St Gerardine School Improvement Plan 2020-21

Priority 1

To ensure children's health and wellbeing is prioritised to ensure the best conditions for learning for all learners

- Staff planning for children's feelings of anxiety, loss, distress and change
- Building resilience in children
- Discussions and check-ins around the Coronavirus pandemic and its consequences/impact (nurture timetables)
- Monitoring of children's health & wellbeing with interventions to support individuals/groups (Boxall profile, tracking, tracking meetings, pupil progress meetings)
- Embed the use of SEEMiS as a single point of storage for pupil information (concern reporting, centralised storage of child information)
- Develop parent support groups (videos, virtual sessions, drop in's, parent coffee)
- Regularly review PSA and SfL timetables to maximise support in line with COVID restrictions (time limited interventions, planning basis for interventions)
- Embed Zones of Regulation across all classes, CPD for support staff (displays, cpd, language of zones)

Priority 2

To imporve learning, teaching and assessment to raise attainment for all learners and reduce inequity due to family circumstances

- Assessment of where children are in their learning and where there are gaps. Analyse data and respond to it (data staff meetings, pupil progress meetings)
- Assessment of children who have "missed out" during the school closures and support to close the gaps (deployment of COVID support linked to starting points and achievement)
- Development of short assessment tasks for numeracy/maths at start/end of a block of learning
- Assessments in new/unfamiliar contexts
- Continue to undertake moderation of literacy & numeracy within school and across ASG (virtual moderation, moderation processes)
- Raised expectations, innovative practice & agree interventions/actions as a result (data staff meetings, pupil progress meetings)
- Tracking informs PEF intervention allocation and progress towards narrowing the gap
- Use of learning & teaching overviews to ensure effective learning & teaching (inform walkthroughs and observations)
- Analyse Inspection reports (SIFs) for QI 3.2 in relation to own/school's practice

Priority 3

To develop the curriculum to ensure strong outcomes for all learners

- Develop grammar progressions from P1 to P7 & spelling progression from P1 to P3
- Revisit and improve the curriculum ensure agreed progressions are implemented and embedded
- Develop parental engagement activities, especially targeting hard to reach families (Use of Class dojo, virtual engagement opportunities)
- Enable staff to observe high quality learning and teaching within the school, authority and further afield (peer to peer opportunities, coaching/mentoring)
- Develop outside area/embed outside learning to allow for focused learning activities to take place (planned opportunities linked to pupil survey)

Priority 4

To develop the role of children and staff as leaders of learning

- Staff research into children's feelings of anxiety, loss, distress and change
- Staff research into building resilience
- All staff involved in regular cycle of self evaluation (staff meetings, peer to peer observations, PR and D)
- Range of strategies used to support children taking responsibility for their own learning (CPD)
- Opportunities for staff to lead learning across and beyond the school (ASG groups, moderation, formation of working group teams)
- Children, parents, partners and staff are included in ongoing promotion and review of the school vision, aims and values (Assembly focus, newsletters, parent coffee)