



St. David's R.C. Primary School

School Improvement Plan

Session 2014-2015

(Year 2 of 3: 2013 – 2016)

What is an AifL School?

A place where everyone is learning together



Authority Outcome 1: Implement Curriculum for Excellence
SDPS Outcome: Review and improve our curriculum 2013 - 2016

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?	Evaluation
Learning and Teaching Getting to know the school and the children...What works?	Lead: School staff Involved: Pupils & parents	Aug 2013 - June 2014	What will we look for? High quality learning and teaching	Termly professional dialogue of approaches to learning and teaching of literacy, numeracy and HWB, Enterprise approaches	
Review school, vision values and aims	Lead: HT Involved: All staff and partners, pupils and parents	Term 4 - April-June 2014	What will we look for? Engagement of all key stakeholders. School VVA communicated with all. VVA embedded within daily life and work of the school	Term 4 onwards: What evidence will we gather? Discussion with Champions	
Review rationale for the curriculum and school curriculum map	Lead: HT and school staff Involved: Pupils and parents and other partners	Term 2 - Oct - Dec 2014	What will we look for? All staff and other key partners engaged in process. Staff have ownership of the process Rationale for the curriculum updated and shared.	Term 4 onwards:	
Update school curriculum map – a child’s journey through St. David’s	Lead: HT and school staff Involved: Pupils and parents and other partners	Term 3 - January-June 2015	What will we look for? All staff and other key partners engaged in process. Staff have ownership of the process Curriculum Plan updated and shared.	Term 4 onwards:	
Implement updated curriculum plan	Lead: School staff Involved: Pupils and parents	August 2015 – June 2016	What will we look for? Children have ownership of their learning, more engaged in planning learning and evaluating learning experiences	Professional dialogue with trios on planning and pupil progress Shared classroom experiences Professional dialogue with whole team on learning and teaching	
Evaluate curriculum	Lead: School staff Involved: Pupils and parents	Nov 2015 and June 2016	What will we look for?	Term 4 onwards:	

Authority Outcome 2: To raise attainment and achievement

SDPS Outcome: Raise attainment and achievement within Numeracy and Literacy

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?	Evaluation
Review children's understanding of themselves as a learner The Learner (TACLANAR)	Lead: HT Involved: AC (PT) JF (CT)	August 2014 - June 2015	What will we look for? Champions feel equipped and motivated to lead implementation of OTWL next session. Champions involved in creating action plan for implementation via SIP	Term 4 onwards: What evidence will we gather? Discussion with Champions	
Explore Shirley Clarke's <i>Active Learning Through Formative Assessment</i> research materials (1 book per teacher plus 1 DVD)	Lead: HT Involved: Teaching Staff	August 2014	What will we look for? SMT have up to date information relating to Teaching staff Professional Learning requirements.	What evidence will we gather? Professional engagement and dialogue via this session's quality assurance processes such as: <ul style="list-style-type: none"> • Informal and Formal class visits • Pupil Engagement via PULSE • Jotter Sampling • CATs, Staff Meetings, INSERVICE • Professional Dialogue 	
Revisit the use of and effectiveness of Learning Intentions and Success Criteria and Plenary	Lead: AC (PT)	October 2014	Teaching Staff engaged in professional dialogue sessions discussing strengths and next steps.		
Promote engagement with other relevant professional reading materials to staff via web links and email e.g. TACLANAR, Visible Learning etc	Lead: AC (PT)	Ongoing	Teaching Staff with increased motivated and confidence in moving towards implementation of OTWL		
Professional Learning session using Shirley Clarke's <i>Active Learning Through Formative Assessment</i> research materials (ch 7,8 book plus DVD and website support materials)	Lead: AC (PT) Involved: Teaching Staff	January 2015 CAT	What will we look for? Teaching Staff have gained more understanding and skills when creating effective Learning Intentions and Success Criteria	CPD session What evidence will we gather? Staff up-leveiling of LIs and SC they have used this session. Feedback from children 1:1 meetings with class teachers Minutes of professional dialogue sessions	

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?	Evaluation
<p>Professional Learning sessions: Experiences and Outcomes into meaningful, manageable learning / teaching for assessment using TACLANAR materials</p> <p>The Learner Learning Intentions Successful Criteria (review as above) Then Learning Experiences; Evidence; Assessment Approaches; Evaluate Learning; Feedback and next steps; Reporting on pupil Progress</p>	<p>Lead: AC (PT) Involved: Teaching Staff</p>	<p>Feb - April 2015 1x 2hour CAT And 3 SMs</p>	<p>What will we look for? Teaching Staff have gained more understanding and skills when 'unpacking' / translating Experiences and Outcomes into meaningful, manageable learning / teaching for assessment</p> <p>Learning, teaching and assessment is more focused.</p> <p>There is a clear match between the Es and Os selected, the planned learning, the LI and SC.</p> <p>SC focus on the learning and use words that emphasise the learning, knowledge and understanding, and the skills.</p> <p>Feedback and next steps encourage the learner to take more responsibility for and be actively involved in their own learning.</p> <p>Feedback and next steps demonstrate how the learner can improve their work by responding to and acting on the feedback given.</p> <p>Every member of staff engaged in professional dialogue Through observations: strengths and good practice and consistency shared & next steps identified and agreed</p>	<p>What evidence will we gather? exemplars of 'unpacking' / translating Experiences and Outcomes into meaningful, manageable learning / teaching for assessment during INSET workshop and thereafter via Quality Assurance Calendar processes.</p>	

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?	Evaluation
<p>Staff to apply professional learning above within planning and tracking pupil progress using OTWL tool:</p> <p>Minimum expectation: Reading, Writing, Listening and Talking Planning to be completed using OTWL resource</p>	<p>Lead: AC (PT) Involved: Teaching Staff</p>	<p>Term 1 2014/2015 1 x 2 hour CAT</p> <p>Opt in twilights / support from Champions & colleagues every Thursday</p>	<p>Improved quality and use of LIs, SC and plenary when delivering Reading, Writing, Listening and Talking Es &Os</p> <p>Children more engaged in the learning experience Children are involved in creating and agreeing success criteria Children are able to talk about their strengths and next steps</p>	<p>Professional engagement and dialogue via Quality Assurance Calendar processes. Professional engagement and dialogue via Quality Assurance Calendar processes. Pupil Personal Learning Journal Three-way learning and progress consultations between Parents – Teacher – Pupil</p>	
<p>Minimum expectation: Numeracy and Maths planning to be completed using OTWL. (Other planning as per usual formats)</p>		<p>Term 2 2014/2015 1 x 2 hour CAT</p> <p>Opt in twilights / support from Champions & colleagues every Thursday</p>	<p>Children are involved in self and peer evaluation Children have ownership of their learning Children have increased understanding of what they are learning, why they are learning this and what their next steps are (and how they are going to get there!)</p>		
<p>Minimum expectation: Interdisciplinary Learning planning to be completed using OTWL (e.g. School Theme)</p>		<p>Term 3 2014/15 1 x 2 hr CAT</p> <p>Opt in twilights / support from Champions & colleagues every Thursday</p>			

Authority Outcome 3: To recognise and support diversity through the delivery of an equalities strategy

SDPS Outcome: To meet the needs of every child through the delivery of an equalities strategy

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?	Evaluation
<p>GIRFEC and MAPSS:</p> <p>Audit school MAPSS processes in respect of updated Authority MAPSS policy</p> <p>Implement whole staff training in 'Education for All' Authority policy – GIRFEC/MAPSS – Universal Support Stage 1</p> <p>Identify further CPD Needs within new staff team e.g. CSCCh and 5 Journeys</p> <p>Agree whole school approach to implementing Education for All policy within St. David's (inc. MAPSS)</p> <p>Update MAPSS folder for each class within shared file – school server</p>	<p>Lead: TC (HT) LL (SfL)</p> <p>Involved: Teaching Staff & Support Staff</p>	<p>August INSERVICE DAY 1 2013, 2014 and 2015</p> <p>Review briefly at start of every term</p>	<p>Strengths and areas for improvement identified through audit process – action plan agreed</p> <p>Staff engagement in CAT session – feedback identifies growing confidence and understanding</p> <p>Staff understanding leading to increased focus on children's needs</p> <p>Children's needs at the heart of every decision in the class, school</p> <p>Standard procedure and recording process throughout all classes being implemented</p>	<p>Review</p> <p>Evidence: Staff PRD and CPD record/Action Plan</p> <p>MAPSS Folders as working documents</p> <p>SfL liaison minutes with HT and CTs</p> <p>IEP meetings: agendas/minutes</p> <p>Stage 2 meetings prior to Forum with Locality Manager, ie Pupil Concerns Meetings (PCMs)</p> <p>Under-12 Forum minutes</p> <p>Evaluations of staff, pupils, parent/carers and other partners</p>	
<p>Plan opportunities for review and evaluation of individuals at Stages 1, 2 and 3 of MAPSS</p> <p>Involve all stakeholders within the MAPSS/IEP/ review process, e.g. pupils, parent/carer/all staff/other partners</p>	<p>Lead: TC (HT) LL (SfL)</p> <p>Involved: Teaching Staff & Support Staff</p> <p>HR (0-12 Forum)</p>	<p>August 2013 – June 2015</p> <p>Termly</p>	<p>Regular communication between class teachers, SfL and HT and with other partners</p> <p>Continued partnership working with pupils/parents/carers, staff and other partners</p>		
<p>Review and evaluate impact i.e. school process for implementation of MAPSS and impact on pupil learning and experiences and meeting the needs of every individual</p>	<p>Lead: TC (HT)</p> <p>Involved: Teaching Staff & Support Staff</p> <p>HR (0-12 Forum)</p>		<p>Contribution of all stakeholders to the review and evaluation process</p>		

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