



School Improvement Plan



2021-22

INTRODUCTION - School Improvement Planning 2021/22

This document outlines our identified priorities for Session 2021/22 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2020/21. For more information on our performance see our School Improvement Report 2020/21.

Self-Evaluation Summary

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? HGIOELC?

Strengths 2020-21
<ul style="list-style-type: none">• Early Level Learning, networking and implementation of emerging literacies and the development of a whole school approach.• Practitioner leadership of school developments in mathematics, pedagogy pioneers, emerging literacies.• Whole school nurturing approaches are well developed at WLPS and continue to embed in practice• Support for learning provision & pupil leadership during the national lockdown.• Increased understanding and use of Concrete, Pictorial and Abstract methods for teaching mathematics.

Areas for Improvement 2021-22

	Short Term	Medium Term	Long Term
Learning, teaching and assessment	<ul style="list-style-type: none"> - Engage as a whole staff with the Scottish Borders Council Learning, Teaching and Assessment framework, Literacy and English Strategy and Numeracy and Maths Strategy. - We will work to develop professional collaboration across the team including teachers, ANAs and ELC staff. This approach will improve teaching and learning in Numeracy and Mathematics through collaborative approaches to professional development including professional dialogue - We will develop our outdoor learning provision to enhance teaching related to our cross curricular bundles. 	<ul style="list-style-type: none"> - Use the SBC frameworks to consider our own WLPS priorities for improvement/ development. - Continue to work with Literacy and Numeracy Champions to develop teaching, learning and assessment to support a consistent approach to teaching in these areas. - Provide opportunities for peer observation in mathematics - Continue to develop digital approaches to enhance teaching, learning, assessment & reporting to parents. - We will work with local groups and partners to support the development of our school groups. 	<ul style="list-style-type: none"> - Engage with families and parents to share our learning, teaching and assessment framework, and share how they can support at home. - Develop enquiring approaches for continuing professional learning and self-improvement.
Inclusion	<ul style="list-style-type: none"> - Engage as a whole staff with the Scottish Borders Council Inclusion documents. - Track individual attainment of those pupils who require significant support. 	<ul style="list-style-type: none"> - Identify a lead practitioner for Nurturing approaches. - All staff to identify their own key strengths and areas of development within the six nurture principles – This will lead to staff training in these areas across session 2021-22. 	<ul style="list-style-type: none"> - Engage with families and parents (through Parent Council) to share the SBC Includes poster and framework.

	<ul style="list-style-type: none">- Track more comprehensively the impact of interventions on raising attainment/ attendance.		
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Priority 1: Learning, teaching and assessment

QI	NIF Priority	SBC Framework	Intended outcome:			
2.3	Improve attainment in literacy and numeracy.	Quality Improvement	<p>To develop a shared understanding of SBC expectations in learning, teaching and assessment.</p> <p>Continue to improve mathematics understanding, confidence and attainment.</p> <p>Use digital approaches to enhance teaching, learning and assessment.</p> <p>Develop Outdoor learning approaches and methodology.</p>			
Process				Progress Tracker		
			Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
1	What we are going to do?		Jenni	Aug Inservice Term 1	<p>All Staff will have a knowledge of the SBC L, T & A frameworks and associated strategies. pre & post questionnaire.</p> <p>T, L & A visuals will be visible in classrooms</p> <p>T, L & A strategies will be leading to consistent approaches across classes; this will be seen through SLT & peer class visits.</p>	
	<ul style="list-style-type: none"> - Engage as a whole staff with the Scottish Borders Council Learning, Teaching and Assessment framework, Literacy and English Strategy and Numeracy and Maths Strategy. - Use the SBC frameworks to consider our own WLPS priorities for improvement/ development. 					
	Why we need to do it?					

	<p>To develop a shared understanding and approach to learning, teaching and assessment from an authority wide document.</p> <p>To ensure consistency of approach in classrooms across the school with regards to teaching, learning and assessment.</p>				
2	<p>What we are going to do?</p> <ul style="list-style-type: none"> - Develop professional collaboration across the team including teachers, ANAs and ELC staff through: professional dialogue, peer observations and enquiring approaches. - Literacy and Numeracy Champions to disseminate training, share evolving good practice related to the SBC frameworks and associated strategies. 	<p>Louise</p> <p>Mairi Lynn Cathie</p>	<p>Term 1</p> <p>Ongoing</p>	<p>Attainment in mathematics will increase to 85% (reaching the national stretch aim)</p> <p>Class Visits/ Peer observations will show a consistent approach to the teaching of mathematics; including concrete, pictorial and abstract methodology.</p> <p>Staff will adopt an enquiring approach to improvement in mathematics. (Attendance at professional reading groups, improvement in teaching, learning and assessment in this area.)</p> <p>A variety of assessment evidence will be used to inform next steps in learning seen within PLPs.</p>	
	<p>Why we need to do it?</p> <ul style="list-style-type: none"> - To continue to raise attainment in mathematics - To have a shared approach across classes in the teaching, learning and assessment of mathematics - To support ongoing professional learning and enquiring approaches related to mathematics - To continually build capacity in new approaches, useful methodology. - To increase confidence in judgements about learning, teaching and assessments in literacy and numeracy 				

3	<p>What we are going to do?</p> <ul style="list-style-type: none"> - We will develop our outdoor learning provision to enhance teaching related to our cross curricular bundles. - We will work with local groups and partners to support the development of our school groups. 	Outdoor learning working group	<p>Ongoing throughout year:</p> <p>Term 1 identify group & engage with literature; visit other school grounds.</p> <p>Term 2 engage with pupil voice group.</p>	<ul style="list-style-type: none"> - Curriculum Bundle documents will include reference to outdoor learning with ideas to enhance the teaching and learning - Polytunnel will be used by all classes - Community groups will use the polytunnel and support with watering and planting rotas - Raised beds will continue to be planted and cared for - There will be more to do in the outdoor space for young people - Staff will be confident in taking their learners outside to engage in curriculum learning. 	
	<p>Why we need to do it?</p> <ul style="list-style-type: none"> - To ensure all classes have their entitlement to learning outdoors in an environment conducive to learning, teaching and assessment. - To ensure staff confidence in outdoor learning. 				
4	<p>What we are going to do?</p> <ul style="list-style-type: none"> - Continue to develop digital approaches to enhance teaching, learning, assessment & reporting to parents. - Engage with families and parents to share our learning, teaching and assessment framework, and share how they can support at home. 	TBC		<ul style="list-style-type: none"> - Class teachers will feel confident in using inspire Ipads, through engagement in training on School House and RTC. - Staff will feel confident in using digital platforms for teaching and sharing learning (Showbie training) - Young people will use their devices to support their learning and to share learning with their parents at home. 	
	<p>Why we need to do it?</p> <ul style="list-style-type: none"> - To ensure our learning, teaching and assessment provision is enhanced by the use of digital technologies. 				

	- To continue to develop the home school partnership.			- Parents & families will continue to have a good understanding of their child's strengths and next steps in learning.	
	Also see ongoing improvements 1-4				

Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:			
3.1	Improvement in children and young people's health & wellbeing	Inclusion	A shared understanding of SBC expectations in inclusion and associated frameworks and strategies across stakeholders.			
			Further development of whole school nurturing approaches			
Process				Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed	
1	What we are going to do.	Jenni	August Inservice Term 2	All Staff will have a knowledge of and use the SBC Inclusion frameworks and documents. All practitioners and teaching staff regularly refer to the Staged Framework for Intervention when considering support for pupils.		
	<ul style="list-style-type: none"> - Engage as a whole staff with the Scottish Borders Council Inclusion framework, SBC Includes Poster and associated documents 					
	Why we need to do it.					
	<ul style="list-style-type: none"> - To develop a shared understanding of SBC expectations regarding inclusive practices. 					
2	What we are going to do.	Asha	Ongoing	Pupils will continue to progress towards national expectation. The attainment gap will become less.		
	<ul style="list-style-type: none"> - Track individual attainment of those pupils who receive support for learning and intervene early if no impact is being seen. 					

	<ul style="list-style-type: none"> - Track attendance closely to identify whether there is a correlation between poor attending and punctuality and attainment. (attendance and punctuality to be tracked monthly) 			Monthly attendance figures will be over 90% for almost all children.	
	<p>Why we need to do it.</p> <p>To ensure our support for learning provision is increasing pupil attainment.</p> <p>To ensure pupils continue to progress in their learning towards expected levels.</p>				
3	<p>What we are going to do.</p> <ul style="list-style-type: none"> - Identify a lead practitioner for Nurturing approaches. - All staff to identify their own key strengths and areas of development within the six nurture principles – This will lead to staff training in these areas across session 2021-22. 	TBC All Staff	Term 2 & 3	<p>A lead practitioner will disseminate key messages to all staff regarding whole school approaches to nurture.</p> <p>A Whole School Nurturing Approach based on self reflection for self improvement will be observed during class visits, walk-arounds and in daily interactions.</p>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> - Leadership of this area will ensure that approaches to nurture continue to be embedded in practice. - To continue to improve our nurturing provision. 				

4	<p>What we are going to do.</p> <ul style="list-style-type: none"> - Engage with families and parents (through Parent Council) to share the SBC Includes poster and framework. 	Jenni	Term 4	<p>Parents & families (through Parent Council) will develop an understanding of the SBC expectations around inclusion and know where to find policy documents on the school website.</p>	
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> - To ensure a shared vision regarding inclusion across stakeholders. 				

Ongoing Improvements 2021-22

Process		Progress Tracker		
	Improvement	Strategic lead	Measures of Success	Expected completion date
1	Whole School Approach to Spelling; using the Edinburgh sound chart, grapheme marking and syllabification.	Asha Motley	<p>All staff, including those who are new to the school will be confident in the teaching of spelling using the improvement strategies.</p> <p>Spelling attainment scores will be improved based on the Single Word Spelling assessment.</p> <p>Pupils will transfer their spelling learning into their extended writing.</p>	December 2021
2	Emerging Literacies	Louise Ferguson	Implementation and evaluation of whole school approach.	June 2022
3	Curriculum Bundles	Louise Ferguson	Year 2 implementation and evaluation of year 1	June 2022
4	Reporting to and sharing learning with parents and families	Jenni Curson	<p>Further development of PLPs</p> <p>Engaging with effective ways to communicate progress with parents and families</p> <p>Training on virtual platforms to share learning with parents</p> <p>Evaluation of current reporting formats and how to ensure all curriculum areas are reported on.</p>	June 2022