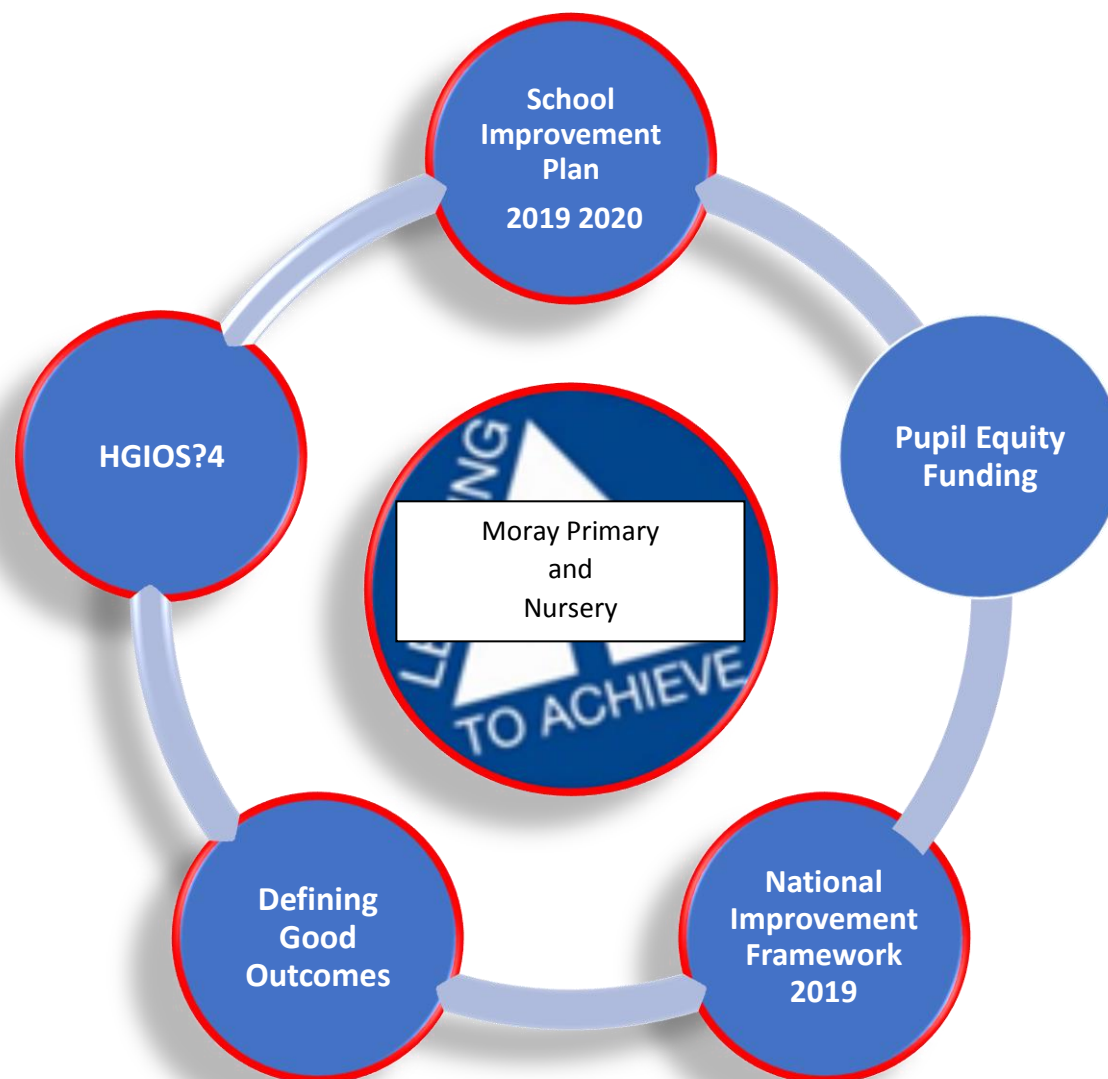




Falkirk Council

Children's Services



Improvement Planning Template 2019 -2020

Improvement Priority : Literacy					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
Homework – low parental engagement in reading with child Low pupil engagement in First Minister's Reading Challenge Observations of low use of school library QA observations of teaching and learning of reading – variety of approaches Dialogue with staff on comprehension learning and teaching strategies	Create a culture where reading is valued at school and home	Family engagement workshops Assembly focus Pupil Voice Group created Play based learning in P1&2 supported by EYO First Minister's Reading Challenge	Embedded culture of reading for Enjoyment at Home and School. Increased attendance at workshops	- Record of attendance at Workshops - Workshop feedback - Pupil Voice Group evaluated Action Plan - QA visits - Increased participation in FM's Reading Challenge – comparison 18/19 to 19/20	
	Increased use of Library with a focus on Reading for Enjoyment	Launch of newly refurbished Library Staff trained on ALICE Timetable and track use of Library	Increased access and use of Library	Pupil Self-evaluation of HGIO Library	
	Consistent high quality learning and teaching strategies (including play-based learning) in reading observed at Early, First and Second level A more creative and focused approach to teaching of comprehension using a variety of resources	Quality Assurance of Reading using Literacy Curriculum Design Framework, Progression Pathways and Benchmarks	High Quality Learning and Teaching of Reading	- Forward Plan and Tracking Meetings - Pupil Progress Meetings - QA visits	
		Interventions specifically supported by PEF:			
		Play based learning in P1&2 supported by EYO	Embedded culture of reading for Enjoyment at school.	- QA visits	
		Family engagement workshops supported by Inclusion Worker	Increased attendance at workshops	- Record of attendance at Workshops - Workshop feedback	

Improvement Priority : Numeracy					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
Analysis of CEM data highlighted the need to improve problem solving and transferable skills in numeracy and maths. Dialogue with parents and carers at parent's evenings highlighted a lack of understanding of current numeracy strategies.	Pupils are able to transfer the skills learned in numeracy and maths into everyday contexts.	Problem solving to be an integral Create more opportunities for maths across learning. Create more opportunities for maths across learning. The purpose of the teaching of the maths related to life skills. Play based learning in P1&2 around numeracy and maths supported by EYO.	Increased engagement and application of relevant skills in problem solving tasks in all classes on a weekly basis. Pupils more confident in transferring their numeracy, maths and problem solving skills across their learning. Children can identify the relevance of their learning in terms of real life contexts.	- QA visits - Pupil focus groups - Weekly planning - Standardised assessment and teacher judgement.	
		Video tutorials created by pupils and staff showing numeracy strategies in action. Shared on school website, twitter and YouTube channel	Increase parent confidence and support for their child leading to increased attainment in numeracy.	Parent/carer questionnaire via twitter poll. Data gathered from video tutorials viewings. Standardised assessment results and teacher judgement.	
	Parents more confident of the approaches and methodologies used currently in school for teaching and learning of numeracy.	Interventions specifically supported by PEF:			
		Play based learning in P1&2 supported by EYO	Children can identify the relevance of their learning in terms of real life contexts.	- QA visits - Pupil focus groups	
		Family engagement supported by Inclusion Worker	Increase parent confidence and support for their child leading to increased attainment in numeracy.	Parent/carer questionnaire via twitter poll. Data gathered from video tutorials viewings.	

Improvement Priority : HWB					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
Professional dialogue and parental comments recognised an inconsistent approach to managing incidents involving pupil and highlighted the need for staff training around restorative approaches managing behaviour incidents more positively. Quality Assurance of pupils SHANARRI self-evaluation task.	Creating a more positive culture across the whole school community. 100% staff trained and confident in restorative practices approach. Pupils aware of approach and expectations of them within the restorative practice approach.	Staff CPD. Focused school assemblies. Focused house meetings. Inclusion worker to support families in using strategies at home.	Embedded culture of restorative practices. Improved respect between staff and pupils. Decrease in escalated behaviour issues.	- Record of staff trained. - Record of incidents. - Dialogue with staff and pupils and families who have been supported at end of school year to collate their views on the approach.	
		Review of the current SHANARRI self-evaluation task. Create a new format to pilot at each level and evaluate its success.	Increased pupil understanding of each SHANARRI indicator. Pupils complete with greater understanding the self-evaluation.	Pupil focus groups to ascertain their understanding of SHANARRI and why they are self-evaluating. QA of the self-evaluation format. Staff and parent feedback.	
		Interventions specifically supported by PEF:			
		Inclusion worker to support families in using strategies at home.		Dialogue with staff and pupils and families who have been supported at end of school year to collate their views on the approach.	

Improvement Priority : STEM					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
Self-evaluation by RACI group identifies need to implement the development work from session 18-19. Self-evaluation pointed to a lack of contextualise learning linked to the world of work. QA of forward planning and yearly overview highlighted little engagement in outdoor learning.	100 % of classes are implementing the life skills progression programme.	Share with staff life skills progression. Plan life skills learning and teaching opportunities on a regular basis – timetable use of room.	Children across all levels develop life skills through a variety of learning and teaching opportunities.	- Record of room usage. - Tracking of pupil skills. - QA of forward planning.	
	Integrate links with business and community with the curriculum and life skills progression as appropriate.	Contacting local business to discuss and agree joint working.	Increased school engagement with the world of work and community links.	- QA planning. - Partnership feedback. - Pupil, staff and business evaluation of world of work week.	
	Create at least one school-business and community partnership.		Increased access to wider skills development.		
	Create at least four class partnership links.	Classes to make a partnership link in a chosen area e.g. library.	Children able to identify skills required for real life jobs.		
	100 % of classes engaged in outdoor learning activities for a planned block during the year.	Planned outdoor learning experiences across classes. Visits arranged for P5 and 6 pupils to Muiravonside. P7 residential to Belmont.	Pupils experience opportunities to develop life skills through outdoor learning e.g. problem solving, risk assessment, resilience, team building.	- QA of planning. - Pupil focus groups. - Twitter.	
		Interventions specifically supported by PEF:			
		EYO to support outdoor learning in P1 and P2.			

Improvement Priority : ELC					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
Self-evaluation by staff highlighted the need to review planning, tracking and environment in light of the upcoming change to 1140 hours. Staff self-evaluation highlighted a need for more consistency in outdoor play and family stay and play sessions.	Create processes for planning and assessment that are manageable and effective in improving learning and teaching in ELC.	Create planning formats for core provisions. Ensure that regular sharing of child observations using SSTEW approach inform planning. Use both CfE and BtA to track children's progress in their learning and their social and wellbeing development.	Staff more confident in planning and assessment processes. Staff observations assist in creating valuable learning opportunities.	• QA of planning. • Tracking meetings. • Staff meetings discussing SSTEW. • QA of learning opportunities.	
	Children have access to outdoor play experiences on a daily basis.	Plan for outdoor experiences and opportunities. Staff professional engagement with My World Outdoors and Going Out There.	Increased access to the outdoor learning environment. Continue to develop a stimulating outdoor learning environment.	• QA of use of outdoors. • Twitter • Parental feedback. • Staff feedback. • Children's feedback.	
	Families are engaged regularly in stay and play sessions.	Planned stay and play sessions throughout the year.	Higher engagement and modelling of play to families as we lead into 1140.		
		Interventions specifically supported by PEF:			