

## Priority 2 Cont.



- Staff will engage in Professional Learning and Reading aligned to the SBC LTA Framework and particularly Numeracy strategies
- Pupils will have Numeracy and Literacy targets, shared in their PLPs and clearly displayed for their and their teacher's reference
- We will engage our families in partnerships and planned opportunities for Family Learning linked to LTA Framework
- We will develop a whole school strategy for Inspire Learning Programme which enhances learning and teaching

## Priority 3 – Nurture Approaches



*'A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development...A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attentiveness, warmth and connection alongside structure, high expectations and a focus on achievement and attainment.'* (Education Scotland, Applying Nurture as a Whole School Approach, 2020)

- Senior leaders in school will increase their understanding and overview of SBC Nurturing Approaches and how this fits within SBC's Inclusion Framework
- Staff will receive universal training in SBC Nurturing Approaches and Nurture Principles
- We will evidence improvement actions that have been implemented following initial training and identify next steps for the following session
- Staff will complete self-evaluations to inform SBC Steering Group development of training packages and to provide direction for SBC 2021/2022 improvement plans

# West Linton Primary School

## School Improvement Plan 2020-2021



**A booklet for parents**



# What is a School Improvement Plan?

Every year the Scottish Government, through Scottish Borders Council, asks all schools to form a plan to improve different aspects of their school using information gathered from staff, pupils and stakeholders.

The plan highlights key projects which are the focus for the year. Each project is broken down into clear targets and then individual tasks. We then work together to make the necessary changes to ensure improvement. We also collect evidence to support this improvement and inform our next steps.

Our priorities for improvement are linked to the following National Improvement Priorities set out by the Scottish Government:

- Improvement 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.

## Our Improvement Plan has three key priorities:

1. to develop and embed Emerging Literacies approaches
2. to develop Learning, Teaching and Assessment practices
3. to develop a whole school approach to Nurture

## Pupil Equity Funding

Our allocated pupil equity funding will be used to support these priorities through the provision of staff, resources and training, with a particular focus being upon reducing the poverty-related attainment gap. Further details of this spending are available on request.

## PRIORITY 1 – Emerging Literacies



*Emerging Literacies is an approach which develops pre-reading and pre-writing skills, alongside developing an awareness of phonics and mark making. This developmental approach ensures children are secure within pre-reading and pre-writing skills- something which has been found to decrease the number of children who require additional support in reading and writing as they move through the school.*

- Staff will engage in professional learning to develop their use of assessment information focussed on the concepts of Emerging Literacy (Phonological Awareness, Oral Language, Concepts of Prints and Pre-Handwriting) to plan for next steps in learning and teaching.
- We will develop our transition plans for Literacy between ELC/P1 and P2.
- We will continue to explore ways to provide 'Family Learning Opportunities' enabling families to support the development of Emerging Literacy concepts at home.
- The impact will be an increased number of children achieving Early level by the end of P1 and clear development steps for those who do not.

## PRIORITY 2 – Learning, Teaching and Assessment (LTA)



*'To support curriculum planning and to ensure that all learners have access to an active, enterprising learning environment, a coherent approach to planning learning, teaching and assessment and to sharing information about progress and achievements is needed... Learners and others involved in their learning need timely, accurate feedback about what they have learned and how much and how well they learned it.'* (Scottish Government, Building the Curriculum 3, 2008)

- We will develop our own school Learning, Teaching and Assessment (LTA) guidance aligned with the SBC LTA Framework and in line with our Curriculum Rationale and Curriculum Bundles.