NORTH WALLS COMMUNITY SCHOOL
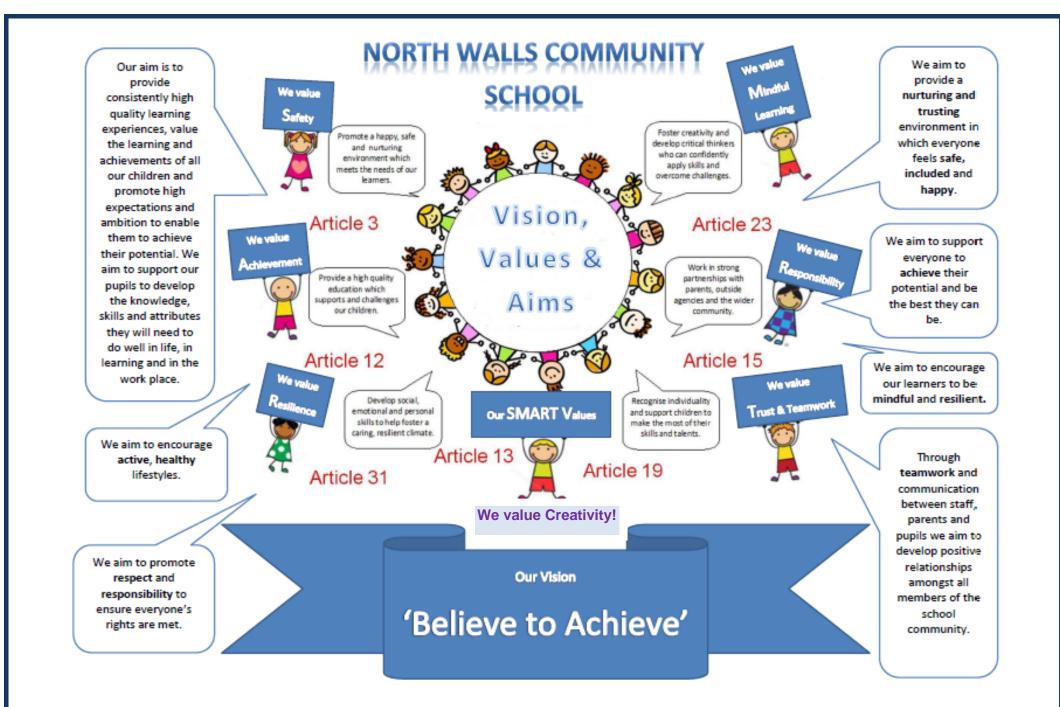
2021 – 2022
School and Nursery Improvement Planning for Ensuring Excellence and Equity

'Believe to Achieve'

NORTH WALLS COMMUNITY SCHOOL

Vision, Values & Aims

We value Safety

Promote a happy, safe and nurturing environment which meets the needs of our learners.

Article 3

We value Mindful Learning

Foster creativity and develop critical thinkers who can confidently apply skills and overcome challenges.

Article 23

Our aim is to provide consistently high quality learning experiences, value the learning and achievements of all our children and promote high expectations and ambition to enable them to achieve their potential. We aim to support our pupils to develop the knowledge, skills and attributes they will need to do well in life, in learning and in the work place.

We aim to provide a nurturing and trusting environment in which everyone feels **safe**, **included** and **happy**.

We value Achievement

Provide a high quality education which supports and challenges our children.

Article 12

Work in strong partnerships with parents, outside agencies and the wider community.

We value Responsibility

Article 15

We aim to support everyone to **achieve** their potential and be the best they can be.

We value Resilience

Develop social, emotional and personal skills to help foster a caring, resilient climate.

Our SMART Values

Recognise individuality and support children to make the most of their skills and talents.

We value Trust & Teamwork

We aim to encourage our learners to be **mindful and resilient.**

Article 31

Article 13

Article 19

We aim to encourage **active, healthy** lifestyles.

We value Creativity!

We aim to promote **respect** and **responsibility** to ensure everyone's rights are met.

Through teamwork and communication between staff, parents and pupils we aim to develop positive relationships amongst all members of the school community.

Our Vision

'Believe to Achieve'

Factors Influencing the Improvement Plan

Local Authority Factors
The School Improvement Plan is influenced by the Local Authority Service Improvement Plan.

National Factors
Improvement framework and plan - 2021 / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Realising the Ambition – Being Me
Child Protection Issues / Guidance
GTCS standards and professional update
Assessment in the broad general education 2020/21
Digital Learning and Teaching Strategy for Scotland
Learning for Sustainability
Child Poverty Strategy for Scotland

School Factors

Although all our children were able to come to school during the Term 3 lockdown, school acknowledges that this was an extremely challenging time for our children and their families and, throughout lockdown, consistently promoted the need to ensure the safety and mental health and wellbeing of our children and their families as a key priority. Wellbeing continues to be at the forefront of our recovery from the Covid-19 crisis.

It is important to note that, although much improved, the Covid-19 pandemic may still cause disruption. Depending on national priorities and the level of school response required, school improvement actions may have to be revised/delayed accordingly. We will continue to regularly review Government guidance and make adaptations as required to the school's risk assessment and operations.

Safe Included and Happy
Mindful Learning
Achievement for All
Responsibility and Resilience
Teamwork and trust
Creativity

North Walls Development Priorities for session 2021 – 2022

Priority 1 - Excellence through raising attainment and achieving equity – Improve the use of assessment information and target setting so that pupils know what they have to do to improve and parents are more able to support learning.

NIF priority: • Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people.	NIF Driver/s: • School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information	HGIOS4/ HGIOELC QI's 1.1 1.3 2.2 2.3 3.2	SHANARRI Indicators Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included
Outcome • what do we want to improve/change? • who is the target group? • by how much? • by when?	**Approaches/Interventions** • what are we going to do? • how are we going to do it?	**Measures** • how will we measure this? • what does "better" look like? • how will we recognise better when we see it?	**Impact** •what was successful? •ongoing
As a result of QAMSO training teachers will develop a better understanding of standards in Reading, Writing and Numeracy. All pupils will know next learning steps in Reading, Writing and Numeracy. Greater parental confidence about pupils' progress and parents are more able to support pupils in achieving next steps.	Lead teacher will undertake QAMSO training programme *(see table below)* • Lead teacher and HT will devise a planned programme for the school/ cluster teaching and learning community to use collaborative approaches to evaluate the quality of learning and teaching in Reading, Writing and numeracy through assessment and moderation opportunities. • All teachers will engage with assessment and moderation activities. • Teachers will work with pupils to gather assessment evidence in Reading, Writing and Numeracy 3 times a year and this will be placed in individual pupil folders. Teachers will also include next learning steps and suggestions for how learning can be supported at home. • Pupil folders will go home 3 times a year. HT will prepare a parent feedback sheet to be send home with folders.	All teachers will report increased confidence in assessing and moderating learners' work **Reading** • Accelerated Reader Star Reader Quiz – 3 times a year • SNSA • Benchmarks • Termly Tracking • Assessment for Learning • Pupil Assessment Folders • SM Quality Assurance of planning & pupil work **Writing** • SNSA • Benchmarks • Termly Tracking • Assessment for Learning • Steps achievement within Writing Programme • Pupil Writing folders/jotters • Pupil Assessment Folders • SM Quality Assurance of planning & pupil work **Numeracy** • SNSA • Benchmarks • Termly Tracking • Assessment for Learning • Steps achievement within Writing Programme • Pupil Jotters • SM Quality Assurance of planning & pupil work Learners will be able to confidently talk about the next steps they need to take in their learning. Parent evaluations will show improved understanding of their child's learning and how they can support learning. • Assessment folder feedback • July 2022 Parent Survey	

Moray and Orkney QAMSO training 2021	
Course	**Content**
1. Introduction	Course Introduction, the role of the QAMSO, Policy context and learning, teaching and assessment overview
2. Moderation (1)	Moderation – in depth look at the learning, teaching and assessment cycle and guided moderation activity.
3. Moderation (2)	Moderation activities
4. High Quality Assessment	Explore the purpose and use of High Quality Assessments and engage in associated activities
5. Achievement of/progress through a level	Examine key considerations for achievement of/progress through a level
6. Supporting learning, teaching and assessment approaches	Considerations of how to support and facilitate moderation approaches in the role of QAMSO

Priority 2 - Excellence through raising attainment and achieving equity – Improve Reading attainment for targeted learners

NIF priority:	NIF Driver/s:	HGIOS4/ HGIOELC QI's	SHANARRI Indicators
☐ Improvement in attainment, particularly in literacy and numeracy; ☐ Closing the attainment gap between the most and least disadvantaged children; ☐ Improvement in children and young people's health and wellbeing ☐ Improvement in employability skills and sustained, positive school leaver destinations for all young people.	• School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information	1.1 1.3 2.2 2.3 3.2	Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included

Outcome	Approaches/Interventions	Measures	Impact
• what do we want to improve/change? • who is the target group? • by how much? • by when?	• what are we going to do? • how are we going to do it?	• how will we measure this? • what does "better" look like? • how will we recognise better when we see it?	•what was successful? •ongoing

Reading age of targeted learners will improve by July 2022	• Targeted pupils will read daily.
	 • Daily lessons to support the proficient development of segmenting and blending skills
	 • AR Reading
	   - Pupils will read AR books twice before taking a test, once at home and once at school before taking a quiz
	   - Quiz results with parents to promote home reading.
	 • SfL teacher will use intervention approaches that teach vocabulary, thinking skills, and comprehension.
	 • Class teachers will create a weekly plan for targeted learners
	
	 PEF £1000 - Support for Learning teacher – 1 session per fortnight for Term 1
		• Consistently high scores in AR quizzes
		 • Accelerated Reader Star Reader Quiz – 3 times a year
		 • SNSA
		 • Benchmarks
		 • Teacher Tracking
		 • Termly Tracking
		 • Assessment for Learning
		 • Pupil Assessment Folders
		 • Teacher Planning and assessment
		 • SfL planning
		 • SM Quality Assurance of planning & pupil work	

Priority 3 - Excellence through raising attainment and achieving equity through quality of teaching, learning and assessment

- Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviours.
- Metacognition makes a unique contribution to learning over and above the influence of intellectual ability. Learners who use metacognitive strategies are likely to be able to achieve more. Research shows that improving a learner's metacognitive practices may compensate for any cognitive limitations they have.
- Research shows that integrating metacognition into lessons is highly effective in providing an average of eight months' additional progress" each year.

NIF priority:	NIF Driver/s:	HGIOS4/ HGIOELC QI's	SHANARRI Indicators
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people.	• School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information	1.1 1.3 2.2 2.3 3.2 3.3	Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included

Outcome • what do we want to improve/change? • who is the target group? • by how much? • by when?	Approaches/Interventions • what are we going to do? • how are we going to do it?	Measures • how will we measure this? • what does "better" look like? • how will we recognise better when we see it?	Impact •what was successful? •ongoing
All learners will demonstrate in their learning and in their use of metacognitive talk, and shared language across the school, that they are able to use metacognitive strategies to plan, monitor and evaluate their learning to improve progress.	• Teacher trained in metacognition will take a lead role in supporting staff and parents to develop their understanding of metacognition. • We will develop a whole school approach to metacognition using **Thinking Classrooms: Metacognition Lessons for Primary Schools** • Teachers will develop the use of practical metacognitive strategies in the classroom and the use of shared metacognitive vocabulary to support accelerated progress and a closing of attainment gaps • Teachers will develop children's metacognitive knowledge and skills so that they are able to plan, monitor and evaluate their learning	All teaching staff identify they are more confident in teaching metacognition strategies across the curriculum through feedback and discussion. Learners know themselves as learners and can talk about their learning, about what makes an effective learner and can articulate their strengths and areas for development. Discussion using metacognitive vocabulary Feedback Classroom displays observation of pupils undertaking tasks pupil work Teacher/HT Tracking Pupil/peer assessment Assessment Folders Teacher feedback	

Priority 4 - Excellence through raising attainment and achieving equity – We aim to ensure that children in P5/7 make expected progress of better

NIF priority:	NIF Driver/s:	HGIOS4/ HGIOELC QI's	SHANARRI Indicators
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people.	• School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information	1.1 1.3 2.2 2.3 2.4 3.2	Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included

Outcome	Approaches/Interventions	Measures	Impact
• what do we want to improve/change? • who is the target group? • by how much? • by when?	• what are we going to do? • how are we going to do it?	• how will we measure this? • what does "better" look like? • how will we recognise better when we see it?	•what was successful? •ongoing
All P5/7 pupils will make expected or better progress.	• Increase main class teacher teaching time to 4 days a week • Class teacher will plan for continuous learning • Class teacher will engage in continuous assessment, tracking and monitoring • Class teacher will engage with professional development and multi-agency professionals to provide early interventions support for pupils who are working behind their expected level • Class teacher will engage with professional development and collegiate working to support pupils who are working beyond their expected level PEF – 40 half days - Estimated cost - £6000	• SNSA • Benchmarks • Teacher Tracking • Termly Tracking • Assessment for Learning • Pupil Assessment Folders • Teacher Planning & Assessment • SM Quality Assurance of planning and assessment • SM pupil work QA	

North Walls <mark>Nursery</mark> Development Priorities for session 2021 – 2022

Priority 1 - Excellence through raising attainment and achieving equity – We make high quality observations which influence our planning and demonstrate clear progression in learning.

NIF priority:	NIF Driver/s:	HGIOELC QI's	SHANARRI Indicators
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people.	• School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information	1.1 1.2 1.3 2.2 2.3 3.2	Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included

Outcome	Approaches/Interventions	Measures	Impact
• what do we want to improve/change? • who is the target group? • by how much? • by when?	• what are we going to do? • how are we going to do it?	• how will we measure this? • what does "better" look like? • how will we recognise better when we see it?	•what was successful? •ongoing
We make high quality observations which influence our planning and demonstrate clear progression in learning.	**Observation and Analysis** • revisit how we make observations (using The Art of Awareness as a reflection tool) • Realising the ambition: 'Taking notice' of children, their words, actions and emotions. • Practice the art of observation through shared peer observations of each other's interactions with children. • Reflect together on what this tells us about our interactions/the children's learning/the learning environment… • QA: moderation of high-quality observations and what this tells us about the child's learning/understanding/ skills. **Brainstorming** • RtA: What do I need to keep the same/change in order to further the learning for the child? (Intentional and responsive planning) • Inspirations/provocations/ What experiences should I provide? (Experiences) • What do I need to do to support /extend the child in their learning, how do I need to interact with them? (Interactions) • Do I have supporting environments to enable children in their learning? (Spaces) **Planning/documenting,** • Observations of the children at work feed into the planning boards and weekly planning meetings and make direct links between what we see from the children and what we plan to do in the nursery. • How does this fit in with RtA, CfE Es and Os? • PLODS, next steps	Planning indicates source of ideas eg. children's interests, observation/learning story, Identified needs for a group/individual, support plan, care plan, Theme/topic/festival/calendar event, observation of layout/provision. Progression is clearly indicated using peedie pebbles 'I can' statements (taken from Early Level benchmarks) Statements are added continually, (peedie pebbles are working documents) and where appropriate evidence is available in individual learning folders, but not always. Planning identifies learning and highlights Es and Os grid to indicate breadth. Children, whether they are meeting milestones or not, are making very good progress which is visible through peedie pebbles and in learning folders.	

	- Differentiation, purpose of experiences, supporting individuals - Principles of curriculum design: challenge, enjoyment, progression, breadth, coherence… Implementing - RtA: Balance of adult led, child led, adult directed learning - How do we support children appropriately? - Responsive and flexible - Following children's interests, - Enabling environments Gathering information - Talking tubs/Floorbooks/Discussions with children and/or parents - Making observations while children 'work' - Reciprocal feedback/learning stories/peedie notes - Photos and videos - Back to the beginning of the cycle! Consider how this information feeds into our tracking and monitoring systems: - Peedie Pebbles, 3-5 trackers, learning folders which make up transition documents as well as information to monitor progress. - Quality Assurance processes by HT – monitoring learning folders (quality of observations made such as peedie notes and learning stories) - EYTeam link teacher input regarding learning folders ongoing input - Planning will link directly with the children's folders, their interests, the plods from learning stories, and discussions had with children and families.		

Priority 2 - Excellence through raising attainment and achieving equity –Rising attainment through outdoor play.

NIF priority:	NIF Driver/s:	HGIOELC QI's	SHANARRI Indicators
• Improvement in attainment, particularly in literacy and numeracy; • Closing the attainment gap between the most and least disadvantaged children; • Improvement in children and young people's health and wellbeing • Improvement in employability skills and sustained, positive school leaver destinations for all young people.	• School Leadership • Teacher Professionalism • Parental Engagement • Assessment of Children's Progress • School Improvement • Performance Information	1.1 1.2 1.3 2.2 2.3 3.2	Safe, Healthy, Achieving, Nurtured, Respected, Responsible, Included

Outcome	Approaches/Interventions	Measures	Impact
• what do we want to improve/change? • who is the target group? • by how much? • by when?	• what are we going to do? • how are we going to do it?	• how will we measure this? • what does "better" look like? • how will we recognise better when we see it?	•what was successful? •ongoing
All children will be engaged and motivated to learn through outdoor play. Outdoor learning experiences will connect our children with the outdoor world and offer opportunities for personal and learning skills in areas significant to literacy, numeracy and health & wellbeing Planned Outdoor Learning supports the holistic development of the child and supports progress across all levels.	• Nursery and teaching staff will consider what learning will take place outside, ensuring that our resources support our outdoor learning ethos that outdoor learning should allow learners time and space to develop skills, interests and understanding through practical, hands-on experiences. • Nursery and teaching staff will familiarise themselves with documents related to outdoor learning through play to further develop their knowledge and understanding on promoting outdoor learning through play • Nursery and teaching staff will develop immediate outdoor learning area through the creation of small world spaces and by planning meaningful contexts for learning • Nursery and teaching staff will create a plan for building up the resources needed to meet outdoor learning aims	All staff will be able to show they have a clear understanding of our ethos regarding outdoor learning through discussions and planning. Observation will show that all children engage with learning in the outdoor environment Observations will show that motivation and concentration is developed by children's fascination with nature. Planning Children's Folders Literacy, Numeracy and Wellbeing Peedie Pebbles and 3-5 trackers,	

North Walls Community School –Working Time Agreement 2021-2021

This school agreement has to be adopted by the whole staff. Once signed by the Head Teacher and the School's Trade Union Representative it is submitted to the Joint Secretaries of the Local Negotiating Committee for Teachers. The agreement covers class contact time, personal preparation and correction time, residual time and CPD time.

Class Contact Time - All teaching staff have a 22.5 hr contact week.

Personal Preparation and Correction Time - One third of class contact time is given as an 'entitlement' as stated in the National Agreement. This equates to 7.5 hrs per week. All personal preparation and correction time is covered by the National Agreement which states: 'If a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line managers of their intentions in this respect.'

Residual Time - Residual time is the 35 hr week minus the combined class contact (22.5 hrs) and preparation / correction allowance (7.5 hrs). Residual time is intended to include a range of activities as outlined in Annex D of the National Agreement. The amount of time available for these activities this year is 5hrs per week or 195 hrs per year. Of this 195 hrs residual time Staff Meetings and Parent/Teacher Meetings are directed times.

CPD - All staff have an annual allocation of 35hrs CPD. This requires to be agreed with their appropriate line manager. The forum for agreeing this CPD plan will be an Annual Review and through Professional Update. To facilitate this review process, and allow for pre-review preparation, 2hrs will be set against each teacher's 35hrs CPD.

Activity	Time (hrs)	On Site?
Working Week	35	Not always
Teaching	22.5	Yes
Personal	7.5	Not always
Totals	**30**	
Residual Time	5 hours per week = **195 hours**	
Staff Meetings		**Yes**
Planning and Assessment • **Term Planning** • **Transition planning (end of year)** • **Additional planning** • **Moderation of assessment** • **Analysis of data (SNSA)** • **GIRFEC paperwork/meetings**	**5 hours predetermined within school week due to ferry timings etc…**	**Not always, but sometimes**
Reporting • **GIRFEC paperwork/meetings** • **Individual written progress reports** • **Parent/Carer consultation/meetings out with the school day; including preparation**		**Not always, but mostly**
School Improvement • **Collegiate Sessions;** • **Establishment; including TLC** • **Local Authority** • **Curriculum Development** • **Parental Involvement and Engagement**		**Not always, but mostly**
Quality Assurance		**Not always, but mostly**
		Not always, but sometimes
Communication with parents including report writing, learning journeys, meeting with parents, parents evenings etc		**Not always, but sometimes**
Transition Meetings		**Not always, but sometimes**

Tracking Meetings			Yes
Professional Update including ilearn			Not always, but sometimes
Total allocated		195	
Agreed, signed & dated	Head Teacher		Teaching staff
01.09.20	Shirley Stuart		Saffron Thain Andrew Trafford