## Gore Glen Primary and ELC School Improvement Priority Summary and High Level Strategic Targets

### Improvement Priority 1: Raising Attainment

| **Midlothian Education Service Priorities**   1. Attainment & Achievement 2. Included, Engaged and Involved: Wellbeing and Equity 3. Self-Improving Systems 4. Lifelong Learning and Employability   **National Improvement Framework Driver(s)**   * School and ELC Leadership * Teacher and practitioner professionalism * Curriculum and assessment * Performance Information * Parental/carer involvement and engagement * School and ELC Improvement | | **HGIOS/HGIOELC Quality Indicators**  1.1Self-evaluation for self-improvement  1.2Leadership of learning  1.3Leadership of change  1.4Leadership and management of staff  1.5Management of resources to promote equity  2.1Safeguarding and child protection  2.2Curriculum  2.3Learning, teaching and assessment  2.4Personalised support  2.5Family learning  2.6Transitions  2.7Partnerships  3.1Ensuring wellbeing, equality and inclusion  3.2Raising attainment and achievement/Securing children’s progress  3.3Increasing creativity and employability | |
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| **Key Actions - Priority 1 - Raising Attainment (Including Assessment)** | **Lead Person**  **/ Timescale**s | **Expected Measurable Outcomes for Learners** |
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| * Ongoing development of reading and Spelling with consistent implementation of Active Literacy alongside Benchmark kit * Increased moderation in literacy including end of a level judgement internally and with support of ASG Literacy Development Principal Teacher * Increased opportunity for low stake writing and introduction to Active Literacy Writing resource in term 3 * Development of the school library with Accelerated Reader system. * Consistent use of Star Reader Assessment information to inform planning effectively * Enhancement of physical reading resources with ongoing use of MyOn. Introduction to use of MyOn at home * Use of digital resources to remove literacy barriers * Review of School Homework policy and practice to include parent and pupil voice * Further development of IDL planning to include Pupil Participation in Planning (ASG Professional Inquiry Focus) - Teach Meets and sSLT and peer observations, shared teaching and planning experiences and modelling of good practice * Formative Assessment - (ASG Professional Inquiry Focus) - Teach Meets and sSLT and peer observations, shared teaching and planning experiences and modelling of good practice * Introduction of new Assessment tracker, implementation and teacher skill and confidence to analyse and use assessment data and information to inform planning in Literacy and Numeracy * PEF funding for additional Learning Assistants in the Support for Learning Team - Literacy and Numeracy Interventions (Supported also by ASG Literacy Development PT) | **Gillon Rand - DHT Curriculum Remit**  **Julie Unrau PT - Literacy Champ and lead for Raising Attainment Learning Team**  **Calum French - Numeracy Champion and part of RA team**  **Erin Dickson Data Champion and part of RA Team**  **Emma Stevens SFL Teacher and SFL LA team** | * **Consistent approach to teaching reading across the school with equitable access to resources (including digital) to support learning and teaching, implementation and assessment of reading and spelling.** * **Effective gathering and use of data to inform both classroom planning and intervention planning** * **Literacy School wide Stretch Aim including Glenable - 68.79% at or above curriculum expectations** * **Numeracy School wide Stretch Aim including Glenable - 69% at or above curriculum expectations** |

### Improvement Priority 2: Learning, Teaching & Assessment

| **Midlothian Education Service Priorities**   1. Attainment & Achievement 2. Included, Engaged and Involved: Wellbeing and Equity 3. Self-Improving Systems 4. Lifelong Learning and Employability   **National Improvement Framework Driver(s)**   * School and ELC Leadership * Teacher and practitioner professionalism * Curriculum and assessment * Performance Information * Parental/carer involvement and engagement * School and ELC Improvement | | **HGIOS/HGIOELC Quality Indicators**  1.1Self-evaluation for self-improvement  1.2Leadership of learning  1.3Leadership of change  1.4Leadership and management of staff  1.5Management of resources to promote equity  2.1Safeguarding and child protection  2.2Curriculum  2.3Learning, teaching and assessment  2.4Personalised support  2.5Family learning  2.6Transitions  2.7Partnerships  3.1Ensuring wellbeing, equality and inclusion  3.2Raising attainment and achievement/Securing children’s progress  3.3Increasing creativity and employability | |
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| **Key Actions - Priority 2 - Learning, Teaching and Assessment** | **Lead Person**  **/ Timescale**s | **Expected Measurable Outcomes for Learners** |
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| * Challenge and Support including Differentiation - (ASG Professional Inquiry Focus) - Teach Meets and SLT and peer observations, shared teaching and planning experiences and modelling of good practice. Use of 1:1 digital device to support this. * Effective Questioning- (ASG Professional Inquiry Focus) - Teach Meets and sSLT and peer observations, shared teaching and planning experiences and modelling of good practice. Use of 1:1 digital device to support this. * Development of use of digital 1:1 devices to enhance learning and teaching and remove barriers to learning for individuals in class and within SFL interventions * Robust CLPL programme to support development of learning and teaching to include Teach Meets, shared classroom experiences, working in trios, modelling, team teaching opportunities - gathering pupil feedback on small tests of change as well as professional evaluation. * Development of an effective lesson cycle and what key elements contribute to this. E.G. * Development of Quality Assurance model to include development of Newbattle Learning and Teaching Toolkit, Learning Walks, SLT and Peer observations * Development of discrete teaching of digital skills for learning in line with new Midlothian progression pathway | **Jennifer Allison - HT - Learning and Teaching Remit**  **Laura Swanson - PT Digital lead and Lead for Learning and Teaching Learning Team** | * **Consistent approaches to learning and teaching practices whole school underpinned by research and professional inquiry.** * **Equitable use access and use of digital devices to enhance learning and teaching** * **ASG approach for monitoring learning and teaching to include collaboration and sharing good practice across the ASG** * **Literacy School wide Stretch Aim including Glenable - 68.79% at or above curriculum expectations** * **Numeracy School wide Stretch Aim including Glenable - 69% at or above curriculum expectations** |

### Improvement Priority 3: Health and Wellbeing - Nurture Year 2

| **Midlothian Education Service Priorities**   1. Attainment & Achievement 2. Included, Engaged and Involved: Wellbeing and Equity 3. Self-Improving Systems 4. Lifelong Learning and Employability   **National Improvement Framework Driver(s)**   * School and ELC Leadership * Teacher and practitioner professionalism * Curriculum and assessment * Performance Information * Parental/carer involvement and engagement * School and ELC Improvement | | **HGIOS/HGIOELC Quality Indicators**  1.1Self-evaluation for self-improvement  1.2Leadership of learning  1.3Leadership of change  1.4Leadership and management of staff  1.5Management of resources to promote equity  2.1Safeguarding and child protection  2.2Curriculum  2.3Learning, teaching and assessment  2.4Personalised support  2.5Family learning  2.6Transitions  2.7Partnerships  3.1Ensuring wellbeing, equality and inclusion  3.2Raising attainment and achievement/Securing children’s progress  3.3Increasing creativity and employability | |
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| **Key Actions - Priority 3 - Health and Wellbeing & Nurture** | **Lead Person**  **/ Timescale**s | **Expected Measurable Outcomes for Learners** |
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| * Development of Wellbeing Indicators into HWB curriculum. * Year 2 building resilience * Knowledge and understanding of UNCRC * HWB and Nurture policy for children, families and staff * Development of pupil voice in HWB/Nurture - Wellbeing Warriors * New visuals and materials to support Vision and Values. Gore Glen Way. * Further development of CIRCLE to support consistent implementation of the Ready to Learn Policy and address individual needs/barriers and alternative solutions. * Consistency in approach and expectation of quality activities during Ready to Learn times three times a day. * Embedding previous child based initiatives, policies and procedures such as Ready to Learn, Zones of Regulation Check in, Morning Greetings supported by visuals, Class and individual visual timetables, Honk Honk class and school boards, Pebble Jars, Tea parties with LAs * Embed and develop further adult HWB initiatives such as staff Honk Honk board, variety of HWB activities such as fitness class, walks, breakfasts, You’ve been mugged, flower fund, secret santa whole school * Embedding Staff communication procedures to support HWB of all staff - to include in HWB policy * ELC and new staff training on RTL policy and procedure adapted to needs of ELC where required. * Ready to Learning Interventions led by Home School practitioner as part of Support for Learning responsibilities - Drawing and Talking, Seeds for Growth, Lego play, Sand play, Social Detectives and some 1:1 drop in support when required. * CLPL for an additional HWB staff First Aider in school (One existing) * Introduction to Community Fridays and short but regular opportunities for families to stay and learn with their children - led by teachers and children * Development of adult education or support workshops in ELC/Primary and Glenable specific to the needs of groups of families as well as whole school foci such as ready at home. | **Gillon Rand - DHT Curriculum and ASN Remit**  **Sarah Gibson (CT) - Nurture lead and overall lead for HWB and Nurture Learning Team**  **Laura Gilhooly (CT) - Lead for Staffwellbeing as part of HWB/Nurture Learning Team**  **Emma Stevens SFL Teacher and team including Jenni Tait HSP (Ready to Learn Interventions)**  **Lynne Doig - Senior EYP in ELC** | * **Increased engagement and overall attainment. Unable to measure independently with other contributing factors.** * **Literacy School wide Stretch Aim including Glenable - 68.79% at or above curriculum expectations** * **Numeracy School wide Stretch Aim including Glenable - 69% at or above curriculum expectations** |

### Improvement Priority 4: Shared Learning Environments Year 2

| **Midlothian Education Service Priorities**   1. Attainment & Achievement 2. Included, Engaged and Involved: Wellbeing and Equity 3. Self-Improving Systems 4. Lifelong Learning and Employability   **National Improvement Framework Driver(s)**   * School and ELC Leadership * Teacher and practitioner professionalism * Curriculum and assessment * Performance Information * Parental/carer involvement and engagement * School and ELC Improvement | | **HGIOS/HGIOELC Quality Indicators**  1.1Self-evaluation for self-improvement  1.2Leadership of learning  1.3Leadership of change  1.4Leadership and management of staff  1.5Management of resources to promote equity  2.1Safeguarding and child protection  2.2Curriculum  2.3Learning, teaching and assessment  2.4Personalised support  2.5Family learning  2.6Transitions  2.7Partnerships  3.1Ensuring wellbeing, equality and inclusion  3.2Raising attainment and achievement/Securing children’s progress  3.3Increasing creativity and employability | |
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| **Key Actions - Priority 4 - Shared Learning Environments (Indoor/Outdoor)** | **Lead Person**  **/ Timescale**s | **Expected Measurable Outcomes for Learners** |
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| * Curriculum audit to map curriculum at each level in each atrium and ELC, support the planning underpinning the design if each area within shared learning environments, create posters for areas within Atriums/Forest Room and ELC to highlight curriculum links present in the design. The audit will also show what is not included in SLE and needs to be taught discretely. * Student access to resources with independence and supported with high level of visuals in all areas of the school, classes and shared learning environments. Consistency in expectations * Further development of planning and evaluation SLEs indoors and outdoors including pupil voice and responsibility. Time protected in Working Time Agreement in addition to planning time that is protected in WTA and Non Class Contact Time * A shared understanding whole school of the skills being developed through play pedagogy e.g. application of skills and knowledge with independence in a different environment, Social and collaboration skills, problem solving and inquiry and choice, responsibility and engagement * Integration of CIRCLE document and evaluative tools and strategies in the CIRCLE document. * Shared Learning Environments included in quality assurance and monitoring of learning and teaching. * Introduction of outdoor trolleys with resources * Working in collaboration with the parent council to further develop the outdoor playground and garden areas * CLPL for all staff - Outdoor Learning and further development and expectation of the use of the outdoor learning environments available to Gore Glen in the local community | **Jennifer Allison - HT - Learning and Teaching Remit**  **Heather Docherty (CT)- Overall Lead for Shared Learning Environment Learning Team**  **Holly Brown/Jordan Martindale (CTs) - lead outdoor Learning with parent council reps**  **Sarah Taylor - (CT) STEM Lead**  **Karen Scott - (CT) 1+2 Language Champion**  **Lynne Doig - Senior EYP in ELC** | * **High quality environments to enable learning and teaching experiences linked to curriculum with play pedagogy underpinning the practice whole school including ELC** * **Literacy and Numeracy Rich environments inside and outside whole school** * **Literacy School wide Stretch Aim including Glenable - 68.79% at or above curriculum expectations** * **Numeracy School wide Stretch Aim including Glenable - 69% at or above curriculum expectations** |

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