

LORNE PRIMARY SCHOOL

School Improvement Plan

Teaching, Learning & Assessment

		Overall Responsibility	HT
Outcomes	Short-Term <ul style="list-style-type: none">• Audit and review current curriculum with the involvement of all stakeholders• All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment• All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teachers' Charter• Assessments are undertaken to provide data to ensure progress for all learners, including the identification of gaps in learning including the poverty-related attainment gap (PRAG).• All learners engage in a range of outdoor learning opportunities• Launch revised PRD process		

Medium-Term

- Create curriculum rationale/pathways which offer parity of esteem and increased positive destinations
- All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment
- All learners make expected progress in their learning, including those learners in need of personalised support & interventions.
- All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment
- All staff make rigorous professional judgements about pupils' level of attainment & achievement
- All staff engage in moderation activities to further develop confidence in professional judgements
- Raise attainment in Literacy, specifically writing, across all learners
- All teaching staff engage in revised PRD process

Long-Term

- The school has a clear curriculum rationale and offers pathways which demonstrate a collective commitment to equality, equity, sustainability and children's rights
- The school has ensured that digital learning is a central consideration in all areas of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1 project
- At least 50% of teachers complete at least one Empowered Learning CLPL course this session
- All Digital Learning Coordinators participate in CLPL to build sustainability and skills capacity
- At least 40% of teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teachers' Charter
- An increase on previous levels of attainment in Literacy and Numeracy

NIF Priorities:-

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people

QIs/Themes

QI 1.1 Analysis and evaluation of intelligence and data

QI 1.3 Strategic planning for continuous improvement

QI 2.2 Rationale and design

QI 2.2 Learning pathways

QI 2.3 Learning and engagement

QI 2.3 Quality of teaching

QI 2.3 Effective use of assessment

QI 2.3 Planning, tracking and monitoring

QI 2.4 Universal support

QI 2.4 Targeted support

QI 2.5 Engaging families in learning

QI 3.2 Attainment in literacy and numeracy

QI 3.2 Overall quality of learners' achievement

Tasks	By Whom	Resources	Time	Progress & Impact
<p><u>Curriculum Rationale</u> Curriculum Rationale, which was reviewed and explored in the previous session, shared with all staff.</p> <p>Apply the school's curriculum rationale to plan high quality Teaching, Learning & Assessment approaches</p> <p>Curriculum Rationale shared with learning community for feedback and development;</p> <ul style="list-style-type: none"> - Open afternoon - Microsoft Forms 	<p>SLT</p> <p>Class Teachers</p> <p>Whole staff team</p> <p>Learners</p> <p>Families</p> <p>All stakeholders</p>	<p><u>Curriculum Reform and Design Self Evaluation Tool</u></p> <p><u>Teaching and Learning Framework</u></p> <p>Input on the in-service days;</p> <ul style="list-style-type: none"> - August - January - May 	<p>August 2022 – June 2023</p>	

<p>Review the new curriculum rationale to ensure that Equalities, Equity & Inclusion & Sustainability reflected – January</p> <p>Review the curriculum rationale with the whole school community to ascertain impact and to adapt and adjust in May.</p>				
<p><u>Sustainability (Focus)</u></p> <p><u>Outdoor Learning</u> Revised outdoor learning programme shared and explored with all staff</p> <p>Feedback gathered and any further amendments made (baseline)</p> <p>Outdoor learning experiences from updated progressive programme to be delivered weekly across Primary 3-7 (McCrone)</p> <p>Access/deliver appropriate professional learning and resources to support this, including where necessary, renewing the curriculum rationale and vision for outdoor learning</p> <p>Review impact of the outdoor learning programme/experiences across the session with learners and staff</p> <p><u>Global Citizenship</u> Plan inspiring interdisciplinary progressive experiences at each stage of the curriculum to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies.</p> <p><u>Sustainable Development Curriculum</u></p>	<p>SLT</p> <p>All stakeholders</p> <p>McCrone Teacher</p> <p>Class teachers</p> <p>Learners</p>	<p>Teaching and Learning - Outdoor Learning link</p> <p>Successful Approaches to Learning Outdoors (National Thematic Inspection)</p> <p>Edinburgh Outdoor Learning Team (Contacts)</p> <p>SORT Excursions Toolbox (Living with COVID-19)</p> <p>https://scotland.britishcouncil.org/connecting-classrooms-scotland</p> <p>https://www.sustainabilitypartnerships.org.uk/</p> <p>https://www.fairtrade.org.uk/</p> <p>https://en.unesco.org/themes/qced</p> <p>https://education.gov.scot/media/qcm3/mw0m3/sci17_openinguplearningsust.pdf</p> <p>https://education.gov.scot/media/jxvji5p4/frwk11-lfs-framework.docx</p>	<p>August 2022 – June 2023</p>	

<p>Plan stimulating, progressive activities and experiences within the refreshed curriculum to empower learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity.</p>		<p>https://www.eco-schools.org.uk/</p> <p>https://www.globalgoals.org/</p> <p>https://www.keepsotlandbeautiful.org/</p>		
<p>Writing Reviewing agreed planning and expectations for the session ahead (led by SfL teacher)</p> <p>Reviewing the Cold Writing criteria with the staff</p> <p>Moderation of writing sessions led by the Support for Learning teacher, opportunities provided to work together to 'mark' pieces of writing and reflect on criteria</p> <p>Support for Learning teacher participating in the Cluster Writing Group and feeding back to the wider teaching team</p> <p>Lesson study approach focused on developing writing;</p> <ul style="list-style-type: none"> - Focus established - Time provided to explore research/reading - Trios established - Learners/focus observed - Time to discuss and identify common themes/next steps 	<p>SLT</p> <p>Support for Learning Teacher</p> <p>All stakeholders</p> <p>McCrone Teacher</p> <p>Class teachers</p> <p>Learners</p>	<p>In-service day</p> <p>Big Writing Criterion Scale</p> <p>CAT Sessions x3 – writing moderation</p> <p>Cluster Writing Group</p> <p>Lesson Study Approach built into calendar</p> <p>Lesson Study Approach training provided to staff?</p>	<p>August 2022 – June 2023</p>	

<p>Data</p> <p>Undertake assessments to identify next steps in learning for all learners.</p> <p>Identify and plan personalised support and interventions as required SIMD quintile 1 cohorts</p> <p>Transition teachers support identified cohorts across P5-S3 (Learning Community)</p> <p>SDO (Equity & Closing the Gap) to deliver CLPL for Learning Communities re effective strategies for closing the PRAG in Literacy/Numeracy</p> <p>SDO to team teach with identified practitioners (high number of pupils in Quintile 1)</p> <p>Track impact of interventions for identified cohorts (see example outcomes)</p>	<p>SLT</p> <p>All teachers</p> <p>Transition teacher</p> <p>Support for Learning Teacher</p> <p>All staff across Learning Community</p>	<p>Assessing Learners' Progress Guidance</p> <p>Learners identified that are;</p> <ul style="list-style-type: none"> - SIMD 1, 2 and 3 - EAL - FME - LAAC <p>Identify Poverty Related Attainment Gap</p> <p>CLPL on effective strategies for closing the Poverty Related Attainment Gap</p>	<p>August 2022 – June 2023</p>	
<p>Digital Learning</p> <p>Digital Schools award for digital wellbeing, for cyber resilience and internet safety (CRIS)</p> <p>Audit the following measures of the award;</p> <ul style="list-style-type: none"> - Leadership and Vision - Learning and Teaching - Student Digital Competence - Professional Development and Resources <p>Areas of support identified and responsive training planned for</p> <p>Evaluate and evidence the statements linked to the following aspects;</p> <ul style="list-style-type: none"> - Leadership and Vision - Learning and Teaching - Student Digital Competence 	<p>ICT Coordinator</p> <p>Class teachers</p> <p>All staff</p>	<p>Digital Wellbeing Award Digital Schools Awards (Evaluation and Accreditation)</p> <p>Cyber Resilience and Internet Safety – DigiLearn (glowscotland.org.uk) (Staff training)</p> <p>National Online Safety Keeping Children Safe Online in Education (Resources for families)</p>	<p>August 2022- June 2023</p>	

<p>- Professional Development and Resources</p> <p>Application for the award when reached 70% in measures</p>				
<p>Digital/Professional Learning Access appropriate digital professional learning via MyLearningHub (added to the school calendar)</p> <p>Digital Learning Leader/Digital Learning Coordinator to deliver appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools to support Empowered Learning project</p> <p>Digital Learning Coordinators should engage with DLC-targeted CLPL and online DLCs Team</p>	<p>All staff</p> <p>Coordinated/ supported by Digital Learning Lead/ Digital Learning Coordinator</p> <p>Empowered Learning project team</p>	<p>MyLearning Hub (self-directed Empowered Learning CLPL)</p> <p>Empowered Learning project</p> <p>WTA time (4 hours)</p> <p>CEC-DLCs Team</p> <p>Edinburgh Learns Digital team</p>	<p>August 2022 – June 2023</p>	
<p>Tracking and Monitoring System Class teachers to undertake Tracking & Monitoring professional learning (2 hours)</p> <p>Teaching staff to pilot cloud-based Tracking and Monitoring system</p> <p>Review the use of the Tracking and Monitoring system with class teachers through the attainment meetings</p> <p>ACEL data to be monitored throughout the session using the Tracking and Monitoring system</p>	<p>SLT</p> <p>Class Teachers</p>	<p>Tracking and monitoring professional learning – 2 hours</p> <p>Attainment meetings – 2/3 over the session</p> <p>ACEL data</p>	<p>August 2022 – June 2023</p>	
<p>Professional Learning Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality learning, teaching and assessment as defined in the EL Teachers' Charter</p>	<p>SLT</p> <p>All staff</p> <p>Second level staff</p>	<p>Teachers' Charter Self-Evaluation Tool</p> <p>Edinburgh Learns Learning, Teaching and Assessment Professional Learning 2022-23 (</p>	<p>August 2022 – June 2023</p>	

<p>CfE Second level Staff to engage in Numeracy & Maths Professional Learning</p> <p>Ensure all staff are aware of the revised PRD Policy, including Roles & Responsibilities</p> <p>Ensure entitlements for PRD are reflected in the WTA</p> <p>Access/deliver appropriate professional learning for reviewers to ensure they have the skills develop staff and support a culture of professional learning & growth.</p>		<p>PRD Roles & Responsibilities</p> <p>CEC Revised Professional Review & Development Policy</p> <p>Teacher Professionalism Sharepoint file with relevant resources</p> <p>Edinburgh Learns Learning, Teaching and Assessment Professional Learning Offer</p>		
<p><u>Moderation</u></p> <p>Staff to engage in school level moderation activities to support teachers' professional judgements;</p> <ul style="list-style-type: none"> - Writing moderation CAT sessions - Big Writing criterion scale - Jotter monitoring - Forward Planning monitoring <p>See separate planner for Cluster moderation</p> <p>Staff to engage in Edinburgh Learns Assessment and Moderation Professional Learning</p>	<p>SLT</p> <p>All teaching staff</p> <p>Cluster staff</p>	<p>Edinburgh Learns Assessment and Moderation Framework</p> <p>Edinburgh Learns Assessment & Moderation Support Materials</p> <p>QAMSOs Map 2022-23</p>	<ul style="list-style-type: none"> • August 2022 – June 2023 	