Beauly Primary School 2016/17 School Improvement Plan

Our School Priorities	OUR IMPROVEMENT PROJECTS I = Implemented C = continued E=evaluated			What difference will we make? **Continue to develop and evaluate how Beauly Primary School staff meet the needs of our school community, through a shared vision and approach.**
	Year 1	Year 2	Year 3	
How well do young people learn and achieve? **(Authority Priorities)** **Improve the quality of assessment *for* learning** **Improve the quality of assessment *of* learning**				
1.1 (Imp in performance) and 2.1 (Learners' experiences) 1) **Improve standards of attainment and begin to close the attainment gap in Literacy by introducing a progressive Literacy curriculum including aspects of the Highland literacy Progression and Big Writing**			Implement systematic, whole school approaches for curriculum planning, assessment, monitoring and tracking systems to raise attainment in Literacy within each individual class and across the school.	All pupils will perform better in literacy across the school. Staff and pupils will know this is happening because of better quality evidence from collated data in addition to professional judgement and moderation within the school and ASG Pupils will have raised attainment in Literacy due to increased confidence in the application of the core skills; resultant from more individualised support and challenge.

(Authority Priorities)

Ensure pupils receive a coherent and progressive curriculum from 3-18

Support the development of new Qualifications and ensure learner pathways lead to positive destinations

Supporting schools to meet the needs of all learners through universal and targeted support

5.1 (Curriculum) and 5.3 (Meeting Learners needs)

2) **Our curriculum takes account of our local circumstances, in addition to Local Authority and national advice**			Audit current practice in Health and Wellbeing and Social Subjects. Add information gathered to Curriculum Design Rationale Build assessment tasks in at the planning stage. Think of the Curriculum through IDL, Subject, Ethos & Life of the school and Opportunities for Personal Achievement. Share NIF with all stakeholders to begin to have a shared understanding.	Pupils will be able to demonstrate consistent progress in all their learning across Health and Wellbeing and Social Subjects due to ongoing improvements in learning and teaching. Staff will be more consistent in the delivery of key teaching strategies, skills and approaches as a result of the support and guidance provided through the Curriculum Design and Rationale. This will be measured by the Head Teacher through a whole school monitoring programme shared with staff in term 1. The Curriculum Design and Rationale will allow staff to better meet the needs of individual pupils by clarifying staff responsibilities within the Highland Practice Model. Pupils will engage in regular learning conversations, supporting their understanding of what success looks like within a given lesson and how they demonstrate or articulate this. This will inform child-lead 'Next Steps'.

(Authority Priorities)
Continue to develop, and ensure impact of self-evaluation systems
Develop leadership capacity and provide a strategy for supporting Head Teachers

5.9 (Self Evaluation)					
Improved BGE assessment planning & moderation through Teacher, Learning Communities				Involvement in TLC. PT to attend Dylan Williams masterclass & workshops. Staff to participate in 6 workshops back at school facilitated by PT. Use Education Scotland support resources and Highland Council support pack. These are based around literacy and numeracy and include key documents; presentations and audit tools for discussion.	Pupils, staff and parents are clearer about what is to be learned and what success looks like Pupils are given more timely and clearer feedback about the quality of their work and how to make it better Pupils are more fully involved in deciding next steps in their learning and identifying who can help Assessment for learning practice involves better quality interactions, based on thoughtful questions, careful listening and reflective responses. Families valued as important contributors and work as equal partners to ensure positive outcomes This will provide whole school engagement around moderation and planning with all staff from outset and provide a ground work prior to the TLC workshops starting in Feb.

Government initiatives: 1+2 languages, PE target, Early Years Collaborative

Using systems and processes: GLOW and MIS training

5.1 (Curriculum) and 5.3 (Meeting Learners needs)

Through the use of skills acquired in 1+2 training and PLL staff will be able to support the pupils to engage more successfully in learning French.			All First Level teaching staff to undertake Authority Led training in French. (Early level staff trained 2015/16) EYPs attending 1+2 training in Nov 2016 1 member of staff to complete 12 day Primary Language Learning (PLL)	More than half of the teaching staff will have received training in delivering L2 at their age and stage. Staff will be skilled to deliver L2. Staff reporting that they feel confident in the teaching of PLL Progressive and coherent CfE curriculum for Primary Language Learning (PLL) Learners will experience challenging, quality learning experiences in PLL

Our School Priorities **1+2 Languages**	OUR IMPROVEMENT PROJECTS Overview 16/17			What difference will we make? Communicative competence. Knowledge about the interconnected nature of languages. Active citizenship.
	Year 1	**Year 2**	**Year 3**	
HOW WELL DOES THE SCHOOL SUPPORT YOUNG PEOPLE TO DEVELOP AND LEARN? Ensure pupils receive a coherent and progressive curriculum from 3 – 18.				
2.2 (CURRICULUM) **All children learn an additional language (L2) from NURSERY at the latest.** **All children learn a second additional language (L3) from P5 at the latest.**	NURSERY – 2 staff training on PowerLanguage platform in S and M. NURSERY-3 staff from West and North. PLL training in French and Gael Use of planned progression and IDL projects. Use of 1+2 Glow resources.	P3 – 4 training	P5 – 7 training	Communicative competence. Active citizenship. Connections made with different people and their cultures. Pupils better equipped with the skills needed in Europe and in the global marketplace. Develop high level of skills in listening, talking, reading and writing which are essential for learning, working and life. Develop a secure understanding of how language works, and use language well to communicate ideas and information in English and other languages.
Effective transitions. **Language profiling within ASGs** **Moderation within ASGs** **Weekly Glow Meet** **Teaching methodology**	Progression and planning documents. Develop profiling within ASGs. Expected standards at end of Primary 1, Level 1 and Level 2. Support and advise staff. Approaches to language delivery.			Continuity of learning. Informing and improving future learning. Common standard within Primary Language Learning. Support staff with topic/vocabulary/pronunciation. Confident teachers in Primary Language Learning.

Development project	
Developing a progressive Literacy Curriculum for Beauly Primary	

Linked to QIs	
3.2, 2.2, 1.2	

What difference will it make for learners? (Why are we taking this forward?)

- All pupils will perform better in literacy across the school.
- Staff and pupils will know this is happening because of better quality evidence from collated data in addition to professional judgement and moderation within the school and ASG
- Pupils will have raised attainment in Literacy due to increased confidence in the application of the core skills; resultant from more individualised support and challenge.

Criteria for success

- Progressive and coherent CfE curriculum Literacy
- Learners will experience challenging, quality learning experiences in Literacy
- Staff reporting that they feel confident in the planning and teaching of Literacy

What are we going to do and when	Who will do this?
Adapt Highland Literacy Progression to become a progressive Literacy Curriculum for BPS.	Whole staff
Audit current practice for literacy in terms of learning, teaching and assessment.	Whole staff
Listening and talking • What does it look/sound like in BPS? • Establish progression through e.g. class talks.	Whole staff at Sept In Service

Reading • Establish what does a good reading lesson look like? • Develop a reading pathway through the levels (in terms of resources used) • Establish comprehension and cloze procedure benchmarks. • Level reading books to provide a clear progression , allowing for breadth of coverage.	Whole staff Establish a working group.
Writing • Revisit spelling methodology • Develop a phonics and spelling progression from NURSERY-7 • Build on good practice in Big Writing • Share methodology with support staff	Whole staff Establish a working group Whole staff HT training session

Monitoring and evaluation procedures (evidence of success)	**Who will do this?**
• Analyse AfE data – undertake AfE in November • Completion and analysis of SPP • Completion and analysis of Big Writing tracking data • In house writing moderation • ASG planning and moderation of writing • ASG peer visits for writing • Focused classroom visits to look at reading in Term 2 • POLAAR • Progress meetings with class teachers • SFL record of need to reflect needs assessed	CT & PT CT , twice annually, PT/HT CT, three times annually, PT/HT CT CT CT HT NURSERY teacher/HT HT ASNT

Expected Resource Needs
• Cover costs for Peer visits. • New materials to replace current spelling approaches • Replacement books for reading on completion of audit. • One In Service day in Sept 2016

Ongoing review
Feedback from pupils Feedback from staff

Development project	
Our Curriculum Design and Rationale	
Linked to QIs	
3.2, 2.2, 1.2	
What difference will it make for learners? (Why are we taking this forward?)	

- Pupils will be able to demonstrate consistent progress in all their learning across Health and Wellbeing and Social Subjects due to ongoing improvements in learning and teaching.
- Staff will be more consistent in the delivery of key teaching strategies, skills and approaches as a result of the support and guidance provided through the Curriculum Design and Rationale.
- The Curriculum Design and Rationale will allow staff to better meet the needs of individual pupils by clarifying staff responsibilities within the Highland Practice Model.
- Pupils will engage in regular learning conversations, supporting their understanding of what success looks like within a given lesson and how they demonstrate or articulate this. This will inform child-lead 'Next Steps'.

Criteria for success

- Progressive and coherent CfE curriculum for Health and Wellbeing and Social Subjects
- Learners will experience challenging, quality learning experiences in Health and Wellbeing and Social Subjects
- Staff reporting that they feel confident in the teaching of Health and Wellbeing and Social Subjects

What are we going to do and when	**Who will do this?**
- Audit what is presently happening in terms of Social Subjects in BPS - Engage with the Social Subjects framework - Focus on the same E/O within levels but differentiate to deepen the knowledge	Whole staff Whole staff CT
- Audit what is presently happening in terms of Health & Wellbeing in BPS - Engage with the HC HWB framework to develop a progressive curriculum from Early to Second level - Allocate E/Os from Creating Confident Kids to levels */**/*** rather than to classes.	Whole staff Whole staff HT

• Look at the NAR framework for planning IDL • Revise our Curriculum Overviews, shared with parents, to reflect the 4 elements of curriculum design.	Whole staff HT/CT
• Share NIF with staff to develop a shared understanding of National Priorities and where we sit within them.	HT
Monitoring and evaluation procedures (evidence of success)	**Who will do this?**
• Planning/progress meetings - evidence of breadth/challenge/application • Seek feedback from parents re changes to Curriculum Overviews • Planning tasks linked to NAR - SALs/ Es+Os • Pupil focus group – social studies & Creating Confident Kids	HT with CT HT CT HT
Expected Resource Needs	
• Time – WTA and release from class	
Ongoing review	
Feedback from pupils Feedback from staff	

Development project
1+2 Languages

Linked to QIs
3.2, 2.2, 1.2

What difference will it make for learners? (Why are we taking this forward?)
• Societal benefits of language learning • Economic benefits of language learning including employability skills • Building skills and competence in language learning which boosts literacy skills in the mother tongue

Criteria for success
• Progressive and coherent CfE curriculum for Primary Language Learning (PLL) • Learners will experience challenging, quality learning experiences in PLL • Staff reporting that they feel confident in the teaching of PLL

What are we going to do and when	Who will do this?
Term 1, 3 and 4 Primary 3 to 4 teachers trained in use of PowerLanguage platform in French Use Highland Council French planners and "I Can…" profiles alongside PL platform. Gaelic to use Storlann's Go Gaelic website for L2 and L3 Early Years Practitioners to be trained in delivering French games, songs and stories	LFEE Europe Storlann, Go Gaelic and Development Officer LFEE Europe and Development Oficer
Continue French and Gaelic training for P3 – P4 staff Council have paid for PLL on-line training course All schools to engage with L3 using available resources on Glow, PowerLanguage platform and Go Gaelic	LFEE Europe, Go Gaelic, Development Officer Teachers Teaching staff
Continue to resource progressive frameworks for L2 and L3 Moderate standard at end of Primary 1 Sharing standards for BGE, transition, creative timetabling for L2 and L3 CPD twilights on effective approaches to language learning	Development Officer Development Officer and Primary 1 teachers Development Officer LFEE Europe

ASGs to have 1+2 on agendas to monitor progress, share practice and **eventually** develop approaches to profiling and sharing standards Glow Meets to support staff	ASGs Development Officer and teaching staff
Monitoring and evaluation procedures (evidence of success)	**Who will do this?**
Feedback from teachers in their second year of delivery Feedback from attendees at PowerLanguage platform training days and twilights Survey Monkey to evaluate training Feedback from pupils in Primary 1 and 2 across Highland Feedback from Primary 2 parents	Development Officer Teachers Development Officer Development Officer Development Officer
Expected Resource Needs	
One twilight in May 2017 2 In-Set days: 22nd September 2016 and 22nd February 2017 PLL on line training package MLPS 12 day training programme 3 Saturday training days for P5 to P7 teachers	
Ongoing review	
Development Officer feedback Feedback from QIO visits to schools 1+2 Strategy Meetings Feedback from Survey Monkey and Highland CPD calendar	

In depth action plan

Development project - Improved BGE assessment planning & moderation through Teacher, Learning Communities

Needs highlighted are that here at Beauly we need to be as a whole school focusing on developing key assessment tasks at the time of planning the learning.

Linked to QIs (HGIOS 4)

2.2 – The Curriculum
2.3 – Learning, teaching and assessment
2.4 – Personalised Support
2.6 – Transitions

What difference will it make for learners? (Why are we taking this forward?)

- Pupils, staff and parents are clearer about what is to be learned and what success looks like
- Pupils are given more timely and clearer feedback about the quality of their work and how to make it better
- Pupils are more fully involved in deciding next steps in their learning and identifying who can help
- Assessment for learning practice involves better quality interactions, based on thoughtful questions, careful listening and reflective responses.
- Families valued as important contributors and work as equal partners to ensure positive outcomes

Criteria for success

➢ Staff use a range of evidence from standardised testing and day-to-day activities to track pupils' progress identifying each learner's achievement through understanding the principles of the NAR Flowchart
➢ Staff have a clearer understanding of planning assessment to support progression in the form of key assessment tasks
➢ Staff have increased confidence in making judgements on pupils' learning in terms of breadth, challenge and application
➢ Staff talk and work together to share standards in and across schools
➢ Staff use assessment information to monitor their establishment's provision and progress, and to plan for improvement

What are we going to do and when	Who will do this?
• Introduce Tapestry Partnership - Teaching, learning communities - Summative Assessment and Improving teacher judgement - programme to staff, discussing curriculum focus and identify leaders	**June 2016**
• TLCs will support developing key assessment tasks, initially in core areas - agreed with staff and workshops/training embedded into WTA and CPD planning	**June 2016**
• Leaders attend Dylan Wiliam Launch master class - Assessment (and what makes it good) Assessing - Task selection and presentation Evidence identification and accumulation Recording and Reporting Putting it all together • Leaders attend session 1-6 of the training sessions between Sept and February – following up with professional reading tasks and assessment planning/ delivery / reflecting within curriculum focus. Session content outline – Core curriculum areas	**9th Sept 2016**
Assessment for Curriculum for Excellence - current key messages - where am I now in relation to the key criteria for effective assessment and agreeing and sharing standards	**Sept '16**
Planning for Assessment - how effective is our planning for formative and summative assessment?	**Oct '16**
Assessment Design - selecting the task - identifying, adapting and designing effective assessment tasks	**Nov '16**
Assessment Design - agreeing the success criteria for our assessment tasks - towards agreeing and sharing standards	**Nov '16**

Evaluating the evidence generated by our planned assessment tasks - agreeing and sharing standards	**Jan '17**
Putting it all Together - accumulating the evidence Reviewing our summative assessment processes	**March '17**
• 6 School based TLC workshops –facilitated by PT, Sandra Mackenzie – during collegiate time. Each workshops meeting 6 times with follow-up tasks and reading around the above content.	**Feb '17 – June '17 (approx.)**
• HT / SMT link on-going evaluation and support of workshops and leader's role • Moderation – Use Education Scotland support resources and Highland Council support pack over 5 collegiate sessions with all staff- these are based around literacy and numeracy (secondary subject area audit tools provided) and include key documents; presentations and audit tools for discussion. This will provide whole school engagement around moderation and planning with all staff from outset and provide a ground work prior to the TLC workshops starting in Feb. Collegiate session resources pack (this link takes you to the location on Glow-the pack is still being put together but these will be there asap and the link will still work when it's updated by end of term) • In house and ASG wide moderation sessions (2) planned for focusing on writing.	**Aug - Feb**

Monitoring and evaluation procedures (evidence of success)	Who will do this?
• Planning tasks linked to NAR - SALs/ Es+Os • Planning discussions – evidence of breadth/challenge/application • Key Assessment Tasks – Moderation and Quality Assurance • HGIOS 4 and Highland Council audit tools • Staff evaluations during programme – leaders and teacher workshops • WTA / CPD time and travel for training and workshops • Cover cost for Master class event	

Expected Resource Needs
• [Education Scotland Building the Curriculum 5 Resources](#) • [Education Scotland - Assessing Progress and Achievement](#) • [Education Scotland - National Assessment Resource](#) • [HC Moderation Steer and Support& Collegiate session resources](#)
Ongoing review