

St Cuthbert's RC PS School Improvement Plan 2022/2023

St Cuthbert's Primary School

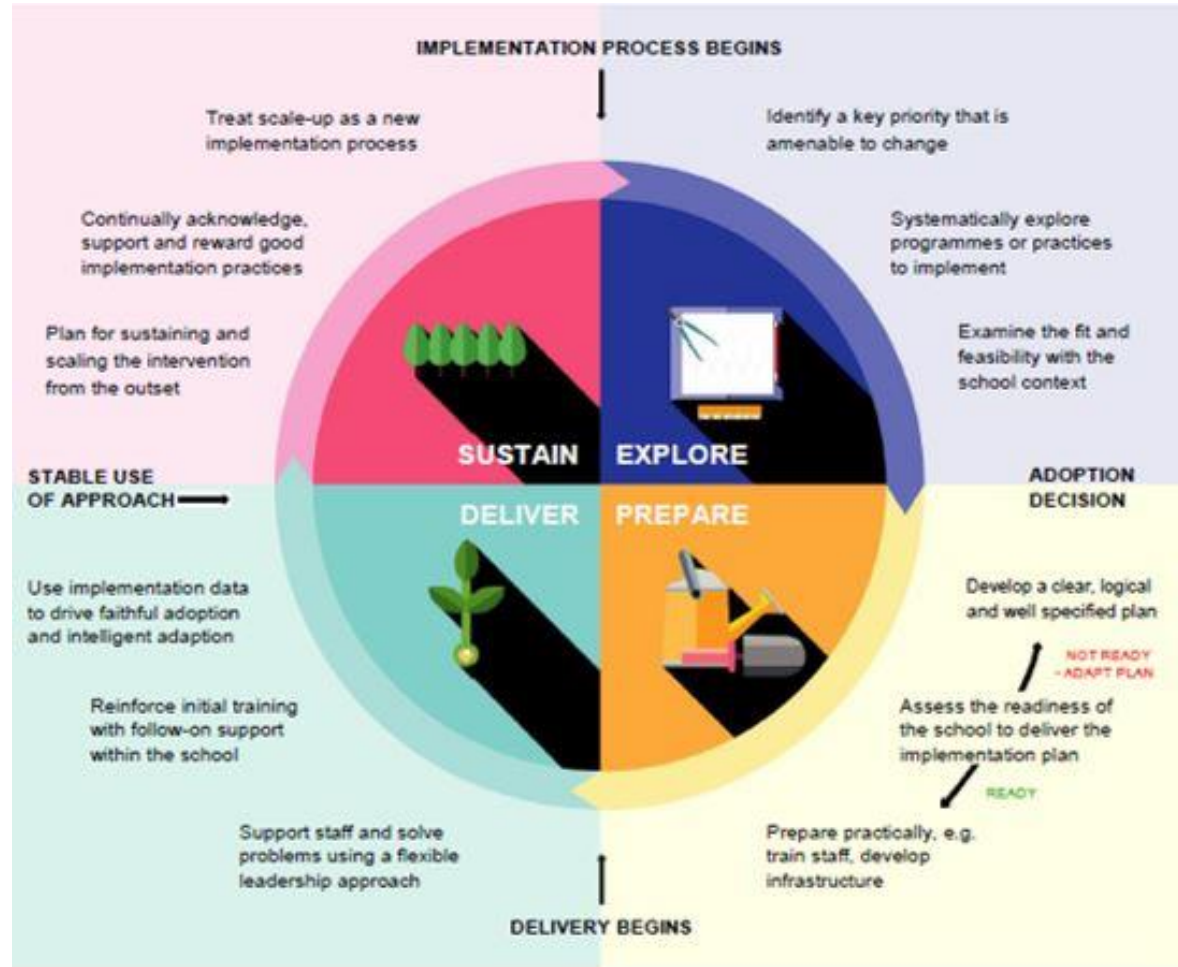


Learning and Growing together
through Love and Respect



Establishment	St Cuthbert's RC PS
Head of Establishment	Ryan Delaney
Area/Local Improvement Group	Cluster 16
Head of Service	Gerry Lyons
Area Education Officer/ Quality Improvement Officer	Samir Sharma

St Cuthbert's School Improvement Process – Education Endowment Foundation





St Cuthbert's RC PS Improvement Planning for 2022/2023

Priority Number	Area	Implementation Phase	Self-evaluation basis/Rationale for Change	QI:	SLT Lead
1	Literacy and English: Reading (Comprehension, and Vocabulary enrichment)	Delivery	<ul style="list-style-type: none"> ➤ Reading attainment is currently lower than writing and L&T. ➤ A discrepancy in validity of data between STAR reader information, teacher judgement and SNSA/PM Benchmarking. ➤ Evidence that understanding of vocabulary and language across the school needs developed, and is showing as a significant gap in standardised reading assessments. 	1.3 2.3 2.5	E.Differ (PT) and R.Delaney (HT)
2	Mathematics and Numeracy	Delivery of Year 2 of Plan and Sustain Year 1.	<ul style="list-style-type: none"> ➤ Learning Conversations and Classroom Visits. ➤ Pace is slower in number work across the school, due to gaps in some children's mental agility which impacts computational thinking. 	1.3 2.3 2.5	➤ E.Differ (PT)
3	Wellbeing, equality and inclusion. (LCFE, and Building Resilience programme, RRSa and tracking of HWB)	Delivery	<ul style="list-style-type: none"> ➤ Planned LCFE work in 2021/2022 but due to COVID and a review of priorities, this has been delayed until 22/23. ➤ Teacher observation and feedback on issues around pupil resilience and mindset, as a result of COVID. ➤ Develop nurturing approaches to improving attainment 	1.3 2.3 3.1	➤ M.Somerville (PT)
4	STEAM (Develop approaches to Digital	Delivery	<ul style="list-style-type: none"> ➤ Pupil Voice (Curriculum Creators) – need for more discreet IT teaching. 	1.3 2.3	➤ E.Differ (PT) and working group.

	Technology and Computing)		➤ Self-evaluation of curriculum coverage	3.3	
--	---------------------------	--	--	-----	--

2022-2023 Maintenance Plan

1.3 Leadership of Change	2.3 Learning and Teaching	3.1 – Ensuring Well-being and Equity	3.2 Securing Progress
<ul style="list-style-type: none"> ➤ HT to lead full evaluation and possible refresh of current Vision, Values and Aims. ➤ Regular reference made to the new GTCS standards through PRD processes <ul style="list-style-type: none"> ➤ Budget Committee to be created by HT. ➤ Further enhance Pupil and Teacher Leadership Strategy through Leadership initiatives which link to the SIP. ➤ Develop approaches to collaborative enquiry. 	<ul style="list-style-type: none"> ➤ Further Embed Task Boards ➤ Review and enhance TPA approach in maths and numeracy. ➤ Further embedding of Learning and Teaching boards, and Learning Conversations. ➤ Further enhance and develop Pupil Target Setting through Learning Conversations and effective plenaries. ➤ Embed and sustain Tracking and assessment around: <ul style="list-style-type: none"> -Science -French -Technologies -Listening and Talking -Writing <ul style="list-style-type: none"> ➤ Develop the school library, with a focus on Author of the Month. 	<ul style="list-style-type: none"> ➤ Refresh and embed ASN calendar, with streamlined approaches to Pupil reviews with parents/carers, whilst capturing Pupil Voice. ➤ Embed processes at in house SIIM meetings. Ensure the targets are reviewed. ➤ Further utilise Team Child ➤ Increase Dyslexia Awareness and develop ‘tracking over time’ of children with dyslexia. ➤ Further develop approaches to HWB (PE), and ensure two hours of quality PE per week are maintained. Further embed approaches to assessment and tracking of PE. ➤ Further embed CIRCLE approach to support inclusion and equity. 	<ul style="list-style-type: none"> ➤ Continue to monitor and amend tracking and moderation processes, with more frequent moderation activities across the Learning Community. ➤ Refresh Quality Assurance Cycle, with a refreshed focus on quality assurance of ASN. ➤ Close monitoring of attainment data, with refreshed approaches to tracking meetings. ➤ Close monitoring of writing, and Listening and Talking (not formally on the SIP). ➤ Further develop approaches to support and improve pupil attendance and punctuality.
<h3>3.3 – Creativity and Employability</h3>			
<ul style="list-style-type: none"> ➤ Continued use of My World of Work ➤ Continued use of Skill Development Folders as linked to 5 Part Model ➤ Further embed and enhance IDL programme to allow for development of four contexts for learning. <div style="text-align: center;">   </div>			

No. 1 Priority - Literacy and English – Reading (Vocabulary and Comprehension)

1 August 2022 To develop pedagogy and assessment of reading, with an explicit focus on vocabulary development and comprehension as well as supporting children for whom English as an additional language is a barrier to them.

HGIOS:

(1.3) Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for cont. improvement
- Implementing improvement and change

(2.3) Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring
- Family Learning

(3.2) Raising Attainment and Achievement

- Attainment in literacy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

NIF Priorities:

School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information

Tasks to Achieve Priority:	Who is responsible:	Timescales and Check Points	UNRC	Evidence Gathering to show Impact (Data, Observations, Views)
<p>Further embed approaches to Guided Reading (Reading Groups) in P1-3(4), with a focus on the 3 Read Approach through 'Story Clubs' to support group structure.</p> <p>--P4-7 support staff in their understanding and use of comprehension strategies (clarifying, summarising, prediction, questioning, visualising)</p> <p>-Staff to create a bank of shared resources to support comprehension activities to fit alongside 2nd level reading scheme.</p> <p>Develop processes for on-going assessment of reading through this approach, using running-records linked to the skills pathway and benchmarks.</p>	<p>E.Differ (Acting PT)</p> <p>Literacy Leadership Team</p>	<p>August 23rd – Collegiate Planning session for Reading – explore 3 Read Approach.</p>	<p>Article 12</p> <p>Article 28</p> <p>Article 29</p>	<p>>Classroom Visits/observations of learning and teaching.</p> <p>>Teacher Record Keeping in running records of 3 Read Sessions.</p> <p>>Learning Conversations with children.</p>
<p>Develop approaches to reading comprehension and vocabulary in P1-3 through daily 'Story Milk' – reinforce reading strategies from 3 Read Approach, vocabulary enrichment/teaching, and 3 Read Approach during this time. Use texts which relate to learning in science, IDL, RE or HWB. In Term 1, use 'Reading Buddies' to support P1 transition. P7 children to support P1 children.</p>	<p>P1 and P2 teachers.</p> <p>SLT to evaluate and quality assure.</p>	<p>August 23rd – Collegiate Planning session for Reading – explore 3 Read Approach.</p>	<p>Article 12</p> <p>Article 28</p> <p>Article 29</p>	<p>>Observation of sessions</p> <p>>Pupil views about how often they listen to stories and the quality of them (JLT to lead).</p>

<p>In P4-7, use weekly 'Short Read' activities to support comprehension skills.</p> <ul style="list-style-type: none"> -Highly differentiated texts (PEF: Nelson Comprehension Textbooks) for each reading group, with a focus on comprehension and vocabulary development. Link explicitly, to Reading Pace snakes to ensure key skills are developed across each level. -Use Task Board structure, and TPA approach to support this method and to reinforce explicit teaching and modelling of the taught skill at the Teach Station. -Ensure assessment information is systematically recorded and analysed to support decisions around support/challenge. 	<p>E.Differ (Acting PT) R.Delaney (HT) P4-7 Teachers.</p>	<p>August 23rd – Collegiate Planning session for Reading – explore 3 Read Approach. February INSET: Learning Community Moderation</p>	<p>Article 12 Article 28 Article 29 Article 31 Article 24</p>	<ul style="list-style-type: none"> >Tracking information at assessment weeks, using school devised trackers linked to the Es/Os, Benchmarks and progression frameworks. >Observation of learning and teaching >Learning Conversations >Monitor impact of TPA approach. >Learning Community Moderation of Reading
<p>Introduce the STAR approach to develop vocabulary across the school.</p> <ul style="list-style-type: none"> -Assess children using British Picture Vocabulary Scale -Introduce weekly word linked to learning in IDL/Science. -Develop approaches for explicitly teaching vocabulary and displaying this as part of learning displays. -Introduce 'Weekly Word Wizard' challenge at assembly for children who remember and can use words in context. 	<p>E.Differ (Acting PT) L.Ballantyne (QIO Literacy)</p>	<p>Staff Training: Tuesday 6th Sept.</p>	<p>Article 12 Article 28 Article 29</p>	<ul style="list-style-type: none"> >Baseline of teacher knowledge/skills in developing vocabulary approaches with children. >Post-training survey. >BPVS baseline scores and follow up-assessment information. >Observation of learning and teaching. >Word Wizard display showing recognition of effort and engagement in vocabulary work.
<p>Develop ongoing processes to support Reading for Enjoyment/Celebration of success:</p> <ul style="list-style-type: none"> -Ensure daily independent reading takes place in P4-7 using Accelerated Reader books. Develop processes for monitoring the impact of this intervention. Develop processes for rewarding success through STAR reader. -Set up monthly 'Reading Café' to celebrate achievements in reading. 	<p>E.Differ (Acting PT) R.Delaney (HT) Class Teachers</p>	<p>On going throughout session.</p>	<p>Article 12 Article 24 Article 28 Article 29 Article 31</p>	<ul style="list-style-type: none"> >Monitor the implementation of daily reading time using Accelerated Reader book. >Children to engage regularly in quizzes online. >Feedback and attainment information from STAR reader. Teachers to analyse results. >Award winners for Reading Café.
<ul style="list-style-type: none"> -Support parents/carers through targeted groups for family learning sessions to support parents/carers understanding of reading strategies to support at home. -'Playing with Sounds' Family Learning programme in Term 1 for children identified as requiring support. 	<p>S.Daly (P1 teacher), SfLW. E.Differ (Acting PT) R.Delaney (HT) M.Somerville (PT)</p>	<p>On going when and where appropriate. September: Identify P1 children who would benefit from Playing with sounds.</p>	<p>Article 12 Article 15 Article 23 Article 24 Article 28 Article 29 Article 31</p>	<ul style="list-style-type: none"> >Benchmarking: Phonological Awareness Assessments >Homework tracking – look for an increase in engagement. >Reading Attainment Data at P1. >Pupil Engagement in reading as a result of observations >Parent/Carer 'before and after' survey.

<p>Staff support and training for children with English as Additional Language</p> <ul style="list-style-type: none"> -Staff training and support materials to support assessment and teaching of children with EAL. -Use and monitor the impact of Story Sacks for EAL families to use. -Make best use of digital tools and technology to support EAL families. 	<p>E.Differ (Acting PT of curriculum) M.Somerville (PT of ASN/Inclusion) SFWLs Class Teachers</p>	<p>Re-assess all language levels of EAL children in Term 1</p> <p>Review impact of interventions/ISP plans and strategies at tracking dialogues.</p>	<p>Article 12 Article 15 Article 23 Article 24 Article 28 Article 29 Article 31 Article 30</p>	<ul style="list-style-type: none"> >Planning Dialogues >Tracking of English Language Levels >Family Learning session feedback >Learning Conversations >Lesson Observations
---	---	--	--	--

Resources and staff development (WTA, CAT, INSET etc)

- Wednesday 24th August : Planning Session for Reading – explore and revise 3 Read Approach.
- Tuesday 6th September: QIO of Literacy delivering training for STAR Word Strategies.
- Use PEF SFLW to support Playing with Sounds Programme.
- SFLW training, linking to PRD.
- Use PEF to purchase materials to support short read activities for reading comprehension. Monitor impact through robust tracking systems, linked to pace snakes, and benchmarks.
- Continue to monitor the impact of Accelerated Reader (PEF purchase) on targeted groups of children – i.e SIMD 1 and 2/FSM/CECYP.
- WTA – collaborative planning for reading.
- WTA – assessment weeks – time to analyse assessment information in relation to Reading Pace Snakes
- Good Lesson Framework – update during this session to reflect changing policies and practice.
- PEF purchased Story Sacs (2021-2022)

Literacy and English – 3 Year Strategic Planning

<p>2018/2019</p> <p>READING YEAR 1 - DELIVER</p> <ul style="list-style-type: none"> ➤ To raise attainment in Reading through improved pedagogy, assessment and moderation. <p>Supplemented by:</p> <ul style="list-style-type: none"> -Introducing a new phonics programme in P1-4 -Purchasing and implementing Nelson Spelling for P4-7 (PEF) -Use of Nelson Handwriting (PEF) -Heavy investment in Reading Resources and updating Reading Scheme. 	<p>2019/2020</p> <p>WRITING YEAR 1- DELIVER</p> <ul style="list-style-type: none"> ➤ To raise attainment in Writing through improved pedagogy, assessment and moderation. 	<p>2020/2021</p> <p>RECOVERY YEAR – SUSTAIN</p> <ul style="list-style-type: none"> ➤ Due to COVID-19 the Literacy and English from the previous year was re-visited as part of recovery planning. <p>Supplemented by:</p> <ul style="list-style-type: none"> -Implementing Accelerated Reader programme (5 year programme) 	
<p>2021/2022</p> <p>LISTENING AND TALKING YEAR 1 - DELIVER</p> <ul style="list-style-type: none"> ➤ To increase attainment in Listening and Talking through improved Pedagogy, assessment and moderation. <p>Maintenance Agenda:</p> <ul style="list-style-type: none"> ➤ Closely monitor Reading and Writing attainment and achieve ➤ Further embed Accelerated Reader 		<p>2022/2023</p> <p>READING Year 2: Delivery and Sustain.</p> <ul style="list-style-type: none"> ➤ To take a closer look at reading approaches, beyond reading recovery and ‘teaching how to read’. ➤ Focus more specifically on vocabulary and comprehension skills. 	<p>2023/2024</p> <p>Writing Year 2: Sustain</p> <ul style="list-style-type: none"> ➤ Revisit approaches in writing, against Roots through Writing. ➤ Consider how creativity supports approaches to learning, teaching and assessment. ➤ Support staff understanding of holistic assessments in writing, with a focus on ‘application’ of writing.

No. Priority 2- Numeracy and Mathematics.

2	August 2022: To continue to raise attainment in Maths and Numeracy by developing metacognition approaches, and provide greater opportunities for children to apply their learning in new and unfamiliar contexts.		
	HGIOS:		
	(1.3) Leadership of Change <ul style="list-style-type: none"> Developing a shared vision, values & aims relevant to the school and its community Strategic planning for cont. improvement Implementing improvement and change 	(2.3) Learning, Teaching and Assessment <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring Family Learning 	(3.2) Raising Attainment and Achievement <ul style="list-style-type: none"> Attainment in numeracy Attainment over time Overall quality of learners' achievement Equity for all learners
	NIF Priorities: School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School Improvement, Performance Information		

Tasks to Achieve Priority:	Who is responsible:	Timescales and Check Points	UNRC	Evidence Gathering to show Impact (Data, Observations, Views)
Further embed and support teachers to understand and use our current framework for learning, teaching and assessment in maths: -Mobile Maths based on robust tracking systems. -Teach, Practise and Apply (TPA). -Pace Snakes to support pace, and differentiation which are well supported by clear progression pathways. -Leckie and Leckie (PEF) CfE assessments which align to the pace snakes.	E.Differ (Acting PT) Class Teachers Maths Leadership Team.	Term 1: August Planning Sessions and Dialogue. Then review termly at tracking periods. 29th November 2022: Learning Community moderation of maths. Terms 2-4 Daily Learning Walks and Learning Conversations, with a focus on how pupil voice around their	Article 12 Article 28 Article 29	>Whole school tracking and maths comparative data reviewed and updated at each tracking period. >Learning Walks and Conversations to support continual support and challenge around TPA >Quality Assurance around the quality of planning around TPA – engage in meaningful dialogue with teachers around this at planning meetings.

		learning.		
<p>Introduce Maths Programme to support Mental Maths strategies across the school.</p> <p>-Introduce 'Strong Maths'</p> <p>-Focus on SAMSON approach – Speed, Accuracy, Mastery, Self-testing, Overlearning and Numbers.</p> <p>-Support staff to see the connection between this approach and Metacognition. Focus on the approaches of: Overlearning, Deliberate Practice, Self-testing/target setting, Distributed Learning, and Interleaving (CPA).</p>	<p>E.Differ (Acting PT)</p> <p>R.Delaney (HT)</p> <p>Trainer from Strong Maths</p> <p>Maths Leadership Team</p> <p>PEF SFLWs to support key groups for interventions.</p>	<p>August INSET – Morning of training from STRONG maths.</p>	<p>Article 12</p> <p>Article 28</p> <p>Article 29</p>	<p>>Staff survey of understanding around metacognition – baseline and follow up.</p> <p>>Lesson Observations</p> <p>>Teacher feedback/observations around impact of approach</p> <p>>Learning Conversations during mental maths time.</p>
<p>To upskill and support teachers to plan greater opportunities for children to 'apply' their skills and knowledge.</p> <p>-Reinforce key messages around TPA (with a focus on 'apply').²</p> <p>-Support Teachers' understanding of 'holistic assessment' through a session led by QIO of assessment and moderation.</p> <p>-Support Teachers to plan and deliver Holistic Assessments from Terms 2-4.</p>	<p>E.Differ (Acting PT)</p> <p>R.Delaney (HT)</p> <p>Maths Leadership Team</p>	<p>27th September QIO of Assessment and Moderation leading session on holistic assessment.</p>	<p>Article 12</p> <p>Article 28</p> <p>Article 29</p>	<p>>Classroom observations</p> <p>>Dialogue at planning stages around how teachers are creating opportunities for application, using the TPA phase.</p> <p>>Baseline and Follow up survey after session from QIO of Moderation and Session on 'Holistic Assessments'.</p> <p>>Quality Assure Holistic Assessments created by teachers and evaluate their impact on supporting 'achievement of a level'.</p>
<p>Ensure all teachers plan at least two 'Maths Master Classes' per session, using Founders4Schools/other appropriate links.</p> <p>Each Master Class should provide children with opportunities to hear about how maths concepts link to their learning in maths.</p>	<p>Class Teachers</p>	<p>On going Monitor and discuss at each planning block with children.</p>	<p>Article 12</p> <p>Article 28</p> <p>Article 29</p>	<p>>Monitor through planning and TOOCS/YOOCs.</p> <p>>Pupil Feedback on the Master Class.</p> <p>>Displays/photos.</p>
<p>Create opportunities for Family Learning and Partnerships.</p> <p>>Develop links with FemFoods to support cooking and maths for targeted families.</p> <p>>Develop links with Glasgow Clyde College to offer</p>	<p>Class Teachers</p> <p>R.Delaney (HT)</p>	<p>Term 1 Meeting and Planning with FemFoods (dependent on funding</p>	<p>Article 12</p> <p>Article 28</p> <p>Article 29</p> <p>Article 26</p>	<p>>Parent/Carer feedback</p> <p>>Feedback from tutors/agencies working with families</p> <p>>Analyse attainment data and engagement</p>

<p>appropriate courses. >Offer greater opportunities for parents/carers to come to a maths session.</p>		<p>application to Food for Thought). Meet with Glasgow Clyde College</p> <p>Term 2-4: Parent/Carer workshops to support Maths and Numeracy</p>	<p>Article 15 Article 24</p>	<p>levels of children being targeted for these groups.</p>
--	--	---	----------------------------------	--

Resources and staff development (WTA, CAT, INSET etc)

- August INSET – Introduce SAMSON approach – training from STRONG maths.
- WTA – collaborative planning
- WTA – Assessment week for analysing and recording assessment data.
- WTA – Collegiate activities and training support.
- CPA materials
- Leckie Primary Maths for Scotland Teacher Guide / Assessment materials - PEF
- Assessment record sheets
- Teacher Sumdog training linked to PRD where appropriate
- Updated pace snake planners – update second level to ensure a better balance of measurement outcomes at 2nd level.
- Good Lesson Framework
- Relationships with Glasgow Clyde College and FernFoods.

Numeracy and Mathematics– 3 Year Strategic Planning

Period of EXPLORATION and PREPARATION (Jan 2021-Jun 2021)

- Priority 2 identified (raise attainment in Maths through the delivery of high quality learning and teaching by embedding whole school strategies for effective teaching and assessment)
- Exploration of programmes/practices revealed inconsistencies and gaps in delivery
- School ready for change given several years of absent focus on Maths
- Preparations undertaken for three year plan (below)

2021/2022 - DELIVER	2022/2023 - DELIVER	2023/2024 -SUSTAIN
<p><i>Learning and Teaching Approaches</i></p> <ul style="list-style-type: none"> • Further embed CPA / Number Talks - supported through distributed leadership opportunities; audit and ensure appropriate training/cpd opportunities for new staff • Develop approaches to enhance effective pedagogy (active learning, cooperative/trios, TPA system, pupil enquiry based learning, use of digital and outdoor learning) • Reinforce approaches through modelling, team teaching, collegiate opportunities; monitor success through learning walks / POLLI observations, ensure appropriate pace of change and staff support. <p><i>Assessment</i></p> <ul style="list-style-type: none"> • Creation and introduction of clearer assessment systems to enhance formative, periodic and summative assessments to support teacher judgement of progression through or achievement of a level – this will enhance professional judgement with a clear link to the benchmarks. • Increased collegiality to support approaches to assessment - creation of holistic assessments to assess learners’ ability to demonstrate depth and breadth of learning across 2-3 topics, providing continuous consolidation checkpoints throughout the year. 	<p><i>Mathematical Thinking</i></p> <ul style="list-style-type: none"> • Introduce and develop a culture of problem posing / problem solving across all stages through introduction of metacognitive theories. <p><i>Embedded Learning and Teaching Approaches</i></p> <ul style="list-style-type: none"> • Increase distributed leadership opportunities to support continued collegiality and delivery of a robust system of planning and assessment using approaches and methods introduced in Y1. <p><i>Partnerships: Skills for learning, life and work</i></p> <ul style="list-style-type: none"> • Establish a more visible and robust link to DYW through opportunities that go beyond classroom planning; regular and continuous links within the community, creation of business partnerships and support from Skills Development Scotland; develop opportunities to adopt a dovetail approach to the planning of Maths and DYW. <p><i>Family Learning</i></p> <ul style="list-style-type: none"> • Enhance approaches – development of a shared learning approach that not only enhances the learning experiences of pupils, but also supports parents with maths comprehension; possible adult learning opportunities (school/parent and peer-parent). 	<p><i>Sustainability</i></p> <ul style="list-style-type: none"> • Continue to develop staff leadership opportunities through building capacity and strengthening culture of teacher leadership • Robust programme of work and assessment system in place and used consistently throughout all stages – supported by peer support systems and Maths Leadership Group. • Ensure approaches to digital learning are embedded – provide opportunities for collaborative leadership between Maths leads and DLOL • Staff collaboration between areas of leadership (shared and supported planning in place for maths > digital learning > DYW > Outdoor learning)

No. Priority 3 – To promote wellbeing, inclusion and equity/equality for all across our school

3 To build a culture of increased resilience in children, as well as developing robust procedures for the tracking of Health and Wellbeing, and the achievements of children with barriers to learning.

HGIOS:

(1.3) Leadership of Change

- Developing a shared vision, values & aims relevant to the school and its community
- Strategic planning for cont. improvement
- Implementing improvement and change

(2.3) Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring
- Family Learning

(3.1) Ensuring wellbeing, equality and inclusion:

- Wellbeing
- Fulfilment of statutory rights
- Inclusion and Equiy

NIF Priorities:

School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement, Performance Information

Tasks to Achieve Priority:	Who is responsible:	Timescales and Check Points	UNRC	Evidence Gathering to show Impact (Data, Observations, Views)
<p>Further embed and support teachers to understand and use our current framework for learning, teaching and assessment in HWB:</p> <ul style="list-style-type: none"> -Review planning formats using SHANARRI indicators and ‘Healthy Schools’ resource. -Work with teachers to begin to consider the benchmarks for HWB when planning and assessing learning. -Create a tracking system to support the recording of assessment information of HWB. -Better use GMWP and other HWB measures to support planning for equality and inclusion. -Plan to use ipads and other technology to record learning in HWB (replacing the traditional floorbooks). 	<p>M.Somerville (PT of 3.1 and inclusion)</p> <p>Class Teachers</p> <p>Nurture Teacher (D.Glenn)</p>	<p>Term 1</p> <p>Thursday 18th August – HWB collaborative planning.</p> <p>-Self-evaluate at other planning blocks.</p> <p>Use information tracking dialogues to support teacher confidence in judgement of level/learning for HWB.</p>	<p>Article 3</p> <p>Article 4</p> <p>Article 6</p> <p>Article 12</p> <p>Article 13</p> <p>Article 14</p> <p>Article 17</p> <p>Article 19</p> <p>Article 23</p> <p>Article 24</p> <p>Article 28</p> <p>Article 29</p>	<p>>Planning for HWB: engage in dialogue with CT’s about their planned learning and assessment of that learning.</p> <p>>Learning Conversations</p> <p>>Pupil Voice information e.g GMWPs</p> <p>>Displays and Pupil Work</p>

<p>To introduce and develop 'Building Resilience' programme. >Carry out GMWPs of all children in August to identify key gaps in resilience >Create an assembly overview to support this work in order to promote the approach across the whole school. >Create information and policy around this to share with parents/carers and for embedding in school practice and culture.</p>	<p>M.Somerville (PT of 3.1 and inclusion) Class Teachers</p>	<p>Term 1: Baseline of incidents that occur in playground at playtimes and during PE, and class games. October INSET: -introduce the resource -Assembly overview</p> <p>Term 2-3: Monitor impact -</p>	<p>Article 3 Article 4 Article 6 Article 12 Article 13 Article 14 Article 17 Article 19 Article 23 Article 24 Article 28 Article 29</p>	<p>>Evaluate baseline of incidences where children lacked resilience prior to introducing the programme. Compare to data at December, Easter and Summer. >Observation of class lessons. >Learning Conversations >Discussions in tracking meetings >Building Resilience classroom displays.</p>
<p>For St Cuthbert's to achieve Bronze Award of Rights Respecting Schools Award; this will be the vehicle in which our school teaches children about their right as citizens of the world.</p>	<p>M.Somerville (PT of 3.1) RRSA Pupil Leadership Group Mrs Vinnicombe</p>	<p>Monthly Right of the Month will be shared and discussed at Assembly by the RRSA group.</p> <p>Termly RRSA will feature on newsletter</p> <p>December 2021 School Values will have been linked to RRSA.</p> <p>June 2021 Achieve Silver Award</p>	<p>Article 3 Article 4 Article 6 Article 12 Article 13 Article 14 Article 17 Article 19 Article 23 Article 24 Article 28 Article 29</p>	<p>>Displays throughout the school >Assemblies >Class Charters – August – Also linked to the Catholic School Charter >Award: Silver. >RRSA meeting minutes.</p>
<p>Introduce the 'Tommy Hendry Award'. >Award programme which explicitly gives children opportunities to achieve Bronze, Silver and Gold awards when they demonstrate the four capacities. Pay particular attention to children who have barriers to learning which prevent them from achieving expected CfE levels, and for children who are care experienced or looked after.</p>	<p>M.Somerville (PT) R.Delaney (CT) Class Teachers</p>	<p>Introduce at October INSET.</p> <p>Review and build discussion into tracking meetings.</p>	<p>Article 3 Article 4 Article 6 Article 12 Article 13 Article 14 Article 17 Article 19 Article 23 Article 24</p>	<p>>Pupil Tracking records >Wider Achievement Display (postcards) >Wider Achievement Assemblies >Learning Conversation >Tracking Dialogues</p>

			Article 28 Article 29	
<p>Support work around race equality and celebrate other world religions.</p> <p>>Ensure our school equalities policy reflects our school in 2022/2023.</p> <p>>Have a focused week for 'Show Racism the Red Card'</p> <p>>Empower a pupil leadership group to self-evaluate race equality within our school e.g – looking at the diversity within texts we use within the library.</p> <p>>Promote other world religions and cultures through assemblies and celebrations.</p>	<p>R.Delaney (HT)</p> <p>M.Somerville (PT)</p> <p>Pupil Leadership Group</p>	<p>Term 1: Pupil Leadership Teams set up to support this work.</p> <p>Term 2 Show racism the red card celebration.</p>	<p>Article 14 Article 15 Article 12</p>	<p>>Pupil Surveys – e.g SHANARRI surveys (twice yearly – September and then February)</p> <p>>Reduced incidents on SEEMIS of bullying with a racist theme.</p>

Resources and staff development

- CIRCLE toolkit
- Building Resilience Programme – Use Active Schools Budget
- WTA collegiate time – October Day
- Additional Planning time – WTA – Support work around Tommy Hendry award
- UNICEF website and resource
- Reading books which promote diversity
- Classroom resources which promote diversity – e.g – skin coloured pencils.

Ensuring wellbeing, equality and inclusion – 3 Year Strategic Plan

<p>2018/2019 – EXPLORE-DELIVER</p> <ul style="list-style-type: none"> ➤ Whole school community agreement of school vision, values and aims. ➤ Formation of Relationship Policy – based on Paul Dix. -Recognition Boards 	<p>2019/2020 - DELIVER</p> <ul style="list-style-type: none"> ➤ Introduction of Team Child (Louise Bomber) ➤ Review of ASN processes: Child Plans, WAPS, and shared leadership around this. 	<p>2020/2021 - DELIVER</p> <ul style="list-style-type: none"> ➤ COVID recovery and responding. ➤ Attempted to introduce and develop CIRCLE but lockdown delayed this (moved to 2021/2022). ➤ Increased identification of barriers to learning such as dyslexia. ➤ Creation of Equalities Policy – Shared with Families. <p>Sustained and Further Developed:</p> <ul style="list-style-type: none"> ➤ Team Child ➤ Relationship Policy and School Values
<p>2021/2022 – DELIVER/SUSTAIN</p> <ul style="list-style-type: none"> ➤ Fully develop and embed CIRCLE toolkit. ➤ Develop approaches to teaching Children’s Rights. ➤ Ensuring that this is being used holistically to transform whole school communication systems. CIRCLE should also be used on a targeted basis when creating child plans and WAPS. ➤ Develop two identified Nurturing Principals that staff feel they would benefit from extra training on. <p>Sustain and Further Develop:</p> <ul style="list-style-type: none"> ➤ Identification and support for dyslexic learners, primarily at P4. ➤ Team Child ➤ Relationship Policy ➤ Nurturing Principals ➤ HWB pathway and assessment. ➤ Diversity – Gender – Books in Classes to support. Continue to link to DYW. ➤ Increase more opportunities for clubs and extra-curricular activities. 	<p>2022/2023 - SUSTAIN</p> <ul style="list-style-type: none"> ➤ Review vision, values and aims. ➤ Sustain and further develop approaches to children’s rights – working towards UNICEF awards scheme. ➤ IDL focus on Diversity and World Faiths ➤ Sustain work using CIRCLE to promote inclusion ➤ Improve processes for promoting, recording and tracking the impact of wider achievements. Consider children who do not achieve expected CfE levels. 	<p>2023/2024 – SUSTAIN YEAR 2 AND REVIEW</p> <ul style="list-style-type: none"> ➤ Embed all current processes. ➤ Review whole school approaches to nurture.

No. Priority 4 - To strengthen approaches to IDL, creativity and employability through a skills based curriculum.

4 By responding to Pupil Voice, we aim to improve the discreet teaching of STEM, in particular technologies. We will also improve processes for assessment and tracking of science.

HGIOS:

<p>(1.3) Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values & aims relevant to the school and its community Strategic planning for cont. improvement Implementing improvement and change 	<p>(2.3) Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring Curriculum 	<p>(3.3) Increasing employability, creativity and employability</p> <ul style="list-style-type: none"> Creativity Digital skills Employability Skills
---	---	--

NIF Priorities:

School Leadership, Teacher Professionalism, Parental Engagement, Assessment of Children’s Progress, School Improvement, Performance Information

Tasks to Achieve Priority:	Who is responsible:	Timescales and Check Points	UNRC	Evidence Gathering to show Impact (Data, Observations, Views)
Discreet planning, teaching and tracking of computing skills by creating and using: -Pace Snakes for Technologies -Progression pathways -Newly purchased chrome books to aid teaching.	E.Differ (PT/DLOL) Class Teachers	Term 1: Draft new pace snakes and progression pathways Term 2: Begin to implement planning in full cycle of a new term. Review process through tracking and planning dialogues. Term 3-4: Make any appropriate changes based on self-evaluation from Term 2.	Article 28 Article 29 Article 13 Article 17	>Teacher understanding of new processes through tracking and planning dialogues >Learning Conversations >Learning Observations >Evidence of pupil work/learning
Improve processes for assessing, tracking and	R.Delaney (HT)	Term 1:	Article 28	>Learning Observations

<p>supporting teacher judgement in declaring a level for science.</p> <ul style="list-style-type: none"> -Embed teacher's confidence in using Science Pathways which were created in 2019/2020. -Further promote science teaching and learning through, class displays, floorbooks, Science challenges/awards. Promote careers in the STEM industry, during 'St Cuthbert's Science Week' -Support teachers in planning engaging science lessons which develop vocabulary and skills for learning, life and work. -Support teachers to plan assessments, and record assessment information to support them in declaring CfE levels for science. --Hold family learning events which are linked to STEM 		<p>Introduce processes for planning assessment in Science.</p> <p>Monitor science teaching through learning conversations and observations, tracking meetings</p> <p>Term 2: Focused Learning Conversations to monitor impact. Moderate learning 23rd January.</p> <p>Term 3-4 Make appropriate small changes based on self-evaluation from Term - 2. Finalise and share policy.</p>	<p>Article 29 Article 13 Article 17</p>	<ul style="list-style-type: none"> >Tracking meetings >Pupil work/displays/floor books >Learning Conversations >Moderation of science teaching.
<p>To continue to promote STEM, and in particular engineering and gender roles within this industry, through further engagement with Into University.</p> <ul style="list-style-type: none"> -P4-7 children to engage with Into University partners to engage in learning about engineering (topic chosen by the school), gender and careers/further academic study, linked to this area. 	<p>R.Delaney (HT) Class Teachers</p>	<p>Term 1-4 Regular workshops for children to attend, organised by Into University. -Regular feedback and information from workshops children attend.</p>	<p>Article 28 Article 29 Article 13 Article 17 Article 15</p>	

- Digital Technology – Ipads, Chromebooks
- WTA – collegiate time for collaborative forward planning
- Some financial resource to support STEM family learning

Creativity and Employability – 3 Year Strategic Planning

<p>2018/2019 - EXPLORE</p> <ul style="list-style-type: none"> ➤ Introduce Master Classes – this will replace Golden Time and ensure that all children had an equitable experience. ➤ Children to engage in sessions with a focus on developing key skills for learning, life and work. ➤ Self-evaluation of current IDL approaches. 	<p>2019/2020 – EXPLORE - DELIVER</p> <ul style="list-style-type: none"> ➤ Review and refine Master Class approach. ➤ Introduction of IDL pathway with bundled Es and Os across broad cross-cutting themes. 	<p>2020/2021 - DELIVER</p> <p>RECOVERY YEAR</p> <ul style="list-style-type: none"> ➤ Introduction of IDL and HWB floorbooks to encourage pupil voice. ➤ Introduction of DYW skills characters – Pupil led. ➤ Skills folders for DYW introduced.
<p>2021/2022 - SUSTAIN</p> <ul style="list-style-type: none"> ➤ Revisit IDL pathway ➤ Introduce ‘Create Academy’ to develop teacher knowledge in one area of expressive arts. Develop assessment approaches around this. 	<p>2022/2023</p> <ul style="list-style-type: none"> ➤ Embed IDL plan, with appropriate tweaks made for August 2022. ➤ Embed skills characters ➤ Develop tracking and moderation of discreet Science ➤ Further support and ehance DYW, and use of digital tools to enhance learning. 	<p>2023/2024</p> <ul style="list-style-type: none"> ➤ Review all partners used to support learning and DYW. ➤ Review how embedded and effective pupil leadership is in driving improvement in key areas.