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| **Improvement Priority**  | **East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2017 - 20** | **Overall Responsibility****ML Brogan** |
| Attainment & Achievement | **Priority : Curriculum Design** | Head Teacher, SMT and Class Teachers |
| **Targets** | **Impact on Learners** | **Timescale** |
| To raise attainment in literacy and numeracy 3.2Review and refresh curriculum 2.2Create a learning pathway to ensure consistent approaches. 2.2 | **Children will have strong, secure knowledge of key aspects of literacy and numeracy****Children will make consistent appropriate progress in literacy and numeracy** | 2017 |

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| **Measures Of Success** |
| * Improved Staff Confidence – skill set
* Consistent approaches across school for literacy
* Increased attainment for all
* Well resourced literacy base
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| **Improving the Curriculum**Tasks | Timescale | Person responsible | Progress Update |
| Audit of 8 curricular areasNew Updated Forwards Plans disseminated Aug 17SLT input 14/8/17 | Aug 17 | SMT /QIO support |  |
| Programmes of study from Shared area into folder for all stages.Plans disseminated Aug 17SLT input 14/8/17 | Aug 17 | SMT |  |
| New Daily/Weekly planning format agreedAgree weekly planning content to be planned and delivered by all teachers  | Aug 17  |  |  |
| New updated and improved Forward Plans used to plan learningPlans disseminated Aug 17 used to plan August-OctoberStaff working party to review current maths progression planners* Include benchmarks in planners
* Separate numeracy and maths pathways
* Audit Problem solving approaches
* Audit digital learning opportunities
* Audit outdoor learning opportunities
* Audit opportunities for play/application in numeracy
 | Aug-Oct 17 |  |  |
| Develop and agree format for Effective Maths Lesson and maths policy | September 17 | Input from authority |  |
| Create numeracy & mathematics policy and procedure paper for raising attainment and common approach including: * Aims/Rationale
* Roles/responsibilities
* Pedagogy/teaching approaches - Consistent teaching approaches
* what makes a good maths lesson at St. Matthew’s PS
* weekly balance of math/numeracy
* active learning and play/application/problem solving opportunities
* Digital learning
* Outdoor learning
* Presentation and layout
* Common language
* Assessment Opportunities – Summative/Formative – Recording of data.
* Quality Assurance
 | October 17 | Maths working group led by Damien Kellegher and supported by QIO |  |
| Audit ResourcesStaff working party to review resources* Audit learning resources, textbooks, teachers guides, assessment materials
* Audit Problem solving resources
* Audit digital learning resources
* Audit outdoor learning resources
* Audit numeracy and maths equipment
 | October 2017 | Maths working group led by Damien Kellegher and supported by QIO |  |
| All Staff to take part in monthly curriculum development work for numeracy | October 2017-December 2018 |  |  |
| Communication and Parental Engagement* PPT for parents/carers during Meet the Teacher
* Create Parent/carer information leaflets –how to support at home
* Develop school website for supports to be used at home – useful web links

Curricular information event/parents visit maths lessons for parents/carers: Share methodologies, practice used in school.Homework kits containing games and resources to enhance parental engagement and support numeracy related learning at home | Ongoing |  |  |
| Attendance at SEAL training for Early and First Level children (PEF – Attainment Gap) | February ’17 and throughout session | QIO/HT |  |
| Development of Play/Active maths application opportunities including outdoor learning – creation of Problem Solving Approach for all school with planned programme of activities | November 2017 | Maths working group led by Damien Kellegher and supported by QIO |  |
| Assessment * Establish Numeracy and mathematics tracking record for all classes

Class teachers to use assessment opportunities and data to identify gaps in children’s learning and plan targeted intervention (term). | October 2017 | Maths working group led by Damien Kellegher and supported by QIO |  |
| Quality Assurance* Monitoring & Tracking Meetings
* Learning and teaching meetings
* Classroom Visits.

Tracking records for all classes to be reviewed. Pupil progress, next steps and planned targeted intervention to be noted. | November 2017 | QIO/SMT |  |
| Peer Observations* Teaching staff engage in peer visits and/or learning walks (in school)
* Visits across cluster
 | December 2017 | All staff |  |
| Professional Learning – Support Staff Provide CLPL for support staff to enhance impact of support intervention. | October 2017 | SMT |  |
| Celebration of Good Practice* Arrange curricular learning open day, ‘Come Count with me’ to provide an opportunity for children to share their new approaches to learning with parents/carers.
 | December 2017 | All staff |  |
| Review progress * Finalise Policy
* Embed quality assurance processes
* Create next steps for review
 | December 2017 | Authority & SMT |  |
| Audit Planning StructuresStaff working party to review current literacy progression planners* Include benchmarks in planners
* Separate literacy pathways for reading, writing, spelling, grammar, talking & listening
* Audit digital learning opportunities
* Audit outdoor learning opportunities

Audit opportunities for play/application in literacy | January 2018 | Working party led by Claire Wilson and supported by QIO |  |
| Create literacy policy and procedure paper for raising attainment and common approach including * Aims/Rationale
* Roles/responsibilities
* Pedagogy/teaching approaches - Consistent teaching approaches
* what makes a good literacy lesson at St. Matthew’s PS
* weekly balance of literacy
* active learning and play/application/problem solving opportunities
* Digital learning
* Outdoor learning
* Presentation and layout
* Common language
* Assessment Opportunities – Summative/Formative – Recording of data.

Quality Assurance | February 2018 | Working party led by Claire Wilson and supported by QIO |  |
| Audit ResourcesStaff working party to review resources* Audit learning resources, textbooks, teachers guides, assessment materials
* Audit Problem solving resources
* Audit digital learning resources
* Audit outdoor learning resources
* Audit application/play resources
 | January 2018 | Working party led by Clare Wilson  |  |
| All Staff to take part in monthly curriculum development work for literacy |  |  |  |
| Communication and Parental Engagement* PPT for parents/carers during Meet the Teacher
* Create Parent/carer information leaflets –how to support at home
* Develop school website for supports to be used at home – useful web links

Curricular information event/parents visit literacy lessons for parents/carers: Share methodologies, practice used in school.Homework kits containing games and resources to enhance parental engagement and support literacy related learning at home | March 2018 | Working party led by Claire Wilson and supported by QIO |  |
| Attendance at NLC Literacy training for all new staff | As available | SMT |  |
| Development of literacy talking & listening programme with assessment through application opportunities including outdoor learning | March 2018 | Authority support |  |
| Assessment * Establish Literacy tracking record for all classes

Class teachers to use assessment opportunities and data to identify gaps in children’s learning and plan targeted intervention (term). | January 2018 | SMT/QIO |  |
| Quality Assurance* Monitoring & Tracking Meetings
* Learning and teaching meetings
* Classroom Visits.

Tracking records for all classes to be reviewed. Pupil progress, next steps and planned targeted intervention to be noted. | March – June 2018 | SMT/QIO |  |
| Peer Observations* Teaching staff engage in peer visits and/or learning walks (in school)
* Visits across cluster
 | March-May 2018 | All staff |  |
| Professional Learning – Support Staff Provide CLPL for support staff to enhance impact of support intervention. | March 2018 | All support staff/Support for learning coordinator |  |
| Celebration of Good Practice* Arrange curricular learning open day, ‘Come write with me’ to provide an opportunity for children to share their new approaches to learning with parents/carers.
 | May 2018 | SMT |  |
| Review progress * Finalise policy
* Embed quality assurance processes
* Create next steps for review
 | June 2018 | Working Party/QIO |  |
| Continue a draft curriculum framework i.e. each stage, what is taught and when, where most pupils should be at key transition points | ongoing | SMT/QIO | Started and ongoing |
| Overview and planning to include assemblies, school outings, enterprise opportunities and wider achievement  | Session 17/18 |  | Ongoing – Role of new acting PT to work with staff to audit and track wider achievement; reference Ed Scot Evaluating the Primary Curriculum. |
| Develop a ‘Curriculum Wall’* Examples of pupils’ work to evidence progression through levels
* Outline process of developing curriculum
* Develop and share a curriculum framework
* Develop and share a Curriculum Rationale
 | From August 17 | All staff , parents and pupils |  |
| Delivery of 8 Curricular Areas based on skills planning | From August 2017 | QIO input |  |
| Input to develop Curriculum Rationale (VVA)Leadership Session for teaching staff. (see Leadership of change action plan) | 27/9/17 |  |  |
| Staff Working Groups, at different CfE levels and stages review IDL, complete Audit of current position and adapt/ develop curriculum specific to St. Matthew’s PS context. | August 2018 |  |  |
| Further development of Core Curricular Areas for specific context at St. Matthew’s PS and adapt skills planners as required | August 2018 |  |  |

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| **Improvement Priority**  | **East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2017 - 20** | **Overall Responsibility****ML Brogan** |
| Assessment of Children’s Progress | **Priority : Raising Attainment** | Head Teacher, SMT and Class Teachers |
| **Targets** | **Impact on Learners** | **Timescale** |
| To agree and assessment policy and procedure with all staff to track and monitor pupils progress. | **Child’s currilum planning will be based on assessment and achievement data and ensure equity and that learners’ needs are being met.** | 2017 |

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| **Measures Of Success** |
| Agreed assessment and tracking procedures and policyIncrease in pupil attainment |

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| Assessment & Attainment | Timescale | Responsibility | Progress To Date |
| Assessment policy and procedures agreed with staff* Dates of assessments
* Content of assessments (what and frequency)
* Moderation of process and results
* SLT (ensuring assessments are appropriate , analysing results, summarising key themes /gaps, action to close the gap )
* Recording proformas & tracking agreed and shared
* Agree content of assessment folders
 | August 2017-September 2017 | HT |  |
| Tracking Meetings* Timetable of meetings from collegiate calendar
* Clear agendas set and shared minimum of 1 day in advance(to include feedback on observations, assessments periodic and standardised)
* Stage partners where appropriate attend meetings together to aid moderation of standards
* Challenge and support discussed
* Minutes of meetings shared I week following meeting
* Actions implemented and impact featured as standing item for future meetings
 | August 2017 onwards | HT/QIO |  |
| Assessment Folders finalised for all staff | September 217 | SMT |  |
| Learning Booklets are distributed Whole class (P1-P2)Individual (P3-P7) * 3 ‘wishes/aims’ per week (lang/maths/other)
* Comment box to review progress
* Termly reflection box (child/adult)
 | October 17 | SMT |  |
| Children’s progress is reviewed by parents* Parents view learning booklet targets & comment
* Follow up on comments
 | October 17 | All staff |  |
| Tracking pupil achievement* Introduce a system for tracking pupil achievement (see Meeting Learner’s Needs Action Plan)
 | September 17 | DHT |  |
| PLC is established to ensure consistent practice in implementation of AifL using (TLC Agendas)(see meeting Learner’s needs Action Plan)Assembly blocks used | From September 17 | All staff |  |

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| **Assessment & Tracking** Tasks | Timescale | Personnel Responsible | Progress Update |
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| **Improvement Priority**  | **East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2017 - 20** | **Overall Responsibility****ML Brogan** |
| School Leadership & Teacher Professionalism | **Priority : Leadership of Change** | Head Teacher, SMT and Class Teachers |
| **Targets** | **Impact on Learners** | **Timescale** |
| To develop Vision, Values and Aims involving all of our school communityTo develop leadership opportunities within the school for all staff members and pupils. | **Learners will have opportunity to lead within the school.** | 2017 |

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| **Measures Of Success** |
| Collegiate working and leadership within the schoolSchool has a new VVA Statement |

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| Leadership of Change | Timescale | Responsibility | Progress to Date |
| Collegiality workshop* Working together as a team-shades of perception Myers Briggs
* Stakeholder management- looking at holistic engagement- community of learners devise a plan
* Communication within a team leading to a communication plan
* Strengths and development points for all to take on leadership roles
* Professional skills v personal skills ( i.e. don’t take it personally)
 | August Inservice Day 2 | R. Workman |  |
| Presentation to all staff on Vision, Values and Aims (VVA) to highlight responsibility, accountability of all as a community of learners | August 2017 | HT/QIO |  |
| Audit current VVA * Staff, parent & pupil working party
* Staff discuss current VVA
* PC discuss current VVA
* JMT present current VVA at assembly with follow up questionnaire for each class
 | August- September 2017 | HT/QIO |  |
| Key words and phrases selected to reflect VVA by staff , pupils and parents (Questionnaires) | September 2017 | All staff |  |
| Agree key phrases and words via Survey Monkey | September 2017 | All staff |  |
| Agree VVA and share with school community- launch | October 2017 | All staff and pupils led by HT/QIO |  |
| Embed VVA in school life:* Through Assemblies
* In Teaching and learning
* In School Procedures (discipline and pastoral support)
* In Parent Meetings
* In Partnership agreements
 | October 2017….. | All staff and community |  |
| Involve all staff in the culture of continuous improvement and collegiality* Staff leading curricular improvements (professional enquiry identified at PRD meetings)
* Peer observations
* Parent Council
* PTA
* Anti-Bullying Committee
* Able Learners Group
* **Staff Consultative Committee (regular meetings attended/supported by authority QIO/RW/PDP team) timetabled meetings arranged**
 | October 2017….. | All staff led by HT/QIO |  |
| Involve learners in identifying school improvements* JMT (Junior Management Team)
* SMT/Teaching staff leading report to all staff each term

Themes for staff and pupil groups to reflect areas for improvement:* Vision, Values & Aims
* Engaging Lessons/Skills Development/Curriculum
* Pupil Voice in learning
* Staff collegiate sessions
 | Dates organised throughout the year October 2017 onwards | Authority & school staff and pupils |  |
| Involve Parents in identifying school improvements:* Parental Engagement
* Curriculum Rationale/Improvements in Curriculum
* Vision & Values
* Assessment
* Support for Learning
 | September 2017 onwards/parent Council meetings | HT /Parent Council |  |
| Involve Partners in identifying school improvements* ASN support teachers and psychologists on targeted support
* Turnbull High & local nurseries on transitions
* Church
 | October 2017 | HT /partners |  |

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| **Improvement Priority**  | **East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2017 - 20** | **Overall Responsibility****ML Brogan** |
| Teacher Professionalism | **Priority : Personalised Support** | Head Teacher, SMT and Class Teachers |
| **Targets** | **Impact on Learners** | **Timescale** |
| Clear procedures of role and responsibilities for Class Teachers, Support for learning coordinator, all in house support teachers, visiting teachers and support staff working with children | **Provision of high quality support that enables all children and young people to achieve success.** | 2017 |

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| **Measures Of Success** |
| Attainment raised for identified children |

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| Meeting Learners’ NeedsPersonalised Support | Timescale | Responsibility | Progress to Date |
| All staff to be familiar with and implement safeguarding and child protection procedures | August 2017 | HT |  |
| Review current ASN Policy and procedure within school | August 2017 | HT/DHT |  |
| Clear procedures of role and responsibilities for Support for learning coordinator, all in house support teachers, visiting teachers and support staff working with children | August 17 | HT/QIO |  |
| Timetable liaison time for support staff and visiting support teachers | August 2017 | HT/DHT |  |
| SMT timetable to support children requiring targeted support | August 2017 | DHT |  |
| Clear procedures agreed for identification of pupils requiring support including the more able requiring challenge in core areas.Participation in Challenge Events  |  August 17 | DHT (ASN)SMTCT |  |
| Address vocabulary gap in P1 & P2 (see Literacy Action Plan) | August 2017 | Carol Lennon (PT)P1 Teachers |  |
| Review of Pupil Support Group* Audit of current impact
* Agree aims
* Agree membership
* Agree calendar of meetings & themes
* Review paperwork
* Agree procedures to involve pupils and parents in process
 | September 17 | SMT  |  |
| Staff training on PSG procedures and policy and support in writing and evaluating support plan targets | September 17 | SMT |  |
| Refresh training for all staff on AifL (PLC workshop) | September 2017 | All staff |  |
| Evaluate impact of AifL through classroom observations and teaching and learning meetings | September-October 2017 | SMT/QIO |  |
| Refresh training for all staff on 4 methods of differentiation to ensure pace and challenge for all learners (PLC workshop) | October2017 | All staff |  |
| Evaluate impact of differentiation through classroom observations and teaching and learning meetings | December 2017 | SMT/QIO |  |
| Audit of existing practice in tracking achievementCreate tracker grids with staff | October 2017 | DHT (SD) |  |

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| **Improvement Priority**  | **East Dunbartonshire Education Service Curriculum for Excellence (CfE) Strategic Plan 2017 - 20** | **Overall Responsibility****ML Brogan** |
| To raise attainment in literacy and numeracy while closing the poverty attainment gap and increasing wellbeing and engagement  | **Priority : Curriculum Design** | Head Teacher, SMT and Class Teachers |
| **Targets** | **Impact on Learners** | **Timescale** |
| To implement a play approach to learning and teaching across the curriculum with emphasis on literacy, numeracy & health & wellbeing QI 2.3To raise attainment of children in P1, 2, 3 by shaping their learning experiences QI 3.2Management of Resources to promote equity QI 1. | * Children and young people’s attainment and achievement is improved
* Health and wellbeing are improved for vulnerable children through ensuring equity for all
* Children and parents’ views are embedded in Action Plans
* Professional Learning will lead to increased confidence of all staff and impact positively on attainment for all children.
* Management of resources support the children’s learning
 | 2017-18 |

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| **Measures Of Success** |
| * Improved Staff Confidence – skill set
* Consistent approaches across school for play based learning
* Increased attainment for all
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| Tasks/Action Required | **Timescale** | **Resource****Requirements (including time allocated)** | **Personnel Responsible** | **Monitoring and Evaluation Arrangements** | **Progress** |
| Attend Play2Learn Conference | Aug 2017 |  In-service day 2 | EDC/Carol Lennon | HT/DHT |  |
| Draft Position Statement on Early/First Level Learning Experiences | Aug/Sept 17 |  | HT/DHTs/Carol Lennon | HT/DHT |  |
| Self-evaluate using audit tool-include parent and children’s views | Aug 2017 | Collegiate Time | HT/DHT | Professional Discussion |  |
| Commence project in Collaborative Professional Enquiry Project re play | September2017 | Collegiate time | Ed Psych/QIO/HT/DHTs/Carol Lennon | EvaluationsData collection |  |
| Visit other establishments to look at good practice in play | August 2017 |  | HT/DHT/Carol Lennon | Professional Discussions |  |
| HTs /DHTs attend information session re Play2Learn | September2017 | ½ day per establishment(am) | Ed Psych | Evaluations |  |
| Present Play2Learn for parents | October 2017 | October 2017 | SLT/Carol Lennon | Parents’ Evaluations/comments |  |
| Attend Professional learning session for all teaching staff and support staff | October 2017 | October Inset 1/2day | SLT/QIO/Ed Psych | Evaluations/Professional Dialogue |  |
| Attend Ferre Leavers Training | TBC | TBC | Deirdre Grogan |  |  |
| Choose area(s) for change and decide on pre and post measures using Ferre Leavers Wellbeing and Engagement, SDQ and identifying relevant benchmarks | October 2017 | Collegiate within own establishments  | Class teachers/SLT | Professional dialogueTeachers’ planning |  |
| Identify and acquire necessary resources | October 2017 | Collegiate within own establishments PEF as required for individual establishments | Class teachers/SLT | Professional dialogueTeachers’ planning |  |
| Implement change and use collaborative enquiry model to measure impact of change | October 207 onwards | Classroom planning | CTs/SLT | Monitoring arrangements |  |
| 1. Attend PLC sessions for support and coaching through change methodology
 | November to May 2017/187 sessions | Collegiate Time –twilight sessions | QIO/Ed Psych | Professional dialogueTeachers’ planningData analysis |  |
| 1. Quality Assurance- Self evaluation HGIOS4 2.3, SLT, QIO/Peer Observations
 | November to May 2017/187 sessions | Monitoring calendarPEFCover Costs | HT | Evaluations /Learning/Teaching Meetings |  |
| 1. Evaluation and analysis of data against measures
 | May 2018 | PLC meeting | QIO/Ed Psych | Data Analysis |  |