



# School Improvement Plan 2020-21

Tweeddale Learning Community

# INTRODUCTION - School Improvement Planning 2020-21

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This document outlines West Linton Primary School's identified priorities for Session 2020/21 which will bring about continuous improvement of outcomes for our learners. It is firmly based on the rigorous self-evaluation of our provision, including the impact of the development work carried out during Session 2019-20. As well as the priorities documented herein we will:

- (i) Complete our pilot of our new Curriculum Bundles. This priority was not completed due to school closures and COVID-19
- (ii) Continue to moderate our PLPs in line with Target setting for pupils.

Tweeddale Cluster, within which West Linton Primary School operates, will:

- Improve mathematics provision across the cluster to ensure pupil progress and attainment.
- Work with teachers at first level (primary 2) to ensure continued pace across the provision from Early level to First Level of learning in mathematics.

Staff at West Linton Primary School will have opportunities to lead at both cluster and school level to address these priorities. (1.3 Leadership of Change.)

# National Improvement Framework

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## The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

## The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people.

# Self-Evaluation Summary

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‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

2019-20 SIR	2019-20 SIP
Key Strengths (including PEF and ELC)	Key Areas for Improvement (including PEF and ELC)
<ul style="list-style-type: none"> <li>• Professional learning of Interdisciplinary Approaches and reviewed existing planning to evaluate the relevance and coherence of the existing curriculum bundles. Staff collaboratively formulated new Bundle Frameworks for cross-curricular Bundles with Benchmarks embedded.</li> <li>• Improved attainment data at Early Level Literacy as a result of development in ELC and P1. Beginning to see improvements in other levels of learning.</li> <li>• Improved knowledge of socio-economic profile and universal/targeted support as a result of collaborative practitioner enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging Literacies – Whole School approach</li> <li>• Teaching Learning &amp; Assessment; engagement with SBC policy and refresh of existing WLPS policy in line with curriculum improvements since 2018.</li> <li>• Implementation of SBC Nurture Workstream – Whole school approaches to Nurture.</li> </ul>

# Emerging Literacy Priority

2020-21

Priority	Q.I.s	N.I.F Priority	SBC Framework	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority? Evaluative statement</i>		
1	Key QI: 2.3 Learning, teaching and assessment	Improvement in attainment, particularly in literacy and numeracy.	Learning, Teaching and Assessment	Increased teacher confidence in the assessment of early literacy skills. Teachers increasingly able to identify gaps and strengths contributing to progress in Literacy Our children will experience a developmentally appropriate literacy curriculum Increased numbers of children acquiring the necessary knowledge and skills to achieve Early level in Listening and Talking, Reading and Writing by the end of Primary 1		
Process				Progress Tracker		
No.			Strategic lead and Key people	Timescale	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed
1	<p><i>What we are going to do?</i>                      As a school we will establish our key staff members to participate in Workstream 3 (1 or 2) professional learning networks and mechanisms for sharing wider messages.</p> <p>We will attend:                      Network 1- 29<sup>th</sup> September 5-7pm (Venue tbc)                      Network 2- 2<sup>nd</sup> January 2021 5-7pm) (Venue tbc)                      Networks will support practice, data analysis, and whole-school pedagogy to taking a developmental approach to Emerging Literacy.</p> <p>As a school we will reflect on content is added as on-line content to SBC LTA Framework and SBC Literacy Strategies and @SBCLiteracy Twitter Feed to support continued self-evaluation.</p>		Catriona McKinnon and Multi Agency Network Team  Early Years team within school and Louise Ferguson.	Through out 2020-21	<ul style="list-style-type: none"> <li>Children will make appropriate progress through Early Level Literacy as staff use assessment information focussed on Phonological Awareness, Oral Language, Concepts of Prints and Pre-Handwriting to plan for next steps in learning and teaching.</li> <li>Increased sharing of approaches to planning, teaching and assessing all elements of Early Literacy is beginning to lead to more consistent approaches and improved outcomes for learners.</li> <li>Learners are beginning to experience more developmentally appropriate teaching and learning across Early Level as CLPL feedback shows increased knowledge and confidence levels amongst practitioners.</li> <li>More focussed transition plans for Literacy in place between ELC/P1 and P2 show signs of leading to increases</li> </ul>	

	<p><i>Why we need to do it?</i></p> <ul style="list-style-type: none"> <li>- There is a need for a developmental approach across Early Level for literacy development, since our attainment gap begins at first level, showing the possibility of a misunderstanding of the four key areas of developing literacy.</li> <li>- In order to ensure our children continue to benefit from high quality research informed pedagogy, new P1 teacher to join all 5 WS 3 Networks if schools require this level of additionality this session.</li> </ul> <p>With practitioners and senior managers within schools working collaboratively, whole school approaches to Literacy and priorities can be planned and delivered in a more sustainable manner.</p>			<p>in attainment at end of P1.</p> <ul style="list-style-type: none"> <li>• Staff make use of an SBC Literacy Progression and, along with trackers, this is beginning to lead to more consistent approaches across Early Level.</li> <li>• Increased number of children achieving early level by the end of P1. (School specific 85% as a target)</li> </ul>	
<b>2</b>	<p><i>What we are going to do?</i></p> <p>We will provide family Learning opportunities for Primary 1 families to understand the school's approach to Emerging Literacy.</p> <p>As a school we will provide whole school sharing of information from Networks where possible to ensure clarity over whole school message and to help understand what taking a developmental approach entails.</p>	School staff involved in Networks	Before Jan 2020	<ul style="list-style-type: none"> <li>• ELC and P1 Families are increasingly aware of the pattern of how to support their children in the development of key literacy skills and are increasingly involved in supporting their child with their learning at home.</li> </ul>	
	<p><i>Why we need to do it?</i></p> <ul style="list-style-type: none"> <li>• To ensure partners have a shared understanding of the developmental aspects of literacy development and ensure they are involved in that development at home through high quality home learning.</li> <li>• To ensure we have a whole school approach to developing literacy skills. Children in other primary classes may be operating at early level and therefore the developmental assessments are very useful.</li> </ul>			<ul style="list-style-type: none"> <li>• High attendance at emerging literacies workshops.</li> <li>• Staff with early level literacy learners are using some of the resources, assessment and implementing teaching methodology.</li> </ul>	

# Learning, Teaching and Assessment Priority 2020/21

Priority	QI	NIF Priority	SBC Framework	<b>Intended outcome:</b> Principles from SBC LTA Framework will be embedded in all schools and settings over the next 3 years leading to improvements in attainment and in the learner's experience.			
2	Key QI: 2.3	1 and 2	Learning, Teaching and Assessment				
Process				Progress Tracker			
Add/delete stages as necessary				Strategic lead and key people	Timescale	Measures of Success: what will be the impact of the action when it is completed?	Date reviewed
1	What we are going to do.			Jenni	By August/Sep 2020 During session 2020/21	All staff are familiar with key messages from LTA Framework and starting to reflect on their own next steps to maximise impact for learners.	
	<ul style="list-style-type: none"> <li>We will launch the SBC LTA Framework with all school staff.</li> <li>We will develop our own school LTA guidance to ensure alignment with SBC LTA Framework, curriculum rationale and Curriculum Bundles. We will also ensure that our Teaching, Learning and Assessment guidance includes information about our differentiation techniques and expected levels of learning for West Linton Primary.</li> </ul>			Jenni & Louise		Staff professional learning need for next session (2021/22) is identified and informed through ongoing engagement with and self-evaluation against LTA Framework.	
	<ul style="list-style-type: none"> <li>Staff to engage in further Professional Learning and Reading aligned to SBC LTA Framework and particularly Numeracy strategies in line with Cluster priority. (This will include following @SBCNumeracy, engaging in CLPL offers and Professional Learning Academy, recommendations from Numeracy Champions)</li> </ul>			Numeracy Champion	Throughout session 2020/21 and beyond.	Learners will begin to experience learning episodes which reflect key messages from SBC LTA Framework.	
	<ul style="list-style-type: none"> <li>Collaborative Practitioner Enquiry tests of change in literacy</li> </ul>			All staff	Term 1	School Quality Assurance reveal staff feel more confident in the teaching of Mathematics with manipulatives. Pupil Voice Feedback reveals increased enjoyment in mathematics at Primary 2 level. Collaborative Practitioner Enquiry tests of change will	

	<p>and mathematics (planned in 2019-20) will be carried out.</p> <ul style="list-style-type: none"> <li>• Pupils will have Numeracy and Literacy targets, shared in their PLPs and clearly displayed for their and their teacher's reference.</li> </ul>			<p>show an increase in understanding in mathematics. And a reduction in the attainment gap to meet the stretch aim of 85% of pupils attaining at expected levels.</p> <p>School self-evaluation of overall grading for Q.I. 2.3 will move from Good to Very Good by May 2021.</p>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> <li>• As a cluster, Tweeddale results in mathematics are not on track to meet the Scottish Government stretch aim, as a result, further development of a shared approach is crucial. Primary 2 staff will be the initial focus for training and development, however whole school professional reading will be expected.</li> <li>• Ongoing training will support schools to embed <b>SBC LTA Framework from 2020/21 and beyond.</b></li> </ul>				
2	<p>What we are going to do.</p> <ul style="list-style-type: none"> <li>• We will engage in school and Cluster Level Moderation.</li> <li>• We will seek support from SBC QAMSO Network to facilitate local moderation opportunities.</li> <li>• We will engage with key messages from Education Scotland Assessment Thematic Review especially around: <ol style="list-style-type: none"> <li>1. <i>Strong leadership and direction in the use of assessment. Senior leaders have a clear strategy for promoting assessment as an integral part of learning and teaching.</i></li> <li>2. <i>Skilled analysis and interpretation of high-quality assessment data supports robust tracking and monitoring of learners' progress. It ensures that next steps in learning are identified accurately.</i></li> <li>3. <i>Children and young people are fully involved in the assessment of learning. High quality feedback and learning conversations ensure that children and young people have sound knowledge of themselves as learners. They understand what is expected of them, their strengths and the areas where they need to improve.</i></li> </ol> </li> </ul> <p>Why we need to do it.</p> <ul style="list-style-type: none"> <li>• Support teachers and schools to have increasing confidence in</li> </ul>	<p>Cluster QAMSO &amp; School Numeracy leads</p> <p>All teaching staff</p>	<p>3 Cluster CAT sessions 2020/21</p>	<p>Increased sharing of approaches to planning, teaching and assessing are leading to increasing confidence in professional judgement within and across Clusters.</p> <p>High Quality Assessments are used to support teacher judgements during attainment and tracking meetings.</p> <p>Cluster Moderation Sessions lead to a shared understanding of pace and challenge at the initial stages of first level.</p> <p>All practitioners consider how they implement the six key features of highly effective practice in their approaches</p>	



	<p>equity of the learner's experience.</p> <ul style="list-style-type: none"> <li>• Increase our confidence in professional judgement and strengthen the consistency in our collection of this data.</li> <li>• With practitioners, QAMSOs and senior managers within schools working collaboratively, Cluster approaches to Moderation can be planned and delivered in a more sustainable manner to continue to improve outcomes for learners.</li> </ul>			<p>to assessment and moderation.</p> <p>Children in our school are learning at the edge of what they can understand informed by regular short cycle formative assessment. Early signs indicate increasing levels of attainment at key stages.</p>	
3	<p>What we are going to do.</p> <ul style="list-style-type: none"> <li>• Engage our families in partnerships and planned opportunities for Family Learning linked to LTA Framework</li> </ul>	SLT and T & L Champions	Term 3	Partnerships with Families improved as evidenced by participation rates, feedback on learning experience from Primary 2 pupils' families.	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> <li>• We need to continue to engage our families as partners in learning to support their child in their development of literacy and numeracy, leading to improved outcomes for children and young people.</li> </ul>				
5.	<p>What we are going to do.</p> <p>Implement Inspire Learning programme</p> <ul style="list-style-type: none"> <li>• Develop whole school strategy for Inspire Learning Programme which enhances learning and teaching</li> <li>• Whole school approach to using ipads for pupil voice activities with Microsoft Forms</li> </ul>	SLT	Through out 2020-21	<p>Clear whole strategy for Inspire Learning programme (linked to L+T policy) developed and shared with staff /pupils and parents</p> <p>All teachers and students in P5,6,7 issued with ipads</p> <p>Staff training opportunities in effective use of ipad</p> <p>Pupils using ipads to lead their own learning through creative approaches to evidencing learning</p>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> <li>• We need to develop the digital literacy of young people to ensure they have the skills required for learning, life and work</li> <li>• To develop the digital skills of our staff in using technology to improve pace and engagement in learning</li> <li>• This use of ipads for learner feedback will support our aim to improve the consistency of our learning and teaching across the school</li> </ul>	P5-7 classes and school teachers.			

# Whole School Approaches to Nurture

2020/21

Priority	QI	NIF Priority	SBC Framework	<i>Intended outcome:</i> All staff will become inclusive practitioners and will understand their personal responsibility to deliver inclusive and nurturing education across SBC.			
3	2.1 All our schools/settings are nurturing and inclusive QI 3.1 and a cross cutting theme across all	NIF 2	Inclusion	Inclusion and Nurturing Approaches principles will be embedded in all schools and settings over the next 3 years.			
Process				Progress Tracker			
Add/delete stages as necessary				Strategic lead and key people	Timescale	Measures of Success: what will be the impact of the action when it is completed?	Date reviewed
1	<p><b><i>What are we going to do?</i></b>                      Implement and roll-out Phase 1 of SBC Nurturing Approaches to all staff in schools and settings as part of the Inclusion Framework.                      All senior leaders will engage in an online presentation on <b>SBC Nurturing Approaches</b> and principles.                      All schools/settings will be in receipt of copies of:                      - <b>“Applying Nurture as a Whole School Approach”</b> (Education Scotland)                      - <b>SBC Nurturing Approaches Guidelines</b></p>			<p><b>Senior Leaders of schools/ settings</b></p> <p><b>Nurture Steering Group</b></p>	<p><b>By end of October 2020</b></p>	<p>All senior leaders in schools/settings in SBC will:</p> <ul style="list-style-type: none"> <li>- have an understanding and overview of <b>SBC Nurturing Approaches</b> and how this fits within SBC’s <b>Inclusion Framework</b>.</li> <li>- have the knowledge and understanding to engage and support staff on phase 1 of SBC Nurturing Approaches Programme.</li> <li>- use Education Scotland Document, <b>“Applying Nurture as a Whole School Approach”</b> and <b>SBC Nurturing Approaches Guidelines</b> to support the implementation of this approach.</li> <li>- start to apply these approaches in their</li> </ul>	

				interactions with children and young people and when reviewing and developing policy and practice.	
<b>2</b>	<p>All staff in schools and settings will receive universal training in <b>SBC Nurturing Approaches</b> and Nurture Principles. This training will be provided as a recorded presentation, with a full script available.</p> <p>Senior leaders in all schools and settings will facilitate this training on the 12<sup>th</sup> November In-Service Day.</p>	<p><b>Nurture Steering Group</b></p> <p><b>Identified member of school/setting Leadership Team</b></p>	<p><b>12<sup>th</sup> Nov In-Service Day 2020</b></p>	<p>All staff in all schools/settings will:</p> <ul style="list-style-type: none"> <li>- have knowledge and understanding of <b>SBC Nurturing Approaches</b> and how this fits within SBC's <b>Inclusion Framework</b>.</li> <li>- start to apply these approaches in their interactions with children and young people to promote positive relationships, support behaviour, wellbeing, attainment and achievement.</li> <li>- have an overview of the 6 Nurture Principles and will begin to consider how this impacts on them and their role in supporting children and young people.</li> </ul>	
<b>3</b>	<p>All staff will be able to reflect on their learning, self-evaluate and complete:</p> <ul style="list-style-type: none"> <li>- an online individual Staff Questionnaire</li> <li>- <b>“What Does a Nurturing Setting Look Like”</b> Toolkit</li> </ul> <p>Completed online school and setting surveys will be collated centrally to identify future training needs.</p>	<p><b>Senior Leaders</b></p> <p><b>All staff in schools and settings</b></p>	<p><b>Minimum of 2 x CAT sessions</b></p> <p><b>Completed by end of December 2020</b></p>	<p>Following self-evaluation questionnaires, all staff in schools and settings will:-</p> <ul style="list-style-type: none"> <li>- identify their own strengths and development areas in relation to <b>SBC Nurturing Approaches</b> and the 6 Nurture Principles.</li> <li>- develop and increase skills in promoting positive relationships and supporting behaviour, wellbeing, attainment and achievement of children and young people.</li> <li>- adopt and embed Nurturing practices over the next three sessions (linked to SIP).</li> </ul>	
<b>4</b>	<p>Completed online school/setting surveys will be collated centrally and recorded by school/setting, learning community/cluster and as a whole authority.</p>	<p><b>Nurture Steering Group</b></p>	<p><b>By end of</b></p>	<p>Staff questionnaires and surveys will provide baseline information on where individual school/settings, whole clusters and Authority are in their knowledge</p>	

	<p>Educational Psychologists, a Nurture Development Officer and the Nurture Steering Group will use this information to:</p> <ul style="list-style-type: none"> <li>- analyse schools' needs for further training</li> <li>- plan specific layered training programmes to be delivered from May/June 2021, Session 2021-22 and 2022-23.</li> <li>- Identify schools where a targeted approach is required and where a Nurture Group may be developed.</li> </ul> <p>Schools will plan for this priority in SIPs</p>	<p><b>Education Psychology Service</b></p>	<p><b>April 2021</b></p>	<p>and understanding of <b>SBC Nurturing Approaches</b> and 6 Nurture Principles.</p> <p>Information gathered will be used to:</p> <ul style="list-style-type: none"> <li>- Develop ongoing training packages and provide direction for school/setting improvement plans.</li> <li>- Ensure improved outcomes for all children and young people through experiencing learning within a nurturing ethos and culture.</li> <li>- Identify schools who may benefit from a targeted Nurturing Approach (i.e. Nurture Group/Base)</li> </ul> <p>Ongoing training will support schools to embed <b>SBC Nurturing Approaches</b> and become Nurturing schools.</p>	
5	<p>Following initial training and self-evaluation and using both “<b>Applying Nurture as a Whole School Approach</b>” and <b>SBC Nurturing Approaches Guidelines</b>, all staff will select one aspect of their practice to develop for the remainder of the session 2020/21. This will form part of PRD conversations. Senior Leaders will use questionnaires collated from schools/settings to plan their next steps at both whole school/setting and individual staff levels.</p>	<p><b>All staff in schools and settings</b></p>	<p><b>By end of June 2021</b></p>	<p>All schools/settings will evidence improvement actions that have been implemented following initial training and identify next steps for the following session.</p> <p>During professional conversations, staff will be able to evidence and demonstrate how an element their practice has improved through applying Nurturing Approaches in their interactions with children and young people.</p> <p>All schools/settings will continue to plan for and feature Nurturing Approaches as a main focus in improvement planning for the following two sessions.</p>	
6	<p>Professional Learning with specific training programmes open to all staff will be developed. Depending on need, this will be delivered at individual school/setting or cluster level.</p>	<p><b>Nurture Steering Group</b></p> <p><b>Education Psychology Service</b></p>	<p><b>By end of June 2021</b></p>	<p>Professional learning programmes will meet the range of levels of needs in schools/settings across the authority for the following two sessions.</p> <p>Staff will explore how Nurturing Approaches can support positive outcomes for children and young people through promoting positive relationships and supporting behaviour, wellbeing, attainment and achievement.</p>	

				All schools/settings will continue to plan for and feature Nurturing Approaches as a main focus in improvement planning for the following two sessions.	
	<p><b><i>Why we need to do it</i></b></p> <p>There has been a significant drive to create a culture and ethos of inclusion in Scottish Borders and we are committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all, with a particular focus on reducing the poverty related attainment gap.</p> <p><b>SBC INCLUDES: INCLUSION FRAMEWORK</b> and associated documents reflects existing strengths we need to continue to develop and build on in our Authority to realise our vision for children and young people in the Scottish Borders. As a key element of this Framework, <b>SBC Nurturing Approaches</b> demonstrates a consistent approach for all schools/settings and commitment to the key features of inclusion to support the guiding principles of inclusion within <b>SBC INCLUDES</b>.</p>				