

BADCAUL PRIMARY SCHOOL 2011 – 2014

Our strategic improvement priorities are:

SELF EVALUATION, IMPROVING PERFORMANCE, LEARNER'S EXPERIENCES, CURRICULUM FOR EXCELLENCE, MEETING LEARNING NEEDS

Education Authority Priorities for Improvement <i>Highland Council Education authority priorities for schools should be entered into this section.</i>	Our School Priorities <i>Please cut and paste improvement priorities from page 2 of your Standards and Quality Report into this section.</i>	OUR IMPROVEMENT ACTIONS <i>Using the previous column, please define the actions you plan to take each year</i>			What difference will we make for learners by 2014?
		2011 - 2012	2012 - 2013	2013 - 2014	
<p>Self-evaluation</p> <p>Improve practice in self-evaluation to ensure consistently high quality learning experiences for all young people.</p>	<p>Self-evaluation</p> <p>To enable all staff within the centre to engage in learning visits to other schools or nurseries as part of school improvement and personal professional development.</p> <p>Continue to develop the use of Glow as a means of enabling visiting staff and external agencies to engage in school evaluation and development.</p>	<p>In the Nursery.</p> <p>Staff within the Nursery engage in a learning visit to a Nursery which makes good use of the outdoor environment, and are able to discuss with school staff their findings and decide on action they would like to take to improve their own practice.</p> <p>Review of staff remits and workings in light of removal of the NCT post, loss of management time, and the creation of Principal Teachers.</p> <p>In the School.</p> <p>School staff to engage in 4 learning visits per year, reflect on these learning visits, and share ideas to improve our own practice.</p> <p>Continue use of Glow as a means of communicating with visiting staff and involving everyone in the process of self- evaluation.</p>	<p>In the nursery and in school</p> <p>Continue to audit and evaluate against QIs, looking at Child at the Centre, and HGIOS, and engaging all staff fully by making use of Glow.</p> <p>To monitor the use of learning visits and self-evaluation and to timetable these visits into our working calendar.</p> <p>To engage more fully external agencies and partners in the process of self evaluation – eg ASC, parent council etc.</p>	<p>To maintain and evaluate effectiveness of learning visits.</p> <p>To ensure that Nursery staff have full access and capability in the use of Glow within the Nursery itself, to enable contact with Glow Groups, and sharing of practice online, given rural nature of our centre.</p>	<p>Staff share practice and engage in regular learning visits to other centres and share feedback at staff meetings, planning sessions.</p> <p>Greater involvement of those agencies and staff members with visiting or peripatetic positions, in the process of self- evaluation and improvement planning.</p>
<p>Improving Performance</p> <p>Continue to improve attainment:</p> <p>a) in literacy and numeracy and</p> <p>b) by the collection and use of data to ensure all learners achieve their full potential.</p>	<p>Improving Performance</p> <p>To develop new tracking procedures to help to track achievement and progress from P1-7 in light of the removal of National Assessments.</p> <p>To develop ways of evidencing progress, by creating individualised e-portfolios for pupils in P5-7 which can be updated and maintained by pupils, and passed on to the High School.</p>	<p>In School.</p> <p>To use INCAS testing with the agreed age groups as a form of assessment which can be tracked, reported upon, and used as a means of planning further learning opportunities and identifying needs.</p> <p>To engage with the new tracking system and to use it as a means of communicating achievement and</p>	<p>Review the data provided by INCAS and the tracking system, and ensure consistency across the ASG by sharing portfolios of work and carrying out moderation activities with a colleague within the ASG.</p> <p>Review the portfolios of work, and if successful, roll out to include pupils in P2-7.</p> <p>Continue the use of snapshot</p>	<p>To involve pupils in moderating the work in their portfolios by developing links with another school, and sharing work via Glow which can be peer evaluated. To use this work to enable pupils in P5-7 to be more involved in the process of assessment and target setting.</p> <p>To review and evaluate tracking data and teacher assessments to</p>	<p>All pupils in P2-7 have Glow e-portfolios which they can access from school and home, and which they maintain on an ongoing basis.</p> <p>New tracking procedures are in place and are an integral part of the planning and assessment process.</p> <p>Local moderation across the ASG and with colleagues as assessment partners, enable consistency in</p>

		<p>progress with parents in end of term reports.</p> <p>To set up new format Glow portfolios for all children in P5-7. To share these with parents at the end of the year and ensure that the portfolios are passed on to High School teachers as part of transition.</p> <p>Continue to maintain paper portfolios of work to be shared with parents at parents meetings.</p> <p>To establish snapshot jotters to be sent home termly as a source of evidence of work and improvement which can be shared with parents.</p>	<p>jotters on a termly basis.</p>	<p>ensure accurate and effective information is collected.</p> <p>Use snapshot jotters as a means of moderation with a colleague from another school.</p>	<p>expectations and standards.</p>
<p>Learners' Experiences</p> <p>Implement and embed the Learning, Teaching and Assessment policy.</p>	<p>Learners' Experiences</p> <p>We will work on ways of engaging pupils in the Nursery more in planning and assessing their own work, by creating and using learning ladders and continuing and enhancing the good work we have already started on portfolios of work.</p> <p>To continue to investigate ways of using our outdoor environment to enhance the learning experiences of our pupils, particularly in the areas of literacy and numeracy within Nursery and the Early Years.</p>	<p>In the Nursery</p> <p>Increased opportunities for children to take part in planning, via floor books, mind maps and the greater use of tell me about sheets.</p> <p>Creation of learning ladders for 2 areas of the Nursery curriculum or room, with children's achievement and learning in these areas recognised visually and orally.</p> <p>In Nursery and Early Stages: To make one of the Early Outcomes joint transition projects an outdoor learning project focusing on either literacy or numeracy.</p> <p>Nursery staff to attend a learning visit to a nursery which excels in outdoor learning or free-flow play.</p> <p>Nursery staff to attend training on the use of the outdoor environment to stimulate literacy and numeracy opportunities.</p> <p>School teaching staff to attend a learning visit to an early years setting which makes good use of the outdoor environment.</p>	<p>In the Nursery</p> <p>Weekly opportunities to take part in learning activities and play opportunities in the outdoor environment are planned for within the areas of Literacy and Numeracy.</p> <p>Children in the Nursery are involved in planning activities on a regular basis. These plans are shared with parents and parents asked for comments and contributions.</p> <p>In Nursery and Early Stages: Opportunities for joint learning using the outdoor environment, for children Nursery and P1, are planned for on a termly basis as part of Early Outcomes Joint working.</p>	<p>In the Nursery</p> <p>The outdoor environment is seen as an extension of the Nursery and regular, daily opportunities to learn in the outdoors are planned for as part of planning meetings.</p> <p>In Nursery and Early Stages: Staff within Nursery and School use an example from the NAR bank, and joint working, to jointly plan for and assess the learning of the children at the Early stage</p>	<p>Pupils in Nursery and at the Early Stages have a deeper understanding of what they are learning and their degree of success.</p> <p>Pupils in Nursery and Early Stages have greater input into their learning activities and are able to say what they already know, what they want to find out, and what they have learnt.</p> <p>Pupils in Nursery and School engage in activities which make regular use of the outdoor environment to assist their learning in literacy and numeracy.</p>
<p>Curriculum for Excellence</p> <p>Taking account of local circumstances, create a</p>	<p>Curriculum for Excellence</p> <p>Continue to develop a curriculum in line with the 7 principles, which promotes challenge, enjoyment,</p>	<p>In the Nursery</p> <p>Develop further confidence and knowledge in the experiences and outcomes within CfE through</p>	<p>In Nursery and School</p> <p>To look at agreed assessment continuums in numeracy and literacy and use these to develop</p>	<p>In School and Nursery</p> <p>To evaluate, review and audit our work on the curriculum, and to review practice and policies as a</p>	

<p>coherent 3 – 18 curriculum and support structure which ensures effective transitions.</p>	<p>breadth and depth, progression, relevance, cohesion, personalisation and choice in learning for pupils.</p>	<p>further CPD training for staff and use of learning visits.</p> <p><u>In School.</u> To look at and agree upon assessment continuums to be used in school to aid record keeping and planning of next steps for learning.</p>	<p>transition projects and to highlight where children need challenge and support at the Early Stages.</p> <p><u>In School</u> To work with external agencies and organisations to provide learning opportunities for children which incorporate areas of enterprise, sustainability and Global citizenship, building on the success of the John Muir Award scheme work in 2010-2011.</p>	<p>result. To share these with parents and stakeholders.</p>	
<p><u>Meeting Learning Needs</u></p> <p>Further improve processes and protocols that lead to streamlined planning, assessment and decision making to meet the needs of all learners.</p>	<p><u>Meeting Learning Needs</u></p> <p>To involve visiting teaching staff in the creation and application of learning targets set out in Individualised Education Plans.</p>	<p>To share more widely IEPs and targets with visiting teaching staff, and ensure consistency of approaches and joined up working towards learning targets is achieved.</p> <p>Use INCAS results to help to identify needs, strengths and learning styles. To share INCAS results with all staff.</p>	<p>To ensure that visiting staff have involvement in the assessment of learning targets set out in IEP's and input into the creation of new targets.</p> <p>To ensure that INCAS results are used to inform planning across the curricular areas – including areas predominantly taught by visiting specialists.</p>	<p>Review Additional Supports Needs policy with full staff involvement.</p>	<p>All staff are aware of the learning needs of pupils within school, and plan for opportunities to meet their needs as part of their curricular work.</p> <p>Greater interdisciplinary working to meet learning needs.</p>
<p><u>Additional Priorities</u></p> <p>Evaluate and improve the operation of Associated School Groups [ASGs].</p>	<p><u>Additional Priorities</u></p> <p>To use moderation across the ASG to ensure consistency in expectations and standards of attainment.</p>	<p>Continue to develop moderation across the ASG by developing further the work carried out in the assessment pilot and through continued transition projects.</p>	<p>Develop use of e-portfolios or blogs/ICT to enable greater moderation with a colleague in another school which makes best use of time given rural location.</p>	<p>To be decided by ASG.</p>	<p>Consistency in terms of expectation of standards and attainment across the ASG.</p>

