

# LASSWADE PRIMARY SCHOOL IMPROVEMENT PLAN 2013 – 2014



*Living it, learning it, loving it ..... Lasswade*

## LASSWADE PRIMARY SCHOOL

values:

- high quality education
- happiness and security
- equal opportunity

### Living it, learning it, loving it ..... Lasswade

Lasswade Primary is committed to providing learning opportunities which will enable children to become:

- Successful learners - we will learn together and do our best. We will actively learn new things and develop skills for life.
- Confident individuals - we will be happy and healthy. We will respect ourselves, look forward to the future and feel safe.
- Responsible citizens - we will respect and value others. We will listen, make decisions and have a caring school community.
- Effective contributors - we will be enterprising, creative, solve problems and work together. We will be able to express our opinions and be fulfilled.

To achieve our vision our school aims to provide an environment where we are all:

Nurtured  
Innovative

Fulfilled  
Creative

Educated  
Enterprising

Valued

Responsible

## FACTORS INFLUENCING YOUR IMPROVEMENT PLAN AND PRIORITIES FOR THE YEAR AHEAD

The aims and objectives of Midlothian Council provide the main context. These are published in the Council's Strategic Plan.

### School Improvement Plan Supports

The delivery of a quality service in a quality environment to raise attainment and improve standards.

The need to address and reduce disadvantage within the local community.

The need to recognise the key role staff have in delivering a quality service and to ensure they receive the necessary training and support.

### Other Factors Influencing Priorities :

#### NATIONAL

A Curriculum for Excellence  
Early Years Collaborative  
Equality Act 2010  
Education Scotland Strategic Priorities  
Play Strategy for Scotland  
Scottish Schools Parental Involvement Act 2006

#### ESTABLISHMENT / DIVISIONAL

Probationer teachers in post.  
New staff in post and new PT  
One PT on maternity leave  
MLC Service Plan  
ASG developments  
CfE Strategy Plan

## **OUR STRATEGIES FOR CONSULTING AND INVOLVING STAKEHOLDERS**

We value the involvement and input of our stakeholders in enriching experiences for our learners. Our stakeholders include:

Learners

Parents/Carers

Education Division Staff, including all our school staff, Pupil Support Services, Lasswade Integration Team, our School Group Manager, the Directorate Team, our Associated School Group, Agencies with whom we work closely, including Social Work, Health, Police, Voluntary Agencies and local Community members, including our school chaplain.

### **Consulting Learners**

We have consulted learners about the priorities in this plan in a number of ways. We have weekly citizenship gatherings and talk to the children about what they see as learning priorities and our next steps as a school. This session every class from P3-7 has been involved in Focus groups on 5 key areas of development for our school. These focus groups - Health, Eco, Global, RRS and Publicity are a vehicle for taking forward developments and consulting our children. The school's key priorities are discussed and the children have the opportunity to give their views on priorities for improving the school. The HT and DHT have also met with small groups of children throughout the year for more focused discussions on learning.

Throughout the session, the views of learners are sought in relation to the targets within the school's action plans through the use of questionnaires, focus groups, and pupil meetings. Learners are asked for feedback if taking part in any new initiatives and questionnaires and feedback sheets are completed if relevant to an area of development. This session we looked at the 5 focus group areas in some depth.

In addition, all learners are encouraged to be active participants in their own learning in class through self and peer assessment, setting their own targets and identifying the best ways to learn.

### **Consulting Parents and Carers**

Formal consultation on the School Improvement plan takes place via the Parent Council. Our newsletter regularly gives parents information on all developments in school and asks for feedback throughout the session. Questionnaires and feedback sheets are completed if relevant to an area of development. Curriculum evenings and focus meetings eg Sex Education, Keeping Myself Safe

enable parents to discuss and comment on learning and teaching. Consultation at Parental Consultation evenings in May have a particular focus and this year we asked for written feedback on our 5 focus groups and did a video diary on two stars and a wish in relation to general school issues. This information fed into our evaluation visit with our School Group Manager.

### **Consulting Staff**

Staff have been regularly consulted and involved throughout the session at staff meetings, staff collegiate time and in service sessions. At departmental and stage meetings staff are given a focus for discussion and review practice linked to the school improvement plan priorities. At identified planning sessions staff review SIP progress throughout the year. Almost all SIP consultation is done using co-operative learning techniques, which involves all staff fully and really engages them in the process. Staff complete a broad view HGIOS audit annually and alongside this a closer look is taken to look at relevant quality indicators to further inform practice. Questionnaires or feedback sheets are completed if relevant to an area of development eg Friday Focus groups, Lasswade Lion award this session. This session we introduced Tri learning where staff worked together in groups of 3 to evaluate their practice. The focus for this session was Co-operative learning. Staff found this an extremely worthwhile experience.

### **Consulting other relevant bodies / agencies**

The Head Teacher meets with the Schools Group Manager to discuss the school's priorities for improvement and to ensure that they are in line with divisional and national priorities. All Head Teachers from schools in the Lasswade Associated school group meet to agree common priorities across the schools in the neighbourhood. An ASG planning day was held in May to focus on strategic planning and this was followed up in May/June with further planning sessions. Where relevant, the Head teacher consults agencies in relation to planned improvements, for example, in taking forward work improving health and well-being - staff from health, active schools and the integration team may be consulted.

**Section 3 Overview of 3 Year Planning Priorities 2013 - 2016**  
**FUTURE PRIORITIES/ THREE YEAR OVERVIEW**

HGIOS KEY AREAS	YEAR ONE PRIORITIES	Core QIs	YEAR TWO PRIORITIES	Core QIs	YEAR THREE PRIORITIES	Core QIs
KEY PERFORMANCE OUTCOMES	Imp. Attainment and Achievement Focus on core English and literacy, maths and numeracy Planning and assessment linked to introduction of OTWL Moderation procedures	1.1 1.2	Imp. Attain. + Achievement Planning and assessment and development of OTWL across all areas Progression in levels Moderation procedures	1.1 1.2	Imp. Attain. + Achievement Planning and assessment Use of OTWL in all areas Progression in levels Moderation procedures	1.1 1.2
IMPACT ON LEARNERS	Improve learners' experiences through focused assessment Confident Staff Confident Children Co-op learning, skills development and target setting Use of ICT Review SFL and personal support	2.1 2.2	Improve learners' experiences Review SFL, record keeping and use of accelerated reader Build on CSCC programme Building on skills development	2.1 2.2	Improve learners' experiences  Revisit thinking skills and problem solving approaches across the curriculum	2.1 2.2
IMPACT ON STAFF	Staff development linked to priorities Training in CSCC programme Creation of Lasswade Learning Community Tri Learning Assessment focus with Myra Young	3.1	Staff development linked to priorities Development of Lasswade Learning Community Build on training from CSCC  Tri Learning with a partner school	3.1	Staff development linked to priorities Development of Lasswade Learning Community Tri learning across ASG	3.1
IMPACT ON THE COMMUNITY	Continue wider community, business and global links – World of work week, Poland/Bosnia link Fair Trade re-accreditation Share RRS Level 1 Development of outdoor learning – School garden, Farm to fork, Community Hospital garden	4.1 4.2	Community Focus work  Comenius /Global projects  Working towards RRS Level 2  Outdoor learning market	4.1/4.2/8.1	Community Focus work  Continue Global/Comenius work  RRSA Level 2 accreditation	4.2
DELIVERY OF EDUCATION	Improve Equality of Opportunity – develop Rights Respecting Schools work Review work on race & ethnicity in meaningful contexts Linking to RME programme Audit against 4 contexts for learning Review learning targets - Thinking to Learn ECO – apply for 4 <sup>th</sup> Green flag	5.1 5.2 5.3 5.5 5.6 5.7 5.8 5.9	Improve Equality of Opportunity – develop Rights Respecting Schools work Review work on sectarianism  Revisit all CfE curriculum areas  Audit against principles and entitlements	5.1 5.2 5.3 5.5 5.6 5.7 5.8 5.9	ECO – apply for 5 <sup>th</sup> Green Flag  Review RRS work for Level 2 award  Review learning and teaching and personal support	5.1 5.2 5.3 5.5 5.6 5.7 5.8 5.9
LEADERSHIP	Review leadership responsibilities with new SMT Develop whole staff team, tri learning teams and leadership opps PRD/CPD linked to professional standards	7.2/7.3 9.1/9.2	Review effectiveness of teams and partnerships Widen tri learning teams across ASG	7.2/8.1/9.3	Review effectiveness of teams and partnerships Widen tri learning teams across ASG	9.3 9.4

Overview of CURRICULAR MAP for session 2013 - 2014

<p align="center"><b><u>Values</u></b></p> <p>Wisdom, justice compassion integrity          UNICEF Rights Respecting School - achieved Level 1 – build on this.          Scottish values built in to Positive Behaviour/ Lasswade Lion award          Develop Lasswade legacy for our pupils          RME progression – 9 key assemblies, links to RRS work</p>	<p align="center"><b><u>Totality of the Curriculum</u></b></p> <p>Audit 4 contexts for learning          Strong focus on core literacy, numeracy and health and well being skills – SSLN information          Minimum expectations          Development of Thinking to Learn - skills for life          Review PB programme and Lasswade Lion awards          Whole school focus – Year of Homecoming/Scottish heritage. Scottish tales – storytelling project          Outdoor learning audit and ASG work          Personal achievement challenges</p>		<p align="center"><b><u>Learning and Teaching</u></b></p> <p>Target setting and reflections built in to weekly timetable – focus on thinking to learn (HOT)          Core expectations for PLP's          OTWL introduced          Parental information proforma to go home termly          Pupils will experience more learning outdoors          Every pupil to have opportunity for small group discussion with HT/DHT and 1-1 conferencing          Golden book of learning for each stage          Cooperative learning includes 5 elements</p>
<p align="center"><b><u>Experiences and Outcomes</u></b></p> <p>Full engagement through planning formats with Experiences and Outcomes in all curricular areas.          OTWL developing use, familiarisation with unpacked outcomes and ability to track across all areas          Work on significant aspects of learning          IDL planning format/focused pieces of work.          Refine year plans, block plans and use of all rubrics          ASG programmes reviewed last session for science, RME, Social subjects, trial use and focus weeks          Review Es and Os for outdoor learning/PE audit, 2 hrs quality PE          Key skills across all areas focus for ASG work this session          Technologies school plans in place, review building with technology</p>	<p align="center"><b><u>Responsible Citizens</u></b></p> <p>UNICEF          Fair Trade          Rights Respecting School          Peer Mediators          Global developments</p>	<p align="center"><b><u>Confident Individuals</u></b></p> <p>Buddies          Celebration of achievements          Positive relationships</p>	<p align="center"><b><u>Entitlements</u></b></p> <p>A good broad general education in place          Health and well being, Confident Staff/Confident Children Programme          Tenner Enterprise Challenge or Mycro Tyco project/Financial education          IDL focus on Creativity link to Scotland Homecoming whole school focus and storytelling project          Masterclasses developed          Curriculum timetabling to ensure quality core teaching time          Cross school working for Eco work, RRS/Forum, Global/Fairtrade work and Health. All pupils P3-7 in cross stage groups. N/P1/P2 groups introduced          Skills development ASG development          World of Work weeks/develop business links</p>
<p align="center"><b><u>Personal Support</u></b></p> <p>Good transition arrangements in place:          • Nursery - Primary 1 •Primary 7 - S1          P5 Learning Council          Transition profile at P7/PLPs          Personal support ASG priority          Review universal support linked to GIRFEC          1-1 pupil conferencing          Small group work eg Number Counts</p>	<p align="center"><b><u>Principles</u></b></p> <p>Most principles are taken into consideration in current curriculum, this year the focus is on -          Relevance – linking to work on skills for learning, life and work. World of work focus.          Focus weeks/months – refined to allow opportunities for depth in learning. FFG's. Opportunity to apply skills.          Progression – look at secure learning at each stage</p>		<p align="center"><b><u>Assessment</u></b></p> <p>Focused work reviewing key aspects of learning          Develop tri-learning partners          Professional learning/book groups          Review use of summative assessment and the standardised tests information          Rigour in monitoring attainment/achievement          Develop moderation – linking to planning, use of NARs. Minimum expectations of AifL in all areas</p>



**SECTION 4 PRIORITIES FOR THE YEAR AHEAD**
**SCHOOL SESSION: 2013/14**

HGIOS KEY AREAS	QIs	Divisional Priority and Action	School Priority - Desired Outcomes for Learners/staff
<b>KEY PERFORMANCE OUTCOMES</b>	1.1	<b>Implement strategies for raising attainment and achievement for children in life long learning</b>	<p>Concentrate on focused core teaching in English and literacy and maths and numeracy – to improve attainment in maths, reading and writing and analysis of assessment information</p> <p>Begin to review support for learning</p> <p>Develop moderation procedures built into planning times</p> <p>Focused sessions on assessment</p> <p>Planning and assessment developed linked to the introduction of On Track with Learning</p> <p>Develop tracking and monitoring linked to OTWL</p>
<b>IMPACT ON LEARNERS</b>	2.1	<b>As above and ensure children have the best start in life - Implement revised guidance and staff development on GIRFEC</b>	<p>Improve learners' experiences through co-operative learning, skills development and focused assessment</p> <p>Confident Staff Confident Children programme</p> <p>Develop use of ICT across learning</p> <p>Development of outdoor learning experiences and increased engagement in learning</p> <p>Begin review of support for learning and personal support</p> <p>Assessment informs next steps in learning</p>
<b>IMPACT ON STAFF</b>	3.1	<b>As above and ensure children have the best start in life - Implement revised guidance and staff development on GIRFEC</b>	<p>Staff development linked to priorities</p> <p>Training in CSCC programme/GIRFEC/roll out Shanarri to all pupils</p> <p>Creation of Lasswade Learning Community with ASG</p> <p>Development of Tri Learning with assessment focus</p> <p>Development of outdoor learning</p> <p>New staff trained in Co-op learning</p> <p>Assessment focus with Myra Young</p>
<b>IMPACT ON THE COMMUNITY</b>	4.1/4.2 8.1	<p><b>As above and ensure children have the best start in life - Implement revised guidance and staff development on GIRFEC</b></p> <p><b>Provide opportunities for people to develop skills for learning, life and work</b></p>	<p>Continue wider community, business and global links – World of work week, and Poland/Bosnia link</p> <p>Fair Trade re-accreditation</p> <p>Share RRSA Level 1 experience across ASG</p> <p>Development of outdoor learning – School garden/Eco work, Farm to fork, Community Hospital garden</p>
<b>DELIVERY OF EDUCATION</b>	5.1, 5.2 5.3, 5.4 5.5, 5.6 5.7, 5.8 5.9	<p><b>As above and ensure children have the best start in life - Implement revised guidance and staff development on GIRFEC</b></p> <p><b>Provide opportunities for people to develop skills for learning, life and work</b></p>	<p>Learning targets reflection, planning and assessment work - Thinking to Learn</p> <p>Improve Equality of Opportunity – develop Rights Respecting Schools work</p> <p>Review work on race &amp; ethnicity in meaningful contexts</p> <p>Linking to RME programme</p> <p>Audit the 4 contexts for learning</p> <p>ECO – apply for 4<sup>th</sup> Green flag</p>
<b>LEADERSHIP</b>	7.2/7.3 9.1, 9.2 9.3 9.4	<b>As above</b>	<p>Team building – 4 new staff in place, new PT, review and develop distributive leadership</p> <p>Review leadership responsibilities with new SMT</p> <p>Develop whole staff team and tri learning teams</p> <p>Children developing more ownership of their learning.</p>



## DEVELOPMENT PRIORITY 1: **Creating a Learning Community**

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: To agree a shared, common vision for the Lasswade Learning Community</b></p> <ul style="list-style-type: none"> <li>Review current work by SMTs on what a Learning Community is and consult wider with all stakeholders. Survey Monkey with staff, pupils and parent councils</li> <li>Create 'Shared Journey' and share with all stakeholders</li> <li>Identify several measures/benchmarks to evaluate the Learning Community</li> </ul> <p><b>Outcome: To increase joint working and collaboration within and across the Community.</b></p> <ul style="list-style-type: none"> <li>Begin to establish Communities of Learning</li> <li>Continue P5 Learning Council across Bonnyrigg and Rosewell primaries</li> <li>Establish effective forums for communication</li> <li>Identify a shared theme for ASG development – Skills for Learning, Life &amp; Work</li> <li>Identify several measures/benchmarks to evaluate the Learning Community</li> </ul>	<p>All staff from Nursery, Primary &amp; Secondary</p> <p>Lead: Alan Wait, SGM</p> <p>All ASG Heads/SGM to lead</p>	<p>December 2013</p> <p>Ongoing from August 2013</p>	<p>Results/analysis of Survey Monkey/consultation</p> <p>Shared understanding of 'Learning Community'</p> <p>To create an outline for a set of posters to display vision &amp; aims</p> <p>Display on school websites</p> <p>Each school will share the outcomes with their own staff</p> <p>Agreed measures</p> <p>Successful Communities of Learning established</p> <p>Effective communication forums established and increasing use recorded</p> <p>Development Priority 3 successfully implemented</p>	<ul style="list-style-type: none"> <li>Feedback from staff and stakeholders</li> <li>Benchmarks/ measures</li> <li>Feedback from learners</li> <li>Minutes of meeting</li> <li>Media sharing</li> <li>Use the new High School to promote the learning community.</li> </ul>

## DEVELOPMENT PRIORITY : 2 **Outdoor Learning**

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: To develop teachers' ability to provide frequent, enjoyable and challenging opportunities for all children to learn outdoors.</b></p> <ul style="list-style-type: none"> <li>• Ensure that teachers' planning allows for opportunities for children to participate in quality Outdoor Learning</li> <li>• Audit each school's current use of outdoor learning. Repeat audit after raising awareness session to gauge increase in opportunities available.</li> <li>• Raise staff awareness of the advantages of outdoor learning</li> <li>• Inform parents of the ways in which outdoor learning meets the values, purposes and principles of CfE.</li> <li>• Produce video to share good practice in using the school grounds to support outdoor learning. <i>To be done only if time permits or at a later date</i></li> </ul>	<p>All teaching/ CCDW staff</p> <p>All ASG schools</p> <p>HT's, DHT's and Outdoor Ed</p> <p>All ASG Schools</p> <p>Individual schools to decide</p>	<p>Ongoing</p> <p>September/ October 2013 and June 2014</p> <p>½ day in-service session 11<sup>th</sup> October 2013</p> <p>Before June 2014</p> <p>Individual schools to decide</p>	<p>Increased opportunities to participate in outdoor learning leading to increased motivation and progress.</p> <p>Varied and/or increased opportunities for outdoor learning</p> <p><b>Impact on teachers</b> Increased confidence in using the outdoor environment for learning. Centre staff and school staff share their observations and reflect on progress made.</p> <p><b>Impact on learners</b> Increased engagement in learning, creative thinking and co-operative working. Improved ability to make connections between the classroom and the real world. Self-assessment, journals/logs etc indicates personal benefits. Increase in the number of pupils participating in outdoor learning opportunities</p>	<ul style="list-style-type: none"> <li>• Individual schools will evidence as part of normal Quality Assurance monitoring procedures Outdoor learning audit</li> <li>• Audit Results</li> <li>• Feedback from schools</li> <li>• Staff evaluations at end of course.</li> <li>• Pupil evaluations of learning</li> <li>• Staff evaluations of pupil learning</li> <li>• Feedback from centre and school staff and learners</li> <li>• Pupil participation statistics</li> </ul>



## DEVELOPMENT PRIORITY 4: Implementing 'On Track With Learning' in order to raise attainment

Outcome: Raise attainment and achievement within Literacy

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?
ASG CAT session ASG by Myra Young on 'unpacking' / translating Experiences and Outcomes into meaningful, manageable learning / teaching for assessment.	<b>Lead:</b> Myra Young ASG HTs  <b>Involved:</b> Teaching Staff	<b>CAT session April 13</b>	<b>What will we look for?</b> Teaching Staff have gained more understanding and skills when 'unpacking' / translating Experiences and Outcomes into meaningful, manageable learning / teaching for assessment	<b>What evidence will we gather?</b> exemplars of 'unpacking' / translating Experiences and Outcomes into meaningful, manageable learning / teaching for assessment during INSET workshop and thereafter via Quality Assurance Calendar processes.
Identify and train OTWL champions	<b>Lead:</b> HT  <b>Involved:</b>	<b>May 13</b>	<b>What will we look for?</b>  Champions feel equipped and motivated to lead implementation of OTWL next session.	Term 4 onwards:  <b>What evidence will we gather?</b> Discussion with Champions.
Dialogue with HT and SMT following the training session SMT to have a brief overview of OTWL	<b>Lead:</b> HT  <b>Involved:</b>	<b>May 13</b>	<b>What will we look for?</b> SMT more aware of what is involved and the impact on the planning process in school	<b>What evidence will we gather?</b>  Professional dialogue

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?
Trainers and SMT develop an appropriate action plan for the school in the first year- (minimum expectations for all teaching staff)	Lead Jill Doyle HT	May 13  Senior management meeting time	Trainers' confidence from their own training is reflected in the planning and discussion. Priority developed for the school which will form a working document for all staff	
HT and DHT to make initial decision on the curricular area to be implemented first using OTWL	Lead Jill Doyle HT  Involved  All teaching staff	SMT meeting towards end of April/May	Curriculum area identified will support staff in their planning and be appropriate to the needs of the school and learner	Curricular area agreed by school.
Training session for all staff to give overview of OTWL and an opportunity to use	Lead Jill Doyle  School based trainers  Involved  All teaching staff	Half Day INSET day August 13	Staff are more familiar with the OTWL and see the "big picture" before they begin to use for their planning. Trainers confident in leading the staff through the training process.	Impact of training session  Professional engagement and dialogue

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?
Writing Planning to be done on OTWL To include <ul style="list-style-type: none"> <li>• Medium Term Planning</li> <li>• Learning Plans.</li> <li>• Assessment</li> </ul>	Lead Jill Doyle HT  Involved All teaching staff	Term 1 2013/2014 1 x 2 hour CAT  Opt in twilights / support from Champions	Improved quality and use of LIs, SC and plenary when delivering writing Es & Os	Professional engagement and dialogue via Quality Assurance Calendar processes.  Monitor use of drop in sessions  Staff should be planning the learning not the doing
Monitor and support the process Give teachers an opportunity to share/discuss the plans created	Lead Jill Doyle HT  Involved All teaching staff	Professional Dialogue 2 x 1 hour across the term linked with moderation of writing	Build confidence in staff in using OTWL as a planning tool. Peer moderation of Es Os / LIs and SC	Dialogue with staff
Reading, Listening and Talking planning to be done with OTWL <ul style="list-style-type: none"> <li>• Groups created</li> <li>• Medium Term Planning</li> <li>• Learning Plans.</li> <li>• Assessment</li> </ul>	Lead Jill Doyle HT Involved All teaching staff	Term 2 2013/14 1 x 2 hr CAT Opt in twilights / support from Champions	Improved quality and use of LIs, SC and plenary when delivering Reading, Listening and Talking Es & Os	Professional engagement and dialogue via Quality Assurance Calendar processes.

Implementation Strategies. What will we do?	Who will lead and be involved?	When will this be done?	Indicators of success or impact on learners.	How & when will we monitor & evaluate?
Staff to begin using Weekly Overview to show all literacy being taught	All teaching staff HT DHT	Teachers planning time	Literacy is well planned and meets learners needs	Weekly timetables OTWL Master dashboard
Staff evaluation of OTWL  Identify further support where required.  Use OTWL for IDL plan, final term	Lead Trainers HT  Involved All teaching staff	2013/2014 Term 3 /4 ✓ 1 x 2 hour CAT Opt in twilights / support from Champions	Less staff requiring support of drop in sessions / champions.  Staff confident to proceed with IDL planning	Professional engagement and dialogue via Quality Assurance Calendar processes.
Evaluate the planning process  Decide on the next steps to be included in SIP 2014-15	Lead Trainers HT Involved All teaching staff	Feb 14	Positive feedback of OTWL Teaching Staff have gained more understanding and skills when 'unpacking' Experiences and Outcomes into meaningful, manageable learning / teaching for assessment HT/DHT have used the tool effectively in the monitoring process	School audit

## DEVELOPMENT PRIORITY 5 – EQUALITIES **Developing Global Awareness at all stages**

Implementation Strategies	Who will lead/be involved?	When will this be done?	Indicators of success/Impact on Learners – What will you look for?	How/when will you monitor/evaluate? What evidence will you gather?
Continue to forge meaningful links with Polish partner school.	SMT All Staff All pupils	During Term 1 – continuing throughout session.	All children involved in the planning and preparation of new initiatives within school. Links made to planned Comenius project.	Evaluation takes place during CAT time. Next steps identified.
Create an action plan for Comenius project at whole school level. Identify staff visits and key dates/focus times	PT – Lynsey Stevenson Global Working Group	By October 2013	Action plan with achievable action points drawn up and shared with staff. Staff identified to make visits to Poland and partner countries.	Evidence of cross stage working, collegiate planning, pupil work recorded and gathered.  Completed action plan Evidence of good practice (photos/planning etc)
Work with partner school to plan a collaborative project on our countries to share information – linked to planned Traditional Stories context	PT- to lead All teaching Staff Global Group (Pupils + Staff)	Planning completed during identified In-service Day/CAT session.	Work linked to Scotland shared with the partner school in a variety of ways. Impact on pupils through meaningful context.	Examples of pupil work e.g. letters, stories, photos, emails. Photographs of L&T taking place within school. Global Big Book – charting journey.
Build on successful International School work and work towards full award status			Audits/reports of various international activities are completed and evidenced in application.	International School Portfolio As Above
Achieve re-accreditation 3 for Fairtrade School award.	PT- to lead All teaching staff Pupils N-P7	Throughout session – applying for accreditation in May/June.		A wide range of evidence gathered from all classes demonstrating Global work going on.
Achieve Rights Respecting School Level 2				



**SECTION 7 ONGOING MAINTENANCE AREAS**
**SCHOOL SESSION: 2013/14**

<b>HGIOS KEY AREAS</b>		<b>Priority</b>	<b>Maintenance Strategies</b>	<b>Timescales</b>	<b>Lead Person</b>
<b>KEY PERFORMANCE OUTCOMES</b>	1.1	<b>Improving literacy and maths</b>	Ensure ST information is used effectively. Moderation materials being developed and used MUNP assessments being used Number Counts material being developed	Throughout the session	<b>HT</b> <b>All staff</b>
<b>IMPACT ON LEARNERS</b>	2.1 2.2	<b>Improving active involvement of learners</b>	Continue to seek learners' views Assessments being used to inform reporting IDL development continues	Each term	<b>HT</b> <b>All staff</b>
<b>IMPACT ON STAFF</b>	3.1	<b>Developing reflective practitioners</b>	Development of learning teams and SIP lunches with reflective focus, tri learning	As per annual calendar	<b>DHT</b>
<b>IMPACT ON THE COMMUNITY</b>	4.1 4.2	<b>Developing community links</b>	Continue to invite parents/local community to assemblies each term; programme of community events, and continue class links with Parent Council members. Develop business links	As per annual calendar	<b>DHT + Parent Council</b>
<b>DELIVERY OF EDUCATION</b>	5.1, 5.2 5.3, 5.4 5.5, 5.6 5.7, 5.8 5.9  6.3 8.1 8.4	<b>Development of CfE Year planning</b>  <b>ECO Schools development</b>  <b>English/literacy, Maths/numeracy annual plan</b>	CfE evidence gathering Whole school focus months/IDL work to continue – Scotland Homecoming, Literacy focus Global cross curricular topic, novel studies, community month, maths focus  Continue with programme of outdoor learning from N-P7	Review each term  Planning meetings & class visits	<b>PT's</b>  <b>DHT</b>  <b>HT</b>
<b>LEADERSHIP</b>	9.1/9.2 9.3 9.4	<b>Building Leadership Capacity</b>	Tri learning sessions Partnership working	Termly October, February, May	<b>DHT</b>

## Ongoing Maintenance ASG

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: Children and young people receive effective personal support according to their needs</b></p> <p>Raising awareness amongst staff of roles, responsibilities and developments in GIRFEC</p> <p>Improving the effectiveness of work between schools and partner agencies</p> <p>Confident Staff, Confident Children – Lasswade taking part Health Focus group will develop this over the session.</p> <p>See CSCC plan</p>	<p>All Nursery, Primary &amp; Secondary Guidance staff</p> <p>Lead: Gwen &amp; Tim</p>	<p>One half day of the August in-service day 2013</p>	<p>All staff are informed of and have a working knowledge of personal support entitlement.</p> <p>Staff are aware of their role and where to access appropriate support.</p>	<ul style="list-style-type: none"> <li>• Meeting minutes and actions</li> <li>• Feedback from learners, parents and other agencies</li> <li>• Cross school professional dialogue and discussion</li> <li>• Evaluation of CPD</li> </ul>

## DEVELOPMENT PRIORITY MAINTENANCE: ECO SCHOOLS

Implementation Strategies  What will you do?	Who will lead/ be involved?	When will this be done?	Indicators of success / impact on learners – What will you look for?	How/when will you monitor / evaluate? What evidence will you gather?
Establish new Eco Focus group – comprising of SMT leader and class teachers	SMT All Staff All pupils SMT	During Term 1 – continuing throughout session.	All children involved in the planning and preparation of Eco initiatives – Environmental Review and Planning for Eco Action Days. Pupils have direct impact on improvement priorities.	Evaluation takes place during CAT time. Next steps identified. Evidence of cross stage working, collegiate planning, pupil work recorded and gathered. Photographs Letters Certificates etc.
Create action plans for the continuation of Eco Schools work at whole school level.	Whole School	During Term 1	Environmental review used to create action plans for the next Eco Focus comprising of Litter and two other areas.	Completed action plans Evidence of good practice (photos/planning/environmental review responses collated and displayed)
Work towards achieving Eco Flag 4	SMT Staff and Pupils	June 2014	Pupils continue to demonstrate understanding of Fairtrade and benefits linked to RRS and Eco Schools.	Fairtrade Evidence – pupil work, reports from local press etc.
Forest schools and outdoor adventure learning developed (see ASG priority)	PT-ER to lead F McT to support All teaching staff Pupils N-P7	October Inservice  Planning times  Tuesday CAT – Nov 2013	Pupils continue to demonstrate understanding of Fairtrade and benefits linked to RRS and Eco Schools.	Evidence in the form of photographs, ICT, literacy etc. will be collated.
Achieve re-accreditation for Fairtrade School award.	All Staff involved in planning			

## DEVELOPMENT PRIORITY MAINTENANCE RRS

<b><i>Implementation Strategies</i></b> <b><i>What will you do?</i></b>	<b>Who will lead/ be involved?</b>	<b>When will this be done?</b>	<b>Indicators of success / impact on learners – What will you look for?</b>	<b>How/when will you monitor / evaluate? What evidence will you gather?</b>
Class Charter based on the CRC which helps everyone to understand their rights in all classrooms. Charters created for the playground & dinner hall to be revisited and whole school charter to be developed.	DHT & Teaching Staff	Aug '13	Rights Respecting language and behaviour is established throughout the school.	Class Charters in all class areas Staff Charter Playground & Dining Hall Charter Whole School Charter Focus Groups – Parental questionnaire September '13 and June '14
Parents / carers will be given regular information about the CRC and why the school is working towards the RRSA Level 2.	DHT, Focus Group & Website Editor	Session 13/14	Parents / carers will have a greater understanding of the CRC and the links between CRC and the pupils learning.	Parent Surveys using Survey Monkey re RRSA work – initial at Meet the Teacher and final at Second Parents Evening.
Assemblies and displays will provide effective opportunities for learning about the CRC.	Assemblies – SMT & Class Teachers Displays - RRSA Focus Group	Session 13/14	All classrooms to have a RRSA display. Other displays will be labelled when meaningful links with RRSA are obvious. Pupils leading assemblies in 2013/14 understand the rights	Assembly records kept Photographs of displays RRS floor book created
Nearly all curriculum areas provide rich opportunities for high-quality learning about the CRC and wider personal development and well being. RRSA Focus Group continue to meet fortnightly throughout the session.	Teaching Staff	Session 13/14	Pupils will be involved in taking action to improve the lives of children locally and globally.	WHY posters created to be used by all classes and linking CRC to key lessons. Links to CRC evident in Year Plan and medium term planning.
All staff will have a good understanding of the articles of the CRC. Young people and staff are ambassadors for rights when talking to others.	DHT, Playground Assistants, Dining Supervisors & Clerical Staff	Session 2013/14	Pupils will have responsibility for delivering RRSA awareness and information to support staff. Senior pupils will be ambassadors to establish RRSA Transition links with LHSC	Whole Staff Survey August 2013 & June 2014 - Using Socratic Link established between LHSC and LPS or ASG

## DEVELOPMENT PRIORITY MAINTENANCE : Nursery RRS

Priorities and implementation strategies	Who will lead or be involved?	When will this be done?	Indicators of success and impact Evidence	Monitoring and evaluation
<p><b>Outcome: To increase children’s involvement in planning with direct link to UNCRC Article 12</b></p> <p>Nursery team to revisit, discuss and agree use of ‘Talking and Thinking Floorbooks’ as a strategy to increase the involvement of children in their planning and setting of next steps (or possible lines of development).</p> <p>Nursery team to trial use of floorbooks as a method of planning and tracking coverage and depth of Early Level Experiences and Outcomes.</p> <p>Refine and develop the use of floorbooks as a planning, assessing and reporting tool.</p> <p>Share practice with Primary 1 staff to develop across the Early Level.</p>	<p>All nursery staff</p> <p>All nursery staff</p> <p>All nursery staff</p> <p>All nursery staff/ P1 staff</p>	<p>September 2013</p> <p>October 2013</p> <p>December 2013/ January 2014</p> <p>March 2014</p>	<p>Increased opportunities to participate in planning, having their opinions listened to.</p> <p>Varied and/or increased opportunities for breadth and depth of high interest learning.</p> <p><b>Impact on teachers</b> Increased confidence in using Talking and Thinking Floorbooks. Nursery staff share their observations and reflect on progress made.</p> <p><b>Impact on learners</b> Increased engagement in learning, creative thinking and thinking about their next steps. Improved ability to make connections between the classroom and the real world.</p>	<ul style="list-style-type: none"> <li>• Individual schools will evidence as part of normal Quality Assurance monitoring procedures Outdoor learning audit</li> <li>• Audit Results</li> <li>• Feedback from schools</li> <li>• Staff evaluations at end of course.</li> <li>• Pupil evaluations of learning</li> <li>• Staff evaluations of pupil learning</li> <li>• Feedback from centre and school staff and learners</li> <li>• Pupil participation statistics</li> </ul>