

School Values:

St Gerardine School values are for everyone to be:

- kind
- respectful
- responsible
- positive



School Vision:

Learning

Through a fun, purposeful and challenging curriculum, we foster equity in order to encourage every child to develop their potential, equipping them with the skills required for life-long learning.

Ethos

By creating a positive, safe, secure and welcoming environment, differences are celebrated, every child matters and everyone is valued and included.

Achievement

We develop confident individuals through recognising and celebrating success and achievements both in and out of school.

Partnerships

All members of our school actively work together to develop a positive and engaging partnership with the wider community, promoting high standards and successful learning.

School Aims:

To help every learner develop the knowledge, skills and attributes for learning, life and work, which are encapsulated in the four capacities:

- **Successful Learners**
- **Confident Individuals**
- **Responsible Citizens**
- **Effective Contributors**

School Priority 1: Improve assessment, moderation and tracking of pupils' progress within CfE				
NIF Priority: 1 Improvement in Attainment		HGIOS 4 QI: 2.3 Learning, Teaching & Assessment 1.1 Self-Evaluation for Self-Improvement		
NIF Driver: Assessment of children's progress Performance information		Moray Priority: Learning and Teaching		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> • Carry out assessments in new and unfamiliar contexts • Ensure there are opportunities for discussion with and feedback to pupils on their learning, progress and next steps • Undertake moderation of literacy & numeracy within school and across ASG • Provide assessment evidence to support literacy & numeracy levels • Use tracking system to record levels/progress for literacy and numeracy • Analyse and respond to data to ensure progress for all 	<ul style="list-style-type: none"> • Learners will benefit from dialogue and feedback about their learning and have a clear understanding of their progress and next steps • Learners will benefit from improved assessment and tracking of their progress within CfE • Learners will benefit from moderation of their work to ensure consistent and robust standards are applied across the school and ASG/Authority 	<ul style="list-style-type: none"> • Continuation from previous session → 	<ul style="list-style-type: none"> • Stephanie (lead) • All staff 	<ul style="list-style-type: none"> • Staff meetings • Staff feedback • Staff planning (learning, teaching & assessment) • Effective progressions • Assessment data • Class observations • Feedback from pupils
Evidence to support reduced bureaucracy/workload of teachers				

School Priority 2: Improve the technologies curriculum across the school				
NIF Priority: 1 Improvement in attainment 4 Improvement in employability skills		HGIOS 4 QI: 2.3 Learning, Teaching & Assessment 3.3 Creativity & Employability 2.2 Curriculum		
NIF Driver: School leadership Teacher professionalism		Moray Priority: Learning & Teaching		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> • Improve the use of digital technology across the school • Ensure resources are in place to meet the needs of the technologies curriculum • Implement “digital leaders” programme 	<ul style="list-style-type: none"> • Learners will benefit from coherent and progressive technologies experiences from nursery to P7 • Learners will benefit from innovative and creative approaches within digital learning and teaching • Learners will be equipped with the digital skills needed for learning, life & work • Learners will have an understanding of digital technologies in the wider world • Learners will have opportunities to lead digital technologies within the school 	<ul style="list-style-type: none"> • Continuation from 2017/18 	<ul style="list-style-type: none"> • Laura (lead) • All staff 	<ul style="list-style-type: none"> • Staff meetings • Staff feedback • Effective progressions • Staff planning • Assessment data • Class observations • Feedback from pupils
Evidence to support reduced bureaucracy/workload of teachers				

School Priority 3: Build relationships across the whole school community

NIF Priority: 3 Improvement in children’s health & wellbeing

HGIOS 4 QI: 1.4 Leadership & Management of Staff
 2.1 Safeguarding & Child Protection
 2.5 Family Learning
 3.1 Ensuring Wellbeing, Equality & Inclusion

NIF Driver: Teacher professionalism
 Parental engagement

Moray Priority: Curriculum Design

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> • Share and embed restorative approaches with staff, pupils, parents and partners • Embed anti-bullying policy • Develop family learning for all families • Build resilience in pupils 	<ul style="list-style-type: none"> • Learners will benefit from restorative approaches used consistently across the school • Learners will feel safe in school and will have a better understanding of how to deal with incidents of bullying • Learners will engage in learning with their families • Learners will grow in resilience 	<ul style="list-style-type: none"> • August 2018 → 	<ul style="list-style-type: none"> • Stephanie/Liz (lead) • All staff 	<ul style="list-style-type: none"> • Staff meetings • Staff feedback • Class observations • Feedback from pupils • Wall displays • Monitoring of behaviour & bullying incidents

Evidence to support reduced bureaucracy/workload of teachers

School Priority 4: To raise attainment and close the attainment gap and reduce inequity due to family circumstances				
NIF Priority: 1 Improvement in attainment 2 Closing the attainment gap		HGIOS 4 QI: 3.2 Raising Attainment & Achievement 2.3 Learning, teaching & assessment 2.4 Personalised Support 2.5 Family Learning 2.7 Partnerships		
NIF Driver: Parental Engagement Performance Information		Moray Priority: Learning & Teaching		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> • Revisit numeracy and maths progressions to update and improve • Engage parents and families in numeracy and maths initiatives (eg. number notions, class inputs for parents on attitudes/growth mindset etc.) • Implement and embed technologies progressions nursery to P7 • Continue identification of pupils from disadvantaged backgrounds & analysis of data • Continue to raise awareness of the attainment gap amongst all staff • Continue to embed initiatives such as nurture, book bags, homework clubs, parental cooking groups etc. • Monitor & improve effective parental involvement for identified pupils • Introduce variety of new sessions with identified pupils & parents (eg. shared reading, computer skills, art/craft, numeracy etc.) • Continue to screen P1 children for reading readiness • Introduce “Talk Boost” to support children in understanding and using expressive language 	<ul style="list-style-type: none"> • Learners will benefit from improvements in learning and teaching of numeracy and maths • Learners will benefit from increased engagement in learning from their families, in particular in numeracy and maths • Learners will benefit from a progression of technologies across the stages • Learners from disadvantaged backgrounds will improve their attainment and achievement • Learners will acquire the skills and understanding needed to equip them to be a successful part of Scotland’s workforce in the future • Learners in P1 will be assessed and supported in their literacy skills in order to ensure early intervention 	<ul style="list-style-type: none"> • August 2018 → 	<ul style="list-style-type: none"> • Stephanie/ Fiona/Liz • All staff 	<ul style="list-style-type: none"> • Staff meetings • Staff feedback • Parental engagement (hard to reach parents) • Effective tracking of identified pupils • Improved attainment of identified pupils • Improved achievement of identified pupils • Feedback from pupils • Feedback from parents

Evidence to support reduced bureaucracy/workload of teachers				
School Priority 5: To continue to develop active approaches to learning and creativity				
NIF Priority: 4 Improvement in employability skills		HGIOS 4 QI: 3.3 Creativity & Employability 2.2 Curriculum 2.3 Learning, Teaching & Assessment		
NIF Driver: Teacher Professionalism Assessment of Children’s Progress		Moray Priority: Curriculum Design		
Actions	Outcomes for learners	Timescales	Responsible	Measures of success
<ul style="list-style-type: none"> • Develop expressive arts progressions from nursery to P7 • Provide and plan rich & stimulating play and creative opportunities which support & enhance the learning taking place in & out of the classroom and which allow children to explore their understanding of themselves, others & their world, including setting challenges and problem solving for children • Embed outdoor learning across all stages and curricular areas from nursery to P7 • Develop the school’s outdoor areas to continue to support outdoor learning and play, including “loose parts” play • Develop a progression of skills for life & work, taking into account recommendations from “Developing Scotland’s Young Workforce” 	<ul style="list-style-type: none"> • Learners will benefit from a coherent approach to the learning and teaching of the expressive arts • Learners’ learning and development will be supported and enhanced through meaningful play and creative opportunities • Learners will have increased opportunities for learning outdoors, both within and outwith the school grounds • Learners will develop, reflect on and articulate their skills for life & work in order to improve their opportunities to be a successful part of Scotland’s workforce in the future 	<ul style="list-style-type: none"> • Continuation from previous session 	<ul style="list-style-type: none"> • Stephanie & Fiona (lead) • All staff • Music/art specialists 	<ul style="list-style-type: none"> • Staff meetings • Staff feedback • Staff planning • Class observations • Feedback from pupils • Effective progressions
Evidence to support reduced bureaucracy/workload of teachers				