

MORAY COUNCIL: Education Department

SCHOOL IMPROVEMENT PLAN 2020-21



SCHOOL:	St Gerardine	QIO/QIM LINK:	Stewart McLauchlan
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Priority 1

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

Key links to Moray Education Priority Area(s):	☒ Raising Attainment and Achievement ☐ Learning, Teaching and Assessment ☐ Curriculum	☐ Self-evaluation for Self-improvement ☒ Supporting All Learners ☐ Leadership at all Levels
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NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:
☐ Improvements 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	☒ <u>Priority 1</u> – Improve Wellbeing ☒ <u>Priority 2</u> – Safeguarding ☐ <u>Priority 3</u> – Poverty ☐ <u>Priority 4</u> – Corporate Parenting	☐ 1.1 ☐ 1.2 ☐ 1.3 ☐ 1.4 ☐ 1.5 ☒ 2.1 ☐ 2.2 ☐ 2.3 ☒ 2.4 ☒ 2.5 ☒ 2.6 ☒ 2.7 ☒ 3.1 ☐ 3.2 ☐ 3.3

Actions	Outcomes for learners	Timescales	Responsible	Measures of success
Staff planning for children's feelings of anxiety, loss, distress and change	Learners will become more resilient	December 2020	All Staff	- CPD opportunities to share good practice - Reduction in behaviour incidents from Autumn Term (2020) to Summer Term (2021)
Building resilience in children			All Staff	
			All Staff	
Analysis of health & wellbeing questionnaire (sent out June 2020)	Learners will be able to explore, express and process feelings of anxiety, loss, distress and change.	September 2020	SLT	Decrease in anxiety levels in children (pupil surveys)
Discussions and check-ins around the Coronavirus pandemic and its consequences/impact (age		December 2020	All staff/Nurture Team/ Sfl	

appropriate)			Team	
Monitoring of children's health & wellbeing with interventions to support individuals/groups as appropriate		Ongoing until June 2020	SLT	Boxall profiles used to show developments and track the progress of cognitive development and behavioural traits of children
Embed the use of SEEMiS as a single point of storage for pupil information	Learners receive educational provision targeted to their needs	June 2021	SLT All staff	SEEMiS pastoral information is up-to-date and accessible as appropriate
Develop parent support groups (initially virtually)	Learners experience consistency in expectations both at home and school	February 2021	SLT All staff	- Increase in parental participation - Increase in parents reporting confidence supporting children evidenced by parental survey
Monitor and regularly review PSA and Sfl timetables to maximise support in line with COVID restrictions	Learners receive support in a timely manner to ensure they can achieve their potential	Termly	SLT	Data tracking (attainment/wellbeing) shows accelerated progress for children receiving specific interventions
Embed Zones of Regulation across all classes including CPD for support staff	Learners will be able to verbalise their understanding of their own emotions and better regulate themselves through the language of Zones of Regulation	February 2020	SLT	Reduction in behaviour incidents from Autumn Term (2020) to Summer Term (2021)
Evidence to support reduced bureaucracy/workload of teachers				

Priority 2

Summary of Priority: To improve learning, teaching and assessment to raise attainment for all learners and reduce inequity due to family circumstances

Key links to Moray Education Priority Area(s):

X Raising Attainment and Achievement
X Learning, Teaching and Assessment
☐ Curriculum

X Self-evaluation for Self-improvement
☐ Supporting All Learners
☐ Leadership at all Levels

NIF Priorities:		NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:	
X Improvements in attainment, particularly in Literacy and Numeracy X 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 X Teacher Professionalism X Parental Engagement X Assessment of Children's Progress ☐ School Improvement X Performance Information	X <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding ☐ <u>Priority 3</u> – Poverty ☐ <u>Priority 4</u> – Corporate Parenting	☐ 1.1 ☐ 1.2 X 1.3 ☐ 1.4 X 1.5	☐ 2.1 ☐ 2.2 X 2.3 X 2.4 ☐ 2.5 ☐ 2.6 ☐ 2.7
Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Assessment of where children are in their learning and where there are gaps. Analyse data and respond to it.	Learners make good progress due to well matched learning tasks	Termly	SLT Class teachers	Termly assessment data shows raise in attainment levels	
Assessment of children who have "missed out" during the school closures and support to close the gaps		October 2020	SLT Class teachers		
Development of short assessment tasks for numeracy/maths at start/end of a block of learning		June 2021	Liz Wood	Short tasks at the beginning and end demonstrate progress in new learning and understanding	
Carry out assessments in new and unfamiliar contexts		June 2021	SLT Class teachers	Termly assessment date shows raise in attainment levels	
Continue to undertake moderation of literacy & numeracy within		Termly	Class teachers	Moderation feedback will evidence robust teacher assessment judgements	

school and across ASG				
Staff to take increasing responsibility for raising attainment through data analysis, raised expectations, innovative practice & agree interventions/actions as a result	Learners from disadvantaged backgrounds will improve their attainment and achievement	Termly	HT All staff	Termly assessment date shows raise in attainment levels
Tracking informs PEF intervention allocation and progress towards narrowing the gap				Data tracking (attainment/wellbeing) shows accelerated progress for children receiving specific interventions
Use of learning & teaching overviews (created last session) to ensure effective learning & teaching	Learners will benefit from high quality learning experiences which are challenging and enjoyable, well matched to their needs and interests	Ongoing	SLT Class teachers	Classroom observations will evidence effective strategies used to ensure high expectations for all learners
Analyse Inspection reports (SIFs) for QI 3.2 in relation to own/school's practice	Learners will benefit from teaching and learning that continually meets their changing needs	Ongoing	SLT	Adapted practice in light of ongoing evaluations of school practice
Evidence to support reduced bureaucracy/workload of teachers				

Priority 3

Summary of Priority: To develop the curriculum to ensure strong outcomes for all learners

Key links to Moray Education Priority Area(s):

X Raising Attainment and Achievement
X Learning, Teaching and Assessment
X Curriculum

☐ Self-evaluation for Self-improvement
☐ Supporting All Learners
☐ Leadership at all Levels

NIF Priorities:		NIF Drivers:	Children's Services Plan:		HGIOS?4 QIs:
X Improvements in attainment, particularly in Literacy and Numeracy X Closing the attainment gap between the most and least disadvantaged children ☐ Improvement in children and young people's health and wellbeing X Improvement in employability skills and sustained, positive school leaver destinations for all young people		☐ School Leadership X Teacher Professionalism X Parental Engagement ☐ Assessment of Children's Progress X School Improvement X Performance Information	X <u>Priority 1</u> – Improve Wellbeing ☐ <u>Priority 2</u> – Safeguarding X <u>Priority 3</u> – Poverty ☐ <u>Priority 4</u> – Corporate Parenting		☐ 2.1 X 2.2 X 2.3 ☐ 2.4 X 2.5 ☐ 2.6 X 2.7 ☐ 3.1 X 3.2 X 3.3
Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Develop grammar progressions from P1 to P7 and spelling progression from P1 to P3	Learners will acquire the skills and understanding needed to equip them to be a successful part of Scotland's workforce in the future	December 2020	SLT All staff	Improved outcomes in writing linked to SNSA results	
		Ongoing	SLT	Adapted practice in light of ongoing evaluations of school practice	
Continue to revisit and improve the curriculum and ensure agreed progressions are implemented and embedded (eg. technologies, sciences etc.)	Learners who currently have limited life experiences and opportunities to achieve will be identified and offered more experiences/ opportunities	Termly	DHT All staff	Pupil survey show increased levels of pupil interest/excitement in the curriculum	
Develop parental engagement activities, especially targeting hard to reach families (e.g. virtual workshops led by children, tutorials led by teacher/child)	Learners will benefit from increased engagement in learning from their families, in particular in numeracy and maths	Throughout the year	SLT Class teachers HSLW	Parental engagement increases through attendance at events and participation in sessions offered	
Enable staff to observe high quality learning and teaching within the school, authority and	Learners will benefit from moderation of their work to ensure consistent and robust standards are applied across the	June 2021	Class teachers	Classroom observations will evidence effective strategies used to ensure high expectations for all learners	

further afield	school and ASG/Authority			
Develop the outside area to allow for focused learning activities to take place	Learners will have increased opportunities for learning outdoors, both within and out of the school grounds leading to greater engagement in learning	February 2021	SLT P1 Eilidh McLeod	Lesson observations will evidence effective strategies used to ensure high expectations for all learners
Embed outdoor learning across all stages and curricular areas from P1 to P7		Ongoing	SLT Class teachers	
Evidence to support reduced bureaucracy/workload of teachers				

Priority 4

Summary of Priority-To develop the role of children and staff as leaders of learning

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Moray Education
Priority Area(s):**

☐ Raising Attainment and Achievement
☒ Learning, Teaching and Assessment
☐ Curriculum

☒ Self-evaluation for Self-improvement
☐ Supporting All Learners
☒ Leadership at all Levels

NIF Priorities:		NIF Drivers:	Children's Services Plan:		HGIOS?4 QIs:
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Actions	Outcomes for learners	Timescales	Responsible	Measures of success	
Staff research into children's feelings of anxiety, loss, distress and change	Learners will become more resilient	December 2020	All Staff	- CPD opportunities to share good practice - Reduction in behaviour incidents from Autumn Term (2020) to Summer Term (2021)	
Staff research into building resilience			All Staff		
All staff involved in regular cycle of self evaluation	Improved outcomes for all learners	Termly	All staff	Termly assessment date shows raise in attainment levels	
Range of strategies used to support children taking responsibility for their own learning	Learners able to lead their own learning resulting in improved outcomes	June 2021	All staff		
Opportunities for staff to lead learning across and beyond the school	Learners benefit from continually improving pedagogy	June 2021	SLT to signpost staff	Staff members involved in collegiate work both in and out of school (ASG and wider)	
Children, parents, partners and staff are included in ongoing	Learners benefit from improved outcomes as all stakeholders are	June 2021	SLT All staff	Children, parents, partners and staff are all aware of the school vision, aims and values	

promotion and review of the school vision, aims and values	working towards the same vision		All stakeholders	
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Evidence to support reduced bureaucracy/workload of teachers