Education and Learning Directorate
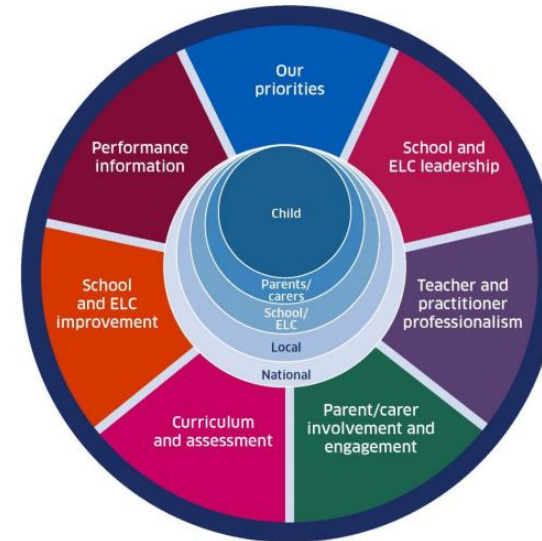
School/ELC Annual School Improvement Planning

2023-2024

Wallace Hall Academy, Primary & ELC

"Together we grow, learn and achieve"

School: Wallace Hall Primary

Date: May 2023

Contents

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

School Priority/Improvement Area 1	Outcomes for Learners/School Community	Key Tasks
Literacy – Reading and Writing	• Use both Reading and Writing Frameworks published by the Authority for planning and classroom practice across the school. • Focus on embedding balanced reader, balanced writer in our everyday practice. • Teacher confidence in Achievement of a Level will be increased through consistent judgement activities. • Build on good practice for Accelerated Reading record keeping and cascaded to all staff.	• Create a joined-up approach where reading and writing are closely linked. Revisit the text types to ensure coverage and variety across CfE levels. • Moderate writing to develop Teacher confidence in identification of progress towards and in Achievement of a level. • To develop a detailed 2-18 literacy plan which covers reading, writing, listening and talking and ensures clear progression across the 2-18 school. • Create a common language glossary for the 2-18. • Launch 'Reading School' and re-establish the use of the primary library. • Accelerated Reading training scheduled for August/September 2023
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**

• Placing the human rights and needs of every child and young person at the centre of education
• 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.
	• School and ELC leadership
	• Teacher and practitioner professionalism
	• Parent/carer involvement and engagement
	• Curriculum and assessment
	• School and ELC improvement
	• Performance information
		1.3 Leadership of change
		  ➢ Developing a shared vision, values and aims relevant to the school and its community
		  ➢ Strategic planning for continuous improvement
		  ➢ Implementing improvement and change
		2.2 Curriculum
		  ➢ Rationale and design
		  ➢ Development of the curriculum
		  ➢ Learning pathways
		  ➢ Skills for learning, life and work
		3.2 Raising attainment and achievement
		  ➢ Attainment in literacy and numeracy
		  ➢ Attainment over time
		  ➢ Overall quality of learners' achievement
		  ➢ Equity for all learners

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
HT/ DHT	Collegiate sessions	PEF Learning Assistant 3 days a week Accelerated Reading PEF	May 2024

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
• Family learning opportunities in school • Family volunteer opportunities linked to the library and reading	• Continue to promote and develop Social Justice across the school community. • Reflecting on and developing your inclusive practice • Identifying issues to be solved • Engaging with the Framework questions

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School Priority/Improvement Area 2	Outcomes for Learners/School Community	Key Tasks
Numeracy – DNK/Beyond Number	• DNK will be fully embedded across the ELC and primary, ensuring that all pupils have consistent experiences in Numeracy. • Staff will be confident in their delivery and understanding of DNK, including the universal, targeted and intervention approaches.	• Further staff training in DNK, including Beyond Number Pilot. • Look at the links between the Framework for Numeracy and Stages of Intervention. • Look at Standardised assessments for Numeracy and Maths. • Embed use of Maths Bags at First level and consider rolling this out to Early level if possible. • Evaluate the new data spreadsheet with staff and make alterations as required.
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
• Placing the human rights and needs of every child and young person at the centre of education • 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 numeracy.	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information	**1.3 Leadership of change** ➢ Developing a shared vision, values and aims relevant to the school and its community ➢ Strategic planning for continuous improvement ➢ Implementing improvement and change **2.2 Curriculum** ➢ Rationale and design ➢ Development of the curriculum ➢ Learning pathways ➢ Skills for learning, life and work **3.2 Raising attainment and achievement** ➢ Attainment in literacy and numeracy ➢ Attainment over time ➢ Overall quality of learners' achievement ➢ Equity for all learners

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Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
HT/ DHT	Collegiate sessions	PEF Learning Assistant 3 days a week Times Tables Rockstars - PEF	May 2024

Parental and Learner Engagement Opportunities	Linkage to Framework for Inclusion
• Through Maths bags at Early and First Level Parents will engage with their children's learning.	• Continue to promote and develop Social Justice across the school community. • Reflecting on and developing your inclusive practice • Identifying issues to be solved • Engaging with the Framework questions

School Priority/Improvement Area 3	Outcomes for Learners/School Community	Key Tasks
Building Better Relationships	• Extend the children's knowledge of the UNCRC articles and also the Sustainable Development Goals • Begin work for UNICEF Gold Accreditation • Staff will feel more knowledgeable about the value and importance of the UNCRC and children's rights. • Pupils will feel empowered to take action on issues which affect their lives. • Nurture approaches are evident across the school • Family learning offering will be enhanced allowing pupils and parents opportunities to learn together • Parents will feel more involved with their child's learning and education • To build upon the play culture started in P1 this session and implement this culture into P2 for session 23/24.	• Create new class charters • Re-establish the pupil RRS group and consider the involvement of families • Further staff training on the UNCRC and children's rights • Staff training on the Sustainable Development Goals • Ensure that all new staff are trained in Nurture approaches and bring up to speed on previous rights training. • Continue to roll out Maths Bags and look at other family learning opportunities. • P2/3 will be set out to facilitate the play culture, including soft start. • Discussions around reporting to parents in P2/3 will need to take place to allow for observations to be recorded. How does this impact P3? • Share Play pedagogy with P3 staff and parents.
NIF Priority	**NIF Driver**	**HGIOS?4 / HGIOELC QIs/National Standard Criteria**
• 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 • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment.	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information	**2.5 Family learning** ➢ Engaging families in learning ➢ Early intervention and prevention ➢ Quality of family learning programmes **2.7 Partnerships** ➢ The development and promotion of partnerships ➢ Collaborative learning and improvement ➢ Impact on learners **3.1 Ensuring wellbeing, equality and inclusion** ➢ Wellbeing ➢ Fulfilment of statutory duties ➢ Inclusion and equality

Responsible/Lead Person	Time Allocations	Funding – including PEF	Expected Completion Date
HT/ DHT	Collegiate sessions Parent council meeting held monthly throughout 2023-24	Roots of Empathy – PEF Aberlour - PEF	May 2024
Parental and Learner Engagement Opportunities		**Linkage to Framework for Inclusion**	
• Engage with Families on RRS • Family learning sessions throughout the year • Family information session and opportunities for stay and play		• Continue to promote and develop Social Justice across the school community. • Reflecting on and developing your inclusive practice • Identifying issues to be solved • Engaging with the Framework questions	

School Priority/Improvement Area 4	Outcomes for Learners/School Community	Key Tasks
Digital Skills	• 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 356 apps (OneDrive, SharePoint, Teams etc.) • Establish a working group within the cluster.	• 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 For our Digital Literacy Action plan please see Appendix 1.

NIF Priority	NIF Driver	HGIOS?4 / HGIOELC QIs/National Standard Criteria
• 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.	• School and ELC leadership • Teacher and practitioner professionalism • Parent/carer involvement and engagement • Curriculum and assessment • School and ELC improvement • Performance information	**1.3 Leadership of change** ➢ Developing a shared vision, values and aims relevant to the school and its community ➢ Strategic planning for continuous improvement ➢ Implementing improvement and change **2.2 Curriculum** ➢ Rationale and design ➢ Development of the curriculum ➢ Learning pathways ➢ Skills for learning, life and work **3.2 Raising attainment and achievement** ➢ Attainment in literacy and numeracy ➢ Attainment over time ➢ Overall quality of learners' achievement ➢ Equity for all learners **3.3 Increasing Creativity and Employability:**

			- 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**	
- 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		- 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	

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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.	• 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.	• 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.	• 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.	• 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	• 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.	• 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	• Establish or continue a Responsibility for All Digital working groups in each school within the cluster.	• Speak to secondary HT about forming a secondary Digital working group for 2023/24.	• Working groups to be established in August 2023. • Identified working groups leaders responsible.

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