



**Education Resources  
Curriculum and Quality Improvement Service**

# **Establishment Improvement Plan 2016 - 2017**

***Blacklaw Primary School***





**Education Resources  
Curriculum and Quality Improvement Service**

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## Blacklaw Primary School: 3 Year Cycle of Improvement Plan Priorities Overview Sessions: 2016 - 2017

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy;</li> <li>• Closing the attainment gap between the most and least disadvantaged children;</li> <li>• Improvement in children and young people's health and wellbeing; and</li> <li>• Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children's progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement</li> <li>• 1.2 Leadership for learning</li> <li>• 1.3 Leadership of change</li> <li>• 1.4 Leadership and management of staff</li> <li>• 1.5 Management of resources to promote equity</li> <li>• 2.1 Safeguarding and child protection</li> <li>• 2.2 Curriculum</li> <li>• 2.3 Learning teaching and assessment</li> <li>• 2.4 Personalised support</li> <li>• 2.5 Family learning</li> <li>• 2.6 Transitions</li> <li>• 2.7 Partnership</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion</li> <li>• 3.2 Raising attainment and achievement/Securing children's progress</li> <li>• 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transforming Learning and Teaching
		Implementing Curriculum for Excellence
		Meeting the Needs of all Learners', GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)
		<b>Strategic Priorities 3 Year Cycle</b>
To raise attainment in reading, writing and numeracy/ mathematics.		

CURRICULAR FOCUS	YEAR ONE PRIORITIES	YEAR TWO PRIORITIES	YEAR THREE PRIORITIES
READING	<ul style="list-style-type: none"> <li>➤ To raise attainment in reading by focusing on knowledge and comprehension skills as outlined in Blooms Taxonomy.</li> <li>➤ To review assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To raise attainment in reading by focusing on application and analyzing skills as outlined in Blooms Taxonomy.</li> <li>➤ To implement assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure depth, challenge and application across all levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To raise attainment in reading by focusing on creating and evaluating skills as outlined in Blooms Taxonomy.</li> <li>➤ To develop practitioner pedagogy and methodology in teaching higher order thinking skills e.g. understanding, analysis and evaluation through reading a variety of texts.</li> </ul>
WRITING	<ul style="list-style-type: none"> <li>➤ To develop a consistent approach to writing across all levels through implementing of the North Lanarkshire Active Literacy Writing programme.</li> <li>➤ To review assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To raise attainment in writing by supporting practitioner pedagogy and methodology in teaching writing embracing active literacy strategies and programmes at all stages, P1-P7.</li> <li>➤ To raise attainment in writing through developing and implementing a consistent approach to assessment across Early to Second Level and beyond in line with SALs guidance and progression frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To raise attainment in writing across all curricular areas by supporting practitioner pedagogy and methodology in teaching writing embracing active literacy strategies and programmes at all stages, P1-P7.</li> <li>➤ To support practitioner pedagogy and methodology in providing frequent opportunities for learners to create extended written pieces across all curricular areas.</li> </ul>
NUMERACY/ MATHEMATICS	<ul style="list-style-type: none"> <li>➤ To raise attainment in numeracy/maths by embedding a structured approach to teaching learners to calculate mentally.</li> <li>➤ To review assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To raise attainment in numeracy by embedding a progressive Problem Solving approach across all levels and applying these skills in real-life contexts.</li> <li>➤ To develop a shared understanding of standards and expectations through participating in moderation activities.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To raise attainment in numeracy/ maths across all levels by reviewing pedagogy and ensuring differentiation, pace and challenge to meet learners' needs.</li> <li>➤ To review assessment approaches to ensure breadth, challenge and application of knowledge, skills and attributes.</li> </ul>

Strategic Priority	Intended Impact	How it will be Measured	Actual Impact
<p>To raise attainment in reading by focusing on knowledge and comprehension skills as outlined in Blooms Taxonomy.</p> <p>To review assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.</p>	<p>Learners' ability to understand text will improve through their ability to apply a variety of comprehension strategies.</p> <p>Improvement in the percentage of pupils achieving Early, First and Second Level Reading at P1, P4 and P7.</p>	<p>Regular assessment of teaching and learning both formative and summative will measure progress and provide opportunities for reflection on practice.</p> <p>Results from in-house tri-annual assessments, standardised assessment (NGRT) at P2, P4 and P6 stages, RWRA (P1) and PM Benchmark (P5 and P7) will be analysed. Teachers will participate in moderation activities and take appropriate steps to ensure progression for all learners, using evidence from assessment.</p>	

Strategic Priority	Intended Impact	How it will be Measured	Actual Impact
<p>To develop a consistent approach to writing across all levels through implementing of the North Lanarkshire Active Literacy Writing programme.</p> <p>To review assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.</p>	<p>Practitioner pedagogy and methodology in teaching writing will embrace active literacy strategies and a consistent approach in the teaching of writing will be observed across all stages.</p> <p>Improvement in the percentage of pupils achieving Early, First and Second Level Writing at P1, P4 and P7.</p>	<p>Practitioners will plan, teach and assess writing activities. They will gather assessment evidence and participate in moderation activities. They will regularly meet with the senior leadership team to discuss progress, track attainment and make decisions about individual learners' progress and next steps in learning.</p> <p>Results from in-house tri-annual writing assessments and samples of learners' writing across the curriculum will be analysed. Teachers will participate in moderation activities and take appropriate steps to ensure progression for all learners.</p>	

Strategic Priority	Intended Impact	How it will be Measured	Actual Impact
<p>To raise attainment in numeracy/ maths by embedding a structured approach to teaching learners to calculate mentally.</p> <p>To review assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels</p>	<p>Practitioner pedagogy and methodology in teaching learners to calculate mentally will embrace active numeracy strategies and focus on the design principles of depth and progression. Consistent approaches in teaching learners to calculate mentally will be observed across all stages.</p> <p>Improvement in the percentage of pupils achieving the Early, First and Second Level Writing at P1, P4 and P7.</p>	<p>Practitioners will plan, teach and assess activities to meet learners' needs. They will gather assessment evidence and regularly meet with the senior leadership team to discuss progress, track attainment and make decisions about individual learners' progress and next steps in learning. Interventions will be planned as appropriate and their effectiveness monitored and reviewed regularly. Self-reflection and feedback from learning visits will be gathered and discussed as a staff group.</p> <p>Progress and attainment will be measured. Learner engagement will be monitored and improved. Results from teacher and senior leadership assessments will be analysed. Planned assessment activities will build upon learners' prior knowledge, understanding, skills and attributes.</p>	

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy;</li> <li>Closing the attainment gap between the most and least disadvantaged children;</li> <li>Improvement in children and young people’s health and wellbeing; and</li> <li>Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>		
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>School leadership</li> <li>Teacher professionalism</li> <li>Parental engagement</li> <li>Assessment of children’s progress</li> <li>School improvement</li> <li>Performance information</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Self Evaluation for self-improvement</li> <li>1.2 Leadership for learning</li> <li>1.3 Leadership of change</li> <li>1.4 Leadership and management of staff</li> <li>1.5 Management of resources to promote equity</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning teaching and assessment</li> <li>2.4 Personalised support</li> <li>2.5 Family learning</li> <li>2.6 Transitions</li> <li>2.7 Partnership</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Raising attainment and achievement/Securing children’s progress</li> <li>3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning</li> </ul>	Transform Learning and Teaching/Implement CfE
		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

## Blacklaw Primary School Operational Improvement Planning (Action Plan)

Session: 2016-2017

**Strategic Priority 1:** To raise attainment in reading by focusing on knowledge and comprehension skills as outlined in Blooms Taxonomy.

Key Actions (How)	Lead Personnel	Timescale	Resources Required to Support Action
Staff to become familiar with the framework from the North Lanarkshire Council's (NLC) Teaching Reading Strategies to support practitioners in teaching key comprehension strategies.	Reading Working Party	September to December 2016	Copies of the NLC Teaching Stage 2/3, 4 and 5 and Second Level.
Staff to implement pedagogy outlined in NLC Teaching Reading Strategies to teach the following comprehension strategies:  <b>Stages 2/3 and 4/5</b> <ul style="list-style-type: none"> <li>• Monitored comprehension</li> <li>• Child generated questions</li> <li>• Summarising</li> <li>• Answering questions</li> <li>• Recognising story structure</li> <li>• Using graphic organisers</li> </ul> <b>Second Level</b> <ul style="list-style-type: none"> <li>• Prior Knowledge</li> <li>• Fluency and Metalinguistics</li> <li>• Visualisation</li> <li>• Inference</li> <li>• Main Ideas</li> <li>• Summarising</li> </ul>	Reading Working Party	January to June 2017	Copies of the NLC Teaching Stage 2/3, 4 and 5 and Second Level.
All staff to participate in peer visits to observe the implementation of pedagogical approaches to teaching comprehension strategies.	All staff	January to June 2017	Time allocated to conduct peer visits and reflection.



## Blacklaw Primary School Operational Improvement Planning (Action Plan)

Session: 2016-2017

**Strategic Priority 2:** To review reading assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.

Key Actions (How)	Lead Personnel	Timescale	Resources Required to Support Action
To participate in Professional Learning activities to support practitioners when collating a range of evidence to report on achievement of a level in literacy. (Reading)	Head Teacher/ All staff	August 2016	Education Scotland Resource Materials – Achievement of a Level
To engage in professional dialogue and moderation activities when assessing achievement of a level in Reading.	All staff	August to June 2017	In-Service and Working Time Allocation Education Scotland Materials – Achievement of a Level Workshop
To engage with the SAL and literacy progression framework (reading) to support practitioners when assessing progress and achievement.	All staff	August to June 2017	In-Service and Working Time Agreement Allocation Education Scotland Significant Aspects of Learning - Reading Education Scotland Literacy (Reading) Progression Framework
To review and gather a broader range of texts including Scottish and Scots texts to be used to assess learners' comprehension skills.	Reading Working Party	September to June 2017	Working Time Agreement Allocation

**Strategic Priority 3:** To develop a consistent approach to writing across all levels through implementing of the North Lanarkshire Council's Active Literacy Writing programme.

Key Actions (How)	Lead Personnel	Timescale	Resources Required to Support Action
Staff to become familiar with Active Literacy North Lanarkshire Council's (NLC) Writing resource to support practitioners in developing learners' writing skills.	Writing Working Party	September to December 2016	Copies of the NLC Writing Resources Stages 2/3, 4 and 5 and Second Level.
Staff to implement pedagogy outlined in NLC Writing resource to provide regular opportunities for learners to write and then use writing in other areas of the curriculum and in other areas of learning.	Writing Working Party	January to June 2017	Copies of the NLC Writing Resources Stages 2/3, 4 and 5 and Second Level.
All staff to participate in peer visits to observe the implementation of pedagogical approaches to teaching writing.	All staff	January to June 2017	Time allocated to conduct peer visits and reflection.

**Strategic Priority 4:** To review writing assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.

Key Actions (How)	Lead Personnel	Timescale	Resources Required to Support Action
To participate in Professional Learning activities to support practitioners when collating a range of evidence to report on achievement of a level in literacy. (Writing)	Head Teacher/ All staff	August 2016	Education Scotland Resource Materials – Achievement of a Level
To engage in professional dialogue and moderation activities when assessing achievement of a level in Writing.	All staff	August to June 2017	In-Service and Working Time Allocation  Learning Community Professional Learning Events  School based Writing Moderation activities
To engage with the SAL and literacy progression framework (writing) to support practitioners when assessing progress and achievement.	All staff	August to June 2017	In-Service and Working Time Agreement Allocation  Education Scotland Significant Aspects of Learning – Writing  Education Scotland Literacy (Writing) Progression Framework
To review the school’s existing assessment approaches and develop an assessment framework/guidelines which identify specific targets and skills to: <ul style="list-style-type: none"> <li>• assist children to achieve writing outcomes across Early, First and Second Levels</li> <li>• support staff in their professional judgment</li> </ul>	Writing Working Party	September to June 2017	Working Time Agreement Allocation  Roz Wilson (Big Writing) Criterion Scale  NLC Writing Planners  Education Scotland Significant Aspects of Learning and Progression Frameworks (Writing)

**Strategic Priority 5:** To raise attainment in numeracy/ maths by embedding a structured approach to teaching learners to calculate mentally.

Key Actions (How)	Lead Personnel	Timescale	Resources Required to Support Action
To audit and review pedagogical approaches to the teaching of mental maths/ calculating mentally across all stages within the school.	Numeracy Working Party	September to December 2016	Working Time Agreement Allocation  Practitioner Questionnaire
To research a variety of approaches and resources which will support practitioners across all stages to successfully implement calculating mentally as part of daily learning and teaching in numeracy.	Numeracy Working Party	September to December 2016	Working Time Agreement Allocation  Access to a variety of resources (including on-line)  Time allocated to visit other schools
Staff to trial pedagogical approaches to provide regular opportunities for learners to calculate mentally successfully.	Numeracy Working Party	January to June 2017	Calculating mentally strategies and resources.
All staff to participate in peer visits to observe the implementation of pedagogical approaches to teaching learners how to calculate mentally.	All staff	January to June 2017	Time allocated to conduct peer visits and reflection.
To produce guidelines which support practitioners to implement successful strategies to assist children to improve their skills in calculating mentally across Early, First and Second Levels.	Numeracy Working Party	September to June 2017	Working Time Agreement Allocation

## Blacklaw Primary School Operational Improvement Planning (Action Plan)

Session: 2016-2017

**Strategic Priority 6:** To review assessment approaches using the significant aspects of learning (SALs) and curriculum progression frameworks to ensure a range of assessment approaches across all levels.

Key Actions (How)	Lead Personnel	Timescale	Resources Required to Support Action
To participate in Professional Learning activities to support practitioners when collating a range of evidence to report on achievement of a level in numeracy.	Head Teacher/ All staff	August 2016	Education Scotland Resource Materials – Achievement of a Level
To engage with the SAL and numeracy/ maths progression framework to support practitioners when assessing progress and achievement.	All staff	August to June 2017	In-Service and Working Time Agreement Allocation  Education Scotland Significant Aspects of Learning – Numeracy/ maths  Education Scotland Numeracy/ Maths Progression Framework
To review develop an assessment framework/grid which identifies specific targets and skills to assist children to achieve SAL linked to calculating mentally.	Numeracy Working Party	September to June 2017	Working Time Agreement allocation  Education Scotland Significant Aspects of Learning and Progression Frameworks (Numeracy/ Maths)

National Improvement Framework Key Priorities		
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National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
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		Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
		Skills for Learning, Life and Work
		Professional Learning
		Leadership (Change and Improvement)

**Key Actions**

**Building Our Curriculum Year 3 (2016-2017)**

**Values**

- Review school vision, values and aims ensuring they are fully embedded
- Conduct a whole school Self- Evaluation gathering views from all stakeholders
- Survey to establish skills base within the staff team and wider school community
- Review planning approaches to IDL ensuring flexibility and choice for learners

**Totality of the Curriculum**

- Review planning approaches to IDL ensuring flexibility and choice for learners
- Implement HWB indicators and develop a child- friendly ‘What I think tool ‘ as part of GIRFEC process
- Review and monitor the impact of innovations on the curriculum to ensure they meet the range of interests and needs of pupils

**Learning and Teaching**

- Continue to use of ICT to enhance learning – skills based framework across stages implemented
- Implement agreed standards focussing on pedagogy – ‘What does Great Learning look like?’ – Learning and peer visits
- Engage parents and carers in their child’s learning through whole school homework activities linked to SHANARRI
- Promote a reading culture with high expectations about frequency and quality of reading for enjoyment.
- Focus talking and listening activities on developing key skills and features of spoken language.
- To raise attainment and develop positive attitudes by taking all curricular areas outdoors in line with SLC Outdoor Learning and Play Strategy and National Policy and Guidelines.

**Experiences and Outcomes**

- Continue to regularly review programmes of learning to ensure progression of skills and depth of knowledge/understanding

**Learner**

- Introduce ‘World of Work day’ through Financial Education for P7
- Whole school ‘Spotlight on Skills’ showcase led by pupils
- Pupil Participation in Food for Thought Project
- Critical Skills – House Challenges
- Extend Pupil Voice opportunities by involving all P3-P7 pupils in a variety of pupil led committees
- Launch new school website and involve learners in maintaining learner pages and improve the opportunities to reach out to a wider range of stakeholders through improved use of technology.

**Entitlements**

- Review Transition programme Nursery to P1, P7-S1
- Literacy, Numeracy and Health and Wellbeing, along with Skills for Learning, Life and Work will continue to be developed to the fullest in all our learners

**Personal Support**

- Continue to adapt and improve strategies to ensure all learners are able to access the opportunities and support they need to enable them to achieve their full potential

**Principles**

- Practitioners have an understanding of the principles of curriculum design and this will inform and underpin planned learning
- Staff evaluations will focus on the principles of curriculum design
- Review and monitor planned opportunities for incorporation of learners' views in IDL

**Assessment**

- Review assessment approaches to ensure that the following are embedded:
- A variety of approaches
- Assessment opportunities are fit for purpose, reliable and proportionate
- Information gathered highlights learners' strengths, achievements and next steps
- Involves the learner
- Approaches support raising attainment

A Quality Management Calendar for Session 2016-2017 will also be produced outlining activities linked to Self-Evaluation, Learning and Teaching, Attainment/Achievement and Administration.