

Education and Learning Directorate

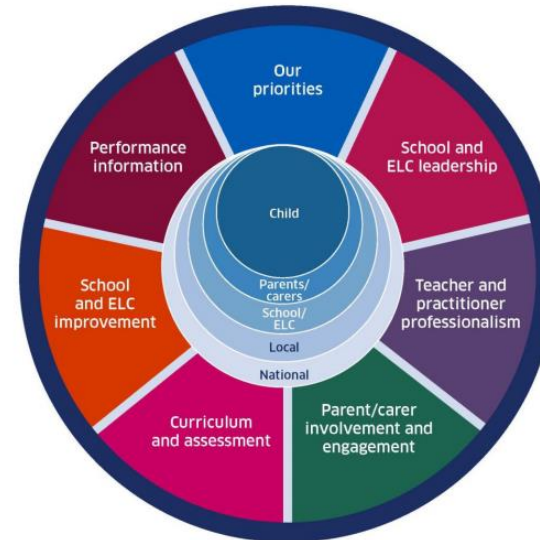
School/ELC Annual School Improvement Planning

2023-2024



**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"



School: Wallace Hall ELC

Date: May 2023

Contents

ELC Priority/Improvement Area 1	3
Self Evaluation & Planning	3
ELC Priority/Improvement Area 2	4
Developing the outdoor learning space	4
ELC Priority/Improvement Area 3	5
Developing Froebelian approaches - woodwork	5
ELC Priority/Improvement Area 4	7
Digital Skills	7
Appendix 1 – Digital Action Plan	9

SCHOOL IMPROVEMENT PLAN 2023 – 2024 *(Limit the number of priorities to ensure they are manageable and achievable.)*

ELC Priority/Improvement Area 1	Outcomes for Learners/School Community		Key Tasks	
Self Evaluation & Planning	<p>There will be a shared understanding that self-evaluation is an integral aspect of our approach to continuous improvement.</p> <p>Quality improvement and moderation activities are carried out effectively and efficiently, and to agreed standards and expectations.</p> <p>A wide range of local, national and international advice and research will be used to reflect on current practice, and evaluate any new initiatives, ideas and changes which have been introduced and provide evidence of impact.</p> <p>Planning will reflect quality improvement and reflection within the ELC, while still upholding 'planning in the moment'</p>		<p>Develop monitoring calendar, incorporating building capacities.</p> <p>Continue to use HGIOELC and Care Inspectorate Frameworks for self-evaluation purposes.</p> <p>Build on rationale, collaborating with staff, parents and children in doing so.</p> <p>Investigate planning methods used in the ELC, and make any necessary changes, in line with creating a curriculum framework. This should also reflect 'planning in the moment'</p>	
NIF Priority	NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria	
Improvement in attainment, particularly in literacy and numeracy	<p>Teacher Professionalism</p> <p>School improvement</p> <p>Performance information</p>		<p>1.1, 1.2, 1.3, 1.5, 2.3</p>	
Responsible/Lead Person		Time Allocations	Funding – including PEF	Expected Completion Date
NM & DNMJ		<p>Management time</p> <p>Weekly Staff meetings</p>	<p>Potential costs to enhance resources</p>	<p>July 2023</p>
Parental and Learner Engagement Opportunities			Linkage to Framework for Inclusion	
<p>Seeking views from care givers, staff and children through big book contributions and MS Forms.</p> <p>Illustrating children’s voice through planning evidence.</p> <p>Feedback opportunities at open events in the ELC.</p>			<p>Social Justice – Rights in education.</p> <p>Inclusion – Redefines the roles and responsibilities of professionals and the relationships between them.</p> <p>Legislation - GIRFEC, Curriculum for Excellence, Early Years Framework, UNCRC.</p> <p>Learning and Teaching issues – Increasing opportunities, identifying and removing barriers to learning and participation.</p>	

ELC Priority/Improvement Area 2	Outcomes for Learners/School Community		Key Tasks
Developing the outdoor learning space	Quality developments to the physical space will provide more learning opportunities within the provision. Equipment will be utilized in a more quality assured manner. Research from local and national guidance will ensure the space is developed in a way that ensures sustainability, durability and progressive practice.		Planting and upkeep throughout the seasons Improve water area provisions Creating a Greenhouse in vegetable garden Establish digging area Continue development of secret garden
NIF Priority	NIF Driver		HGIOS?4 / HGIOELC QIs/National Standard Criteria
Improvement in attainment, particularly in literacy and numeracy	School Improvement Assessment of children's progress		2.5, 2.7, 3.1, 3.3
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
NM&DNMJ – outdoor classroom NNW – greenhouse & secret garden NNE - Planting NN1 – Water & sand NN2 - digging EYSA & EYSAS to also contribute	Planting according to seasons Time to plan within staff meetings	Supplies for garden & potential new resources	June 2024
Parental and Learner Engagement Opportunities		Linkage to Framework for Inclusion	
Annual gardening open afternoon, as well as other open events throughout the year. Child's voice and views through planning of areas. Child's contributions to developing outdoor space.		Social Justice – Right to education. Inclusion – recognize relationships underpin effective learning and teaching. Legislation – GIRFEC, Curriculum for Excellence, The Early Years Framework, UNCRC Learning and Teaching – promoting learning of literacy, numeracy and wellbeing across the curriculum.	

ELC Priority/Improvement Area 3		Outcomes for Learners/School Community	Key Tasks
Developing Froebelian approaches - woodwork		<p>Broader range of learning opportunities in the ELC provision.</p> <p>Staff/school community will feel more confident in delivering Froebelian approaches.</p> <p>Providing a more diverse platform for opportunities to involve parents/caregivers and the wider community.</p>	<p>Set up woodwork area</p> <p>Communication with wider community – resources</p> <p>Introduction letter/ information evening for parents</p> <p>Checklist & introduction session for each individual child.</p> <p>Risk assessment</p> <p>Policy</p> <p>Training for additional staff</p> <p>Incorporate into planning</p>
NIF Priority		NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
Improvement in attainment, particularly in literacy and numeracy		<p>School leadership</p> <p>School improvement</p> <p>Performance information</p>	2.2, 2.3, 2.4, 3.3
Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
NNE & NNW	Time allocated for NNE and NNW to plan, implement and evaluate programme	<p>Initial startup cost – already started from 22/23 budget</p> <p>Cost to replenish supplies</p>	Completion of programme to be used in future years – July 2024

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
<p>Open event for caregivers to discuss new programmer within the ELC Children part of the planning and implementation</p>	<p>Social Justice – Right to education Inclusion – Involves participation in school and classroom communities, a common curriculum, systems of assessment, and social and extra-curricular activities. Legislation - GIRFEC, Curriculum for Excellence, The Early Years Framework, UNCRC Learning and teaching – Increasing opportunities, identifying and removing barriers to learning and participation.</p>

ELC Priority/Improvement Area 4	Outcomes for Learners/School Community	Key Tasks
Digital Skills	<ul style="list-style-type: none"> • Staff across the cluster will have knowledge and confidence of all 5 digital literacy baseline skills • All staff across the cluster should be aware of the Microsoft educator programme • All staff across the cluster will have a Digital literacy target in their PRDI • A decision will be reached across the cluster about which digital platforms are used at each stage to provide consistency. (Purple mash, teams, Satchel One etc.) • Staff will have a better understanding of the use of and differences between Microsoft 365 apps (OneDrive, SharePoint, Teams etc.) • Establish a working group within the cluster. 	<ul style="list-style-type: none"> • Staff across the cluster to engage with Microsoft educator programme • Offer staff across the cluster CLPL sessions and 15minute forums to support enhanced confidence around the use of digital technologies • Staff across the cluster will have an opportunity to engage with each platform to judge which platform works best at which stage • Staff across the cluster will be surveyed on which platforms should be taken forward at each stage • Cluster Digital working group to be formed in WHA for 23/24 <p>For our Digital Literacy Action plan please see Appendix 1.</p>
NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
<ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education • Improvement in children and young people’s health and wellbeing • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. 	<ul style="list-style-type: none"> • School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information 	<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> ➤ Developing a shared vision, values and aims relevant to the school and its community ➤ Strategic planning for continuous improvement ➤ Implementing improvement and change <p>2.2 Curriculum</p> <ul style="list-style-type: none"> ➤ Rationale and design ➤ Development of the curriculum ➤ Learning pathways ➤ Skills for learning, life and work <p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> ➤ Attainment in literacy and numeracy ➤ Attainment over time ➤ Overall quality of learners’ achievement ➤ Equity for all learners <p>3.3 Increasing Creativity and Employability:</p>

- Creativity skills
- Digital innovation
- Digital literacy
- Increasing employability skills

Responsible/Lead Person		Time Allocations		Funding – including PEF		Expected Completion Date	
HT/DHT/Digital Leaders		Collegiate sessions Digital Leaders have time for development. InSet time that can be used.		Additional ICT equipment – PEF Cluster budget or/and Cluster Digital Leader budget to release staff		May 2024	
Parental and Learner Engagement Opportunities				Linkage to Framework for Inclusion			
<ul style="list-style-type: none"> • Continue to engage with parents on Digital Platforms • Support and develop homework on parental app/learning journal style • Links to wider national ICT news and opportunities via Dojo/Social Media 				<ul style="list-style-type: none"> • Reflecting on and developing our inclusive practice • Identify issue/problem and work to resolve issue/problem • Engaging with the NFI questions, including developing and expertise in digital literacy • Engaging with the inclusion team 			

Appendix 1 – Digital Action Plan

Name of Cluster: Wallace Hall

Digital Leader Action Planning			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding and Expected Completion Date)
Digital literacy skills and confidence of staff across cluster.	<ul style="list-style-type: none"> Staff across the cluster will have knowledge and confidence of all 5 digital literacy baseline skills. All staff across the cluster should be aware of the Microsoft Educator programme. All staff across the cluster have a digital literacy target within their PRD. 	<ul style="list-style-type: none"> Staff across the cluster to engage with the Microsoft Educator programme. Offer staff across the cluster CLPL sessions and 15-minute forms to support enhanced confidence and use of digital technology. 	<ul style="list-style-type: none"> Responsibility of all teaching and support staff, digital leaders within each school to support staff appropriately through the programme. Digital leaders in each school to share with line managers to include digital literacy targets for staff PRD. Evaluate progress June 2024
Staff clarity around digital platforms between cluster primaries feeding into secondary school.	<ul style="list-style-type: none"> A decision will be reached across the cluster about which digital platforms are used at each stage: (Microsoft Teams, Satchel One, Purple Mash), to provide consistency across the cluster. Staff will have a better understanding of the difference between Microsoft 365 apps: OneDrive, SharePoint, Teams etc 	<ul style="list-style-type: none"> Staff across the cluster will have an opportunity to engage with each platform to form opinions of which platform works best at each stage. Staff across the cluster will be surveyed on which platforms should be taken forward at each learning stage. 	<ul style="list-style-type: none"> Responsibility of all teaching staff to engage with platforms. Time allocated within primary sector working time agreement and secondary DM agendas to share and enhance digital knowledge. Survey staff in January inset 2024 to allow targeted support for those requiring it in February inset.

Digital Working Group	<ul style="list-style-type: none">• Establish or continue a Responsibility for All Digital working groups in each school within the cluster.	<ul style="list-style-type: none">• Speak to secondary HT about forming a secondary Digital working group for 2023/24.	<ul style="list-style-type: none">• Working groups to be established in August 2023.• Identified working groups leaders responsible.
------------------------------	---	---	---