Wellbeing provision within the school with the introduction of Forest School.

Actions (the <i>what?</i> )	Lead (the <i>who?</i> )	Measure of Success (the <i>how will we know?</i> ) <b>Performance Data / Documentation /Feedback</b>	Timescale	Progress	Impact on Learners (the <i>so what and inform where next?</i> )
				Complete	
<p><b>To ensure that Bounce Back is used consistently as a core H&amp;W resource across the whole school.</b></p> <p><i>Continue the development of Bounce Back resources and integrate into a whole-school. Appoint a new Rights Respecting Lead and aim to achieve UNICEF award</i></p>	Head, Staff, Pupils	<p>Collection, analysis and tracking of Health and Wellbeing data for pupils as a whole-school.</p> <p>Learning Walks and planning to ensure Bounce Back is used in class.</p> <p>Refresh Rights Respecting and become an award holder school. Right Respecting pupil-led group.</p>	By March 2022		<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>Pupils demonstrate they know mistakes help us to learn and take risks with their learning.</p>
<p><b>To effectively track Health and Wellbeing data in addition to pupil achievements in and out of school.</b></p> <p><i>Identify those pupils who could benefit from enrichment opportunities</i></p> <p><i>Reintroduce pupil-led clubs and extra curricular events</i></p> <p><i>Build resilience and self-belief in pupils – assemblies, small group intervention</i></p> <p><i>Use of SCARF resources, Blur Foundation and BounceBack to revamp H&amp;W curriculum</i></p> <p><i>Forest School Involvement – Track involvement and enjoyment/participation</i></p>	Head, pupils, Staff	<p>Use of wellbeing tracker to monitor achievements and H&amp;W data for analysis. This will identify themes and gaps.</p> <p>H&amp;W data tracked shows a positive trend</p> <p>Active Schools and parent volunteers to support extra curricular enrichment.</p> <p>Consider a variety of roles at all levels for pupils</p> <p>Leadership at all levels demonstrated.</p> <p>Pupil work and voice regarding Bounce Back strategies to show integration and application.</p> <p>Observations in classrooms and at FS.</p>	By May 2022		<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>Staff are able to predict pupils who may need H&amp;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&amp;W need is identified and appropriate support sought – particularly pupils in need of IPT or PSW</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><b>To develop a Bloom Room nurture space.</b></p> <p><i>Safe, comfortable space – indoor and outdoor - used for Nurture intervention and learning</i></p> <p><i>Source a range of sensory and other resources to support</i></p>	Head, Staff, Pupils, Parents/carers	<p>Safe, comfortable breakout space set up with a range of appropriate resources in place</p> <p>Pupils accessing the room as and when needed</p> <p>Pupil intervention groups set up – extension to family wellbeing sessions</p>	By June 2022		<p>Families know of and are accessing the support available to them</p> <p>Community links and relationships are strengthened</p> <p>Forest School accreditation – Pupil-led learning and play at all levels</p>
<p><b>To become an accredited Forest School to enhance outdoor learning, play-based learning for all ages and improve Health and Wellbeing.</b></p> <p><i>Forest School trained staff member to lead</i></p> <p><i>Parent volunteers and engagement opportunity</i></p> <p><i>Build relationship with Playgroup – use of local site to develop into suitable FS</i></p>	Forest School Lead, Staff, HT, Pupils, Parents/Carers	<p>Forest School awarded to Tarves Primary and Nursery</p> <p>Staff member fully trained</p> <p>Every class accessing Forest School activities and outdoor learning every week</p> <p>Children's participation and appreciation of the natural world – increased enjoyment and engagement</p>	By January 2022		
<p><b>To introduce a community project to strengthen H&amp;W and relationships.</b></p> <p><i>Funding applied for school chickens community project</i></p> <p><i>Research enterprise project for pupils and benefits to local community</i></p>	Head, Staff, Pupils, Community	<p>Secured funding – community eggs enterprise project underway – children and local community involvement</p> <p>Pupil responsibility and leadership opportunities</p> <p>Local community links and relationships</p>	By March 2022		