

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**



Nursery Improvement Plan Session 2018-19

Nursery Priority 1: Improve assessment, moderation and tracking of pupils' progress within CfE

NIF Priority: 1 Improvement in Attainment

HGIOELC QI: 1.1 Self-Evaluation for Self-Improvement 2.3 Learning, Teaching & Assessment

NIF Driver: Assessment of children's progress, Performance information

Moray Priority: Learning and Teaching

National Care Standard s:	Whole School Actions	Nursery Actions	Outcomes for learners	Timescales	Responsible	Measures of success	Progress
<p>1.30,1.31</p> <p>1.6, 1.9, 1.23, 2.2, 2.9, 2.11,2.14, 2.17, 2.27, 3.16, 4.6,4.8</p> <p>1.13,1.14, 1.15, 1.27,4.15,4.17,4.18, 4.27</p>	<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"> Ensure experiences provide opportunities which allow children to transfer their learning and apply it in a range of ways. Next steps are recorded for the individual using success criteria and these are evident in observation sheets and folios. Build staff confidence in ensuring quality observations and feedback of children and themselves. Next steps for learning are recorded in floor book and are clearly directed by the children's interests and learning needs. Plenary time is planned in to ensure reflection time on learning. Moderation of children's learning takes place with P1 teachers and with associated nurseries Peer observations of staff help to identify strengths and next steps to ensure high quality teaching and learning. Weekly diaries clearly identify next steps and feedback on progression for parents. Transition information is passed to P1 staff. Literacy and numeracy progress is tracked throughout the year. Developmental overviews are completed to highlight areas for development. 	<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. An observation of a small number of children will take place each week and their progress and next steps will be shared with parents. 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"> Continuing from last session throughout this session 	<ul style="list-style-type: none"> Fiona Stevenson Stephanie Gibson 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 Observation sheets and parent comments Floorbooks Reporting folders Learning journeys 	<ul style="list-style-type: none">

Nursery Improvement Plan Session 2018-19

Nursery 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

National Care Standards :	Whole School Actions	Nursery Actions	Outcomes for learners	Timescales	Responsible	Measures of success	Progress
1.6, 1.22, 1.30, 1.31, 2.8, 2.21, 4.6, 5.21	<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"> Match technology equipment with planned experiences. Cont. to develop progression for early level with P1 colleagues Embed these progressions in delivery of curriculum. Ensure a range of technology based resources are available to access during free play as well as structured activities. Provide opportunities which are supported by technology which stimulate curiosity, learning and creativity indoors and out. Children are involved in sharing their photos of their learning on Class Dojo Children will use technology packages to collate and present their views and findings Ensure It equipment supports and enhances learning outside. 	<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

Nursery Improvement Plan Session 2018-19

Nursery 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

National Care Standards:	Whole School Actions	Nursery Actions	Outcomes for learners	Timescales	Responsible	Measures of success	Progress
	<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"> Continue to nurture a culture of respect for each other and use positive language to help solve problems. Continue to introduce and embed the Growth Mindset and SHANARRi characters and associated stories. Refer to these regularly and encourage the children to reflect on the behaviours of these characters to build resilience and offer support to each other. Identify along with families which areas we could offer support/information to them on. Offer workshops for emerging literacy, numeracy and healthy eating and any other identified areas. Offer regular storytime sessions for families with the local library. Continue to offer a range of shared learning opportunities. Support staff in developing a framework for peer observing and offering support and feedback to one another. 	<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

Nursery Improvement Plan Session 2018-19

Nursery Priority 4: To raise attainment and close the attainment gap and reduce inequity due to family circumstances

NIF Priority: 2

HGIOELC QI: 3.2 Securing Children's progress

2.3 Learning, teaching and assessment

2.4 Personalised Support

2.5 Family Learning

2.7 Partnerships

NIF Driver: Parental Engagement
Performance Information

Moray Priority: Learning & Teaching

National Care Standards:	Actions	Nursery Actions	Outcomes for learners	Timescales	Responsible	Measures of success	Progress
1.1, 1.2, 1.6, 1.9, 1.10, 1.14, 1.19, 1.27, 1.33, 1.38,3.5, 3.11, 3.12, 3.13, 3.15, 3.20, 3.21, 4.1, 4.2, 4.15, 4.16, 4.18	<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, 	<ul style="list-style-type: none"> Revisit numeracy progressions to ensure up to date and relevant. Introduce and embed new Highland Emerging Literacy planning and tracking document. Use planned observation of individuals to offer high quality feedback to parents, identifying next steps so they can support their child at home. Implement and embed technologies progressions. Continue to use and evaluate learning packs with families. Continue to develop Shared Learning to enable families to see what learning is taking place and share tips and strategies of how to develop this further at home especially with numeracy and literacy. Monitor attendance at shared 	<ul style="list-style-type: none"> Learners will benefit from improvements in learning and teaching of numeracy and maths and literacy. 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 	<ul style="list-style-type: none"> Cont. from last session. 	<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 	

	computer skills, art/craft, numeracy etc.)	learning events and offer support to families. Ask parents to sign in. <ul style="list-style-type: none">• Offer workshops to highlight purpose of emerging literacy programme and developing numeracy at home.• Use Shared Learning to explore healthy eating and develop cooking skills with families.• Use visuals and ensure translators are available for EAL families.	part of Scotland's workforce in the future				
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Nursery Improvement Plan Session 2018-19

Nursery Priority 5: To continue to develop active approaches to learning and creativity

NIF Priority: 4 Improvement in employability skills

HGIOELC QI: 3.3 Developing Creativity and Skills for Life and Learning

2.2 Curriculum

2.3 Learning, Teaching & Assessment

NIF Driver: Teacher professionalism
Assessment of children's progress

Moray Priority: Curriculum Design

National Care Standards:	Actions	Nursery Actions	Outcomes for learners	Timescales	Responsible	Measures of success	Progress
1.6 1.25 1.27 1.29 1.30 1.31 1.32 2.22 2.24 2.25 2.27 3.25 5.11 5.17 5.20	<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"> Work with P1 staff to create expressive arts progressions. Further develop opportunities to explore nature and free play based on 'Forest Schools' theory. Offer CPD opportunity for NN to learn about the Forest Schools approach from SNN Further develop provision of open ended materials, loose parts and natural materials to play with indoors and out. Further develop opportunities to explore science Explore innovative ways to incorporate digital learning to enhance learning inside and outdoors. Develop 'Skills for life and Work' progression with P1 staff. Explore which skills are developed through quality continuous provision and report on progress of these skills to parents, throughout the year. 	<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 out with 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"> Continuing from previous session 	<ul style="list-style-type: none"> Stephanie & Fiona (lead) All staff Music/ art specialists SNN- Rachel McLeod 	<ul style="list-style-type: none"> Staff meetings Staff feedback Staff planning Class observations Feedback from pupils Effective progressions 	

