

Glenlivet School Improvement Plan, 2018 - 2019

Priority 1: To integrate Developing the Young Workforce within planning for curricular progression.				
<p>Nif Priority: Improvement in employability skills and sustained, positive school-leaver destinations for all young people. Closing the attainment gap between the most and least disadvantaged children</p>		<p>HGIOS?4 QI: 3.3 – Increasing creativity and employability 2.7 – Partnerships</p>		
<p>Nif Driver: School Improvement</p>		<p>Moray Priority: Ambitious and confident children Curriculum Attainment and Achievement</p>		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> ▪ Revision of the school's curriculum rationale ▪ Incorporate DYW Career Education Standard's 'I Can' statements, along with curricular progressions and Benchmarks into planning, as appropriate, in all curricular areas. ▪ Continue to develop links with a wide range of people who will work within the school to encourage children's awareness and/or acquisition of his or her particular skill set ▪ Through the use of learning logs and skills profiles, continue to develop learners ability to reflect on their learning 	<p>Learners will:</p> <ul style="list-style-type: none"> ▪ understand the links between the Glenlivet SMARTS and skills for lifelong learning and employability ▪ have opportunities to develop and responsible citizens ▪ have improved problem solving skills ▪ have improve group/team working skills ▪ have improved skills in numeracy, literacy, leadership and creativity 		<p>HT and all staff</p>	<ul style="list-style-type: none"> ▪ Attainment Data ▪ Continuous dialogue - home, school, children and partner agencies as appropriate ▪ Curriculum rational is more reflective of the values and vision of the school and of the way we do things at Glenlivet School. ▪ Curricular progressions are clearly linked to DYW 'I Can' statements ▪ The quality of reflective learning logs and profiles
<p>Evidence to support reduced bureaucracy/workload of teachers Use of curricular progressions linked to Benchmarks and Career Standards, PR&D processes; ERDP processes; QIO visits; Authority review, Admin support; WTA feedback</p>				

Priority 2: The development of Progression Pathways for all curricular areas				
Nif Priority: Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children		HGIOS?4 QI: 2.2 – Curriculum (theme 3 learning pathways) 2.3 – Learning, teaching and assessment 3.2 – Raising attainment and achievement		
Nif Driver: School Improvement		Moray Priority: Ambitious and confident children Curriculum Attainment and achievement		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> ▪ Evaluate and, if necessary, curricular progressions previously developed (numeracy & mathematics, literacy, modern languages, social subjects and sciences) ▪ Create progressions for HWB, RME, Technologies and Expressive Arts ▪ Create necessary secondary materials to support curricular progressions. i.e. revised pupil booklets, incorporating the Benchmarks, for ICT 	Learners have <ul style="list-style-type: none"> ▪ a clear understanding of how they are doing and what they need to do next ▪ improved subject specific skills ▪ an improved ability to apply subject specific knowledge and understanding to contextualised learning ▪ access to learning opportunities that are more clearly differentiated to meet their individual needs 	August 2018 – May 2019	HT and all staff	<ul style="list-style-type: none"> ▪ Attainment Data ▪ Continuous dialogue - home, school, children and partner agencies as appropriate ▪ Observations ▪ Authority Reviews
Evidence to support reduced bureaucracy/workload of teachers				
Use of curricular progressions linked to Benchmarks, PR&D processes; ERDP processes; QIO visits; Authority review, Admin support; WTA feedback				

Priority 3: Raising Attainment in Literacy, Language and Communication: Taking a Developmental Approach to Emerging Literacy

Nif Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children		HGIOS?4 QI: 1.3 – Leadership of change, 2.3 – Learning, teaching and assessment, 2.5 – Family learning, 2.7 – Partnerships, 3.2 – Raising attainment and achievement		
Nif Driver: School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information		Moray Priority:		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> ▪ Attend whole day training for Emerging Literacy ▪ Deliver introductory family learning workshop on Emerging Literacy ▪ Complete initial Emerging Literacy assessments with P1 children ▪ Attend 6 Local Networks during the 2017/2018 session ▪ Engagement with Emerging Literacy support materials to assess and analyse data, organise learners using data, and plan developmentally appropriate learning experiences, tracking progress ▪ Ongoing universal and targeted support is given to families on the progress children are making and ways which they can support at home ▪ Information to be passed from the Primary 1 teacher (2018/2019) to Primary 2 teacher (2019/2020) on the progress that learners have made within the key skill areas of Emerging Literacy ▪ Deliver whole-school Emerging Literacy training to share: <ul style="list-style-type: none"> * the approach * how this is developed in the early stages * how to support children with gaps in their foundational literacy skills beyond the Early Level. ▪ Deliver whole-school collegiate sessions on: <ul style="list-style-type: none"> * adult/ child interaction key messages * concrete to abstract thinking * supporting handwriting development * pre-teaching vocabulary * sequence and narrative skills * working memory skills ▪ Use Pupil Equity Funding to employ staff to directly support children thus ensuring that the developmental gaps in foundational reading and writing skills for all children are addressed to ensure that literacy learning is built upon a solid foundation. 	<p>Pupils as learners will:</p> <ul style="list-style-type: none"> ▪ experience a developmentally appropriate curriculum in early literacy, language and communication ▪ develop the foundational skills required to achieve Early Level in listening & talking, reading and writing. ▪ have secure foundational skills which enable them to listen, talk, read and write ▪ make appropriate progress within and through the Early Level in listening and talking, reading and writing. <p>Staff as learners will:</p> <ul style="list-style-type: none"> ▪ have confidence in their approach to early literacy, language and communication ▪ understand how children are making progress in literacy, language and communication. ▪ be able to articulate the progress of each learner, based on robust evidence. ▪ be able to articulate the impact the professional learning and collaboration is having on their practice. 	<p>June 2018</p> <p>June 2018</p> <p>August 2018</p> <p>2018 – 19</p> <p>2018 – 19</p> <p>2018 – 19</p> <p>June 2018 & June 2019</p> <p>August 2018</p> <p>2018 - 2019</p>	<p>Acting Depute HT</p> <p>HT</p> <p>Staff team</p> <p>Parents</p>	<ul style="list-style-type: none"> ▪ Initial Emerging Literacy assessments completed as a baseline and on-going assessment completed during the year to track and monitor progress ▪ End of Level Teacher Judgements for Primary 1 – Achievement of Early Level ▪ Evidence of family engagement ▪ Progress of embedding the approach monitored through the Emerging Literacy Audit Tool and the ADKAR evaluation model ▪ Monitoring of learning experiences which take a developmental approach across the Early Level ▪ Monitoring of learning experiences which take a developmental approach across the Early Level ▪ Monitor ongoing progress of children who have transitioned from P1 into P2 in August 2018 ▪ Following training, monitor the learning experiences through the school's approach to language and communication <ul style="list-style-type: none"> ▪ Through observations, dialogue around planning, self-evaluation of the school improvement plan and monitoring and tracking conversations, identify the impact of a whole-school approach to literacy, language and communication

Evidence to support reduced bureaucracy/workload of teachers

Priority 4: Rights Respecting Schools				
Nif Priority: Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people's health and wellbeing		HGIOS?4 QI: 1.3 Leadership of Change 1.5 Management of resources to promote equity 3.1 Ensuring wellbeing, equality and inclusion		
Nif Driver: School Leadership School Improvement		Moray Priority: Healthier children – children get the healthiest start in life and are supported to achieve the best possible mental health and wellbeing and there is equity for vulnerable groups.		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> ▪ Liaise with QIO with responsibility for Rights Respecting School ▪ RRS – all staff trained on 'getting started' ▪ Raise awareness with parents through the Parent Council and wider parent forum – newsletters ▪ Raise awareness with the Pupil Council ▪ Raise awareness with children through assemblies ▪ Identify where existing practice (SMARTS, SHANARRI, Vision and Values) ties in with RRS outcomes ▪ Promote learning and teaching about Equity ▪ Gain commitment to RRS ▪ Support individual children and their families where gaps in achievement and attainment can be attributed to poverty 	<p>Children will :</p> <ul style="list-style-type: none"> ▪ have more respect for themselves and others (values, relationships) ▪ understand and value different beliefs and cultures ▪ have knowledge and understanding of the Convention on the Rights of the Child (CRC) ▪ demonstrate this through the use rights respecting language, attitudes and relationships. ▪ be better able to make informed decisions and to grow into confident, active and responsible citizens. ▪ develop positive attitudes towards diversity in society ▪ know how to go about making informed decisions and being active citizens ▪ become actively involved in campaigns/debates that they understand, which uphold or defend the rights of others and of living sustainably. 		HT School team – parents, pupils and all staff	<ul style="list-style-type: none"> - Home school communication – learning logs, notes, newsletters - Teacher's and children's planning - Pupil Profiles - Annual Reports - Classroom displays - Minutes of Staff meetings and Inset days. - CPD records and PR&D - Pupil focus groups - Parent focus groups - Surveys - Feedback on strength of our school community Relationships within the school
Evidence to support reduced bureaucracy/workload of teachers				