

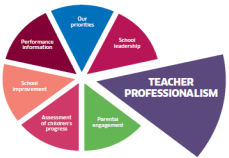
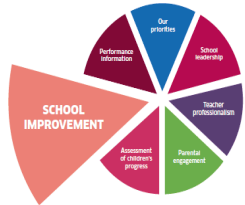
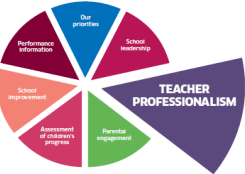


ST. MACHAN'S  
PRIMARY SCHOOL  
EAST DUNBARTONSHIRE


# School Improvement Plan 2018/19

*Rosaleen Miller*

## School Improvement Plan

No	Improvement Priority	Target
	<p><b>Main Priority:</b></p> <p><b>Year 2 of plan for Improving Health and Wellbeing</b></p> 	<ul style="list-style-type: none"> <li>• To consult all stakeholders on developing a new vision, values and aims</li> <li>• To further embed nurture principles within the school</li> <li>• To improve the engagement of parents through family learning</li> <li>• To increase the emotional resilience of pupils throughout the school</li> <li>• To further develop play in the infant department</li> <li>• To ensure greater involvement in the life of the school from learners through increased engagement in clubs and leadership activities</li> <li>• To review assembly to reflect age and stage of pupils and include teaching staff in celebrating learners' achievements.</li> <li>• To embed restorative practice</li> <li>• To produce a positive relationships and behavior policy in consultation with staff, learners and parents.</li> </ul>
1a	<p><b>Linked Priority:</b></p> <p><b>Cluster Working</b> <b>RERC: Serving the Common Good</b></p> 	<ul style="list-style-type: none"> <li>• Learners will work collaboratively with staff to develop their understanding of Catholic Social Teaching and how it underpins the school vision, values and aims.</li> <li>• Learners will understand the distinctiveness of their Catholic school and its role in 'Serving the Common Good' locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education.</li> <li>• Learners will have opportunities for developing skills for learning, skills for life and skills for work as they engage in opportunities to put their 'Faith into Action' as they deepen their understanding of Catholic Social Teaching.</li> <li>• Moderation of standards and teaching approaches across schools within Archdiocese</li> </ul>
	<p><b>Priority 2:</b></p> <p><b>Raising Attainment in Writing</b></p> <p><b>Year 2 of long term plan</b></p> 	<ul style="list-style-type: none"> <li>• Raise attainment in writing through implementation of the Talk4Writing Approach - Imitation, Innovation and Invention</li> <li>• Moderate standards across the cluster from early to third level using our Cluster Writing Assessment Framework (devised last session)</li> <li>• To ensure that there are effective moderation procedures for planning, learning and teaching and assessment early to third level</li> <li>• Shared understanding of achievement of a level to ensure robust and consistent professional judgement</li> </ul>
	<p><b>Year 1 of long term plan</b></p> <p><b>Curriculum for Excellence - Curriculum Design: To review and enhance the school curriculum with associated moderation, assessment and tracking procedures</b></p>	<ul style="list-style-type: none"> <li>• To review and enhance the school curriculum with associated moderation, assessment and tracking procedures</li> <li>• Learners attainment and achievement will be tracked through CfE levels and based on professional judgement underpinned by a range of assessment data.</li> <li>• Learners will have targeted intervention where the need arises through professional discussions with SMT and CTs</li> <li>• Learner evidence of attainment will be moderated by staff in order to ensure consistency within a level - within school and as part of Cluster working (writing) across schools.</li> </ul>

## School Improvement Plan

<p><b>Major Improvement Priority</b></p> <p>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</p> <ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• Parental Engagement</li> <li>• Assessment of children's progress</li> </ul> <p>Closing the attainment gap between the most and least disadvantaged</p>	<p><b>Improving Health and Wellbeing</b></p>  <p>HGIOS 4            QI 3.1 Ensuring wellbeing, equality and inclusion            QI 2.5 Family Learning            HGIOURS 4 Materials</p>
<p><b>Year 2 of 3 Major Improvement Plan Priority</b></p>	
<p><b>Target</b></p>	
<ul style="list-style-type: none"> <li>• To consult all stakeholders on developing a new vision, values and aims</li> <li>• To further embed whole school nurture approaches and understanding of nurturing principles</li> <li>• To further improve the engagement of parents through family learning</li> <li>• To further increase the emotional resilience of pupils throughout the school</li> <li>• To improve assessment and identification of support for pupils with barriers to learning across the curriculum</li> <li>• To further develop play in the infant department to ensure high quality learners experience that increase pupil attainment</li> <li>• To ensure greater involvement in the life of the school from learners through increased engagement in clubs and leadership activities</li> <li>• To review assembly to reflect age and stage of pupils and include teaching staff in celebrating learners' achievements.</li> <li>• To embed restorative practice</li> <li>• To produce a positive relationships and behavior policy in consultation with staff, learners and parents.</li> </ul>	

## School Improvement Plan

Action	Timescale	Responsibility	Progress Update
JH, KG, PC to attend Introduction to Play 2 Learn conference GH and JMcN continue to develop their understanding of Play2Learn principles and continue to introduce methodology in P1 and P2. Whilst introducing Play2Learn a review of early and first level curriculum for literacy and numeracy will be completed. As part of this, the assessment process will inform differentiation to ensure increased improvements in pupil attainment levels. Class teacher JH, SLAs PC, MM and Classroom Assistant KG will attend training to support pupils through nurture intervention approaches.	Aug-Dec 2018	EDC JH, GH, JMcN KG, MM, PC SMT	
Implement changes to assembly - detailed rota on annual calendar with identified focus and identified audience eg whole school, invited parents, P1-4 staff and pupils. P5-7 staff and pupils, pupil voice SIP priority highlighted against assembly focus	Aug 2018	SMT AMcN	
Revised model of nurture support and bespoke timetabling to support pupils across the school	Aug 2018	CTs, SLAs SMT/Ed Psych	
Staff development input on emotional coaching	Aug- Dec 2018	SMT/Ed Psych	
Co-create a new vision, values and aims for St Machan's Primary in consultation with pupils, staff, parents Initiated through pupil School improvement committee led by SMT. Use of HGIOURS part 2 resource to support participation in self-evaluation and school improvement Informed by Catholic Education materials related to Catholic Schools Charter and social teaching.	Sept-Oct 2018	HT/DHT AMcN Pupil School Improvement Committee - Group 1	
Vision, values and aims sessions shared with Parent Council, Wider Parent Forum and Learners - using HGIOURS Part 2 Pupils will engage in workshops to create surveys, questionnaires, displays. Present to assembly.	Sept-Oct 2018	SMT	

## School Improvement Plan

<p>HT to present to Parent Council- Staff will provide updates to Parent Council on progress of SIP priorities including Family Learning, Restorative Approaches, Nurturing Principles Wider Parent Forum to access information via website Display board and consultation organised for parents' evenings</p>			
<p>Staff to implement consistent approach to restorative practice in managing behaviour GH to present to all staff, teaching and non teaching Resources to be provided to ensure all staff are informed of restorative approaches and questions Pupils to have child friendly version of questions to support conflict resolution</p>	<p>Oct-Dec 2018</p>	<p>SMT/GH</p>	
<p>Co-create a positive relationships policy for St Machan's Primary in consultation with pupils, staff, parents Initiated through pupil School improvement committee led by SMT. Use of HGIOURS part 2 resource to support participation in self-evaluation and school improvement Policy to reflect and build on the work carried out with staff Session 2017/18 on positive relationships and behaviour Policy to reflect and build on the staff development activities from Session 2017/18 on nurture and inclusion.</p>	<p>Oct-June 2018</p>	<p>SMT Pupil School Improvement Committee- Group 2</p>	
<p>Gather views with playground pupil voice group survey on extra-curricular activities Use of HGIOURS part 2 resource to support participation in self-evaluation and school improvement Informed by meeting parents, knowledge of families, feedback sheets and questionnaires- Planning meeting with Andrew Bannerman (active schools), Family Learning Assistant and SMT following initial consultation with parents Andrew to identify after school activities led by S5/S6 pupils</p>	<p>Sep- June 2019</p>	<p>SMT, Pupil School Improvement Committee- Group 3 All staff and pupils, Active Schools, Parent helpers</p>	

## School Improvement Plan

Target groups identified to ensure offer of activities to all pupils p1-7 Target pupils to lead lunchtime groups Consultation and planning meeting with volunteers, - KMcG, CD, RMcI Staff PRD/PDR identified target to lead clubs			
Presentation to parents on nurturing principles and whole school nurture approach	Nov-Dec 2018	SMT/Ed Psych JH	
Introduction to PATHs at P3 and P6 Part 1 of 3 year roll out of PATHs in our school	Aug-Oct 2018	SMT/Educationa l Psychologist	
Collaborative Practitioner Enquiry project -Play2Learn. Ongoing twilight sessions tailored to practitioners' levels of experience - 'new' to Play2Learn and 'familiar' with play2Learn GH, JH to present to staff as part of collegiate session DHT and GH to share presentation with new parents as part of the induction process June 2019	Sept-June 2019	DHT/Teaching team GH, JH	
Appoint family learning assistant (0.4) to support parental engagement eg homework sessions, stay and play sessions in P1 and P2 HGIOS 4 2.5 Family Learning	June. 2018	SMT	
Undertake SWOT analysis to determine a family learning programme that is innovative and responsive and enables families to learn how to support their children's learning. Reference to HGIOS4 2.5 Family Learning Family Learning Assistant to consult with L Walker and C McMenemy.	Aug-Oct 2018	SMT / Family learning assistant / staff and families	
Family Learning presentation / P1 Open Afternoon. Further opportunity to engage families in developing planned programme for family learning.	Sept 2018	SMT/ teaching staff and family learning assistant	
Families Connect - Save the Children Introduced to P1 parents at Open afternoon In place Monday afternoons for period of 8 weeks. SLA to support.	Aug-Dec 2018	SLA MMacQueen/ FLA C Knox DHT	

## School Improvement Plan


Develop and implement planned programme of family learning events informed by consultation with parents, pupils and staff Term 1- focus on P1-4 Term 2- focus on P5-7	Sept - Jun 2019	SMT/ teaching staff and family learning assistant	
Professional Learning session for teaching and support staff- for staff new to the Play2learn approach	Oct in-service- 1/2day	Ann Dalziel /Ed Psych	
Attend Ferre Laevers training for staff new to Play2Learn approach	4x twilight dates 11/9, 2/10, 31/10 and 4/12	Deirdre Grogan	
Quality Assurance - self -evaluation HGIOS4 3.1 including learning visits / observations and learning, teaching and wellbeing meetings	Nov -May 2019	SMT / Teaching staff	
Analysis and evaluation of data (includes SNSA, PIPS, PASS and SDQ) to determine impact of change. Self-Evaluation including pupils parents and staff HGIOS4 2.5 Family Learning	May 2019	QIO / Ed Psych / SMT and teaching staff	
Self-Evaluation including pupils parents and staff - using HGIOS4 2.5 Family Learning	May 2019	SMT/ teaching staff and family learning assistant	
Use of PASS (Pupil Attitudes to self and school) assessment materials to identify and track pupil progress and inform interventions for pupils with Health and Wellbeing barriers to learning	Sept-May 2019	SMT/teaching staff	

## School Improvement Plan

<b>Resource Requirement PEF: Family Learning Assistant staff, tracking resource, ICT and play resources and storage</b>	
<b>Approximate Total £8000</b>	
<b>Amount allocated from Pupil Equity Fund</b>	<b>FLA Aug - June 2019 £6,622, PASS ( HWB tracking) £360, Play equipment and storage facilities £1000</b>
<b>Staffing (Specify the post and exact costs)</b>	<b>Additional 0.5FTE Support for Learning Assistant, £5,777 Additional Support for Learning Teacher (funded by LA £5,777) Additional Teacher 0.6FTE (£17,458), 0.4FTE (funded by LA) Family Learning Assistant 0.4FTE £6,622</b>
<b>Resources</b>	<b>Training including cover costs and printing, play resources and appropriate storage. Estimated £1000, PASS assessment materials £360</b>
<b>Other</b>	<b>HGIOS 4 2.5 Family Learning</b>
<b>Professional Learning</b>	<b>Practitioner Enquiry, training sessions as outlined above, visits to other establishments In house training</b>



## School Improvement Plan

<p>Linked to Health and Wellbeing Priority/ Cluster Improvement Priority</p> <p>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</p>	<p><b>Raise Attainment In RERC</b></p> <ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• School Leadership</li> <li>• Assessment of Children's Progress</li> </ul> <p>EDC NIF Strategic Priorities- Closing the attainment gap between the most and least disadvantaged</p>			
<p><b>Year 1 of 1 Cluster Improvement Plan</b></p>				
<p><b>Target</b></p>				
<ul style="list-style-type: none"> <li>• Learners will work collaboratively with staff to develop their understanding of Catholic Social Teaching and how it underpins the school vision, values and aims.</li> <li>• Learners will understand the distinctiveness of their Catholic school and its role in 'Serving the Common Good' locally, nationally and globally as part of National and Diocesan celebrations of 100 years of Catholic Education.</li> <li>• Learners will have opportunities for developing skills for learning, skills for life and skills for work as they engage in opportunities to put their 'Faith into Action' as they deepen their understanding of Catholic Social Teaching including Sacramental life and achievements.</li> <li>• Moderation of standards and teaching approaches across schools within Archdiocese</li> </ul>				
<p><b>Action</b></p>	<p><b>Timescale</b></p>	<p><b>Responsibility</b></p>	<p><b>Progress update</b></p>	
<p>Self- evaluation using Developing In Faith Theme: Serving the Common Good to consider the impact of our Catholic Mission on the wellbeing, equality and inclusion of pupils</p>	<p>Oct onwards</p>	<p>SMT</p>	<p>Not done</p>	
<p>Vision, values and aims sessions implemented with Parent Council, Wider Parent Forum and Learners - establishing priorities through workshops and questionnaires.</p>	<p>Aug-Oct 2018</p>	<p>SMT</p>		
<p>Review vision, values and aims of our school based on 7 themes of Catholic Social Teaching Stage assemblies / focussed class lessons to highlight CST and illustrate how it is intrinsic to the school vision, values and aims</p>	<p>Sept onwards Collegiate session Oct- Nov</p>	<p>SMT /Teaching staff</p>	<p>Not done</p>	


## School Improvement Plan

Use of PRD support materials to reflect on Charter for Catholic Education / CLPL calendar from Archdiocese of Glasgow as part of PRD process and identification of individual key priorities	Oct WTA	SMT / Teaching staff	Not done
Senior leaders from each school attend CHAPS conference- refocus on aims, values and mission of the Catholic school and CHAPS association. Focus on school self-evaluation.	Sept	HT staff	Attended.
RERC co-ordinators of each school to attend Archdiocesan Professional Learning Community sessions - refocus on strands of faith within TIOF highlighting links to overarching theme: <i>Serving the Common Good</i>	Dates TBC	RERC Co-ordinator	Not yet
Use SCES materials (lesson plans and prayer resources) at assemblies and during RERC lessons to Celebrate 100 years of Catholic Teaching. Implementation of agreed placemat activities at school, cluster, local authority and archdiocesan levels	Sept onwards	SMT/All staff	AMc has introduced some of this at assembly
Additional Catholic Education Fortnight- use SCES materials as above to contribute to cluster display for core theme Catholic Education: <i>Serving The Common Good</i> Include use of Sancta Familia Media clips (You tube) on Catholic Education: <i>Good for Scotland</i> (includes First Minister's Address)	(19/11/2018-30/11/18)	SMT / All staff	Planning in place for 25 <sup>th</sup> Nov Ed Sunday
Whole staff (teaching and non-teaching) retreat to reflect on Catholic Education: <i>Serving the Common God</i> and focus on Centenary Icon: <i>Jesus the Teacher</i> . Retreat at Schoenstatt	Oct In-service 12/10/18 1:30-3pm	SMT/All staff	
HTs to attend APHTA Conference- focus on curriculum and partners who can support schools in <i>Serving the Common Good</i> with particular focus on practical approaches to supporting vulnerable families	1/2/19	HTs	
HTs to attend APHTA Conference- developing school policies which focus on wellbeing, equity, equality and inclusion which reflect the mission of Catholic school	10/5/19	HTs	

## School Improvement Plan

<b>Resource Requirement</b>	
<b>Adult spiritual reflection in Schoenstatt October 2018</b>	
<b>Amount allocated from Pupil Equity Fund</b>	
<b>Staffing (Specify the post and exact costs)</b>	<b>Schoenstatt- whole staff retreat approx. £100</b>
<b>Resources</b>	<b>SCES subscription, APHTA subscription, PRD support materials from APHTA, Developing in Faith : Catholic School Evaluation and Planning, Companions on the Journey, Archdiocese Education Team</b>
<b>Other</b>	
<b>Professional Learning</b>	<b>Adult Spiritual development (Mystery of God / Reign of God)</b>

## School Improvement Plan

<p><b>Improvement Priority 2</b></p> <p>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</p> <p>QI 2.3 Learning, teaching and assessment QI 3.2 Raising attainment in literacy and numeracy, tracking to evidence improvements in attainment over time and equity</p>	<p><b>Curriculum for Excellence - Curriculum Design</b></p> <ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• School Leadership</li> <li>• Assessment of Children's Progress</li> </ul>  <p>EDC NIF Strategic Priorities-</p> <p>Closing the attainment gap between the most and least disadvantaged</p> <p>Improvement in children's health and wellbeing</p>
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### Year 1 of 3 New Improvement Plan Priority

#### Target

- To review and enhance the school curriculum with associated moderation, assessment and tracking procedures
- Learners attainment and achievement will be tracked through CfE levels and based on professional judgement underpinned by a range of assessment data.
- Learners will have targeted intervention where the need arises through professional discussions with SMT and CTs
- Learner evidence of attainment will be moderated by staff in order to ensure consistency within a level - within school and as part of Cluster working (writing) across schools.

Action	Timescale	Responsibility	Progress update
Complete whole school audit on the range of assessment for literacy and numeracy approaches used to inform planning	Aug-Dec 2018	SMT Teaching staff	Not yet
Review and introduce new and progressive plans that include CFE benchmark reference for reading and writing	Oct-Dec 2018	SMT Teaching staff	Not yet


## School Improvement Plan

Review evidence of differentiation within planning and identify areas for improvement	Aug-Dec 2018	SMT Teaching staff	Not yet
Introduce a new whole school tracking system which contains both professional judgement of achievement of a level in addition to providing standardised measures	Aug-Dec 2018	SMT Teaching staff	Not yet
Re introduce GL reading assessments at P3 and P6	Jan - Apr 2019	SMT Teaching staff	
Introduce 'Single Word Spelling' P4-7	Apr- Jun 2019	SMT Teaching staff	
Continue to provide opportunities for staff to engage in moderation both at school and cluster level. This will strengthen teacher judgement of achievement of a level and progression within a level.	2018/19	SMT Teaching Staff	
Revisit the good lesson approach particularly in relation to literacy and numeracy. Introduce a school framework for effective learning and teaching	Feb-Apr 2018	SMT Teaching staff	
Empowering learners to have ownership of learning Increased frequency of learners conversations	Oct - May 2019	SMT/Teaching team	
Draft Policy identifying assessment procedures Include reference to see, write, make and do	Oct - May 2019	SMT/Teaching team	
Teachers will be more involved in the collective review and analysis of class generated assessment data. This will ensure valid and reliable reporting of pupil progression of achievement of a level. SMT teaching and learning meetings will be completed on a termly basis and will inform referral process for support for learning.	2018/19	Class Teachers	

## School Improvement Plan

<b>Resource Requirement PEF:</b>	
<b>Amount allocated</b>	T4W - £1000 resources to support programme implementation Linked to Cluster Plan
<b>Staffing (Specify the post and exact costs)</b>	
<b>Resources</b>	
<b>Other</b>	GL Assesment (cost tbc) / Single Word Spelling Assessment (cost tbc)
<b>Professional Learning</b>	Learning Visits, development of Assessments materials for Reading and Maths, Peer visits, cluster working and professional dialogue.

## School Improvement Plan

<p><b>Linked to Improvement Priority 2/Cluster Improvement Priority</b></p> <p><b>Link to NIF Priorities and Drivers / EDC NIF Implementation Plan</b></p>	<p><b>Raise Attainment In Writing</b></p> <ul style="list-style-type: none"> <li>• Teacher Professionalism</li> <li>• School Leadership</li> <li>• Parental Engagement</li> <li>• Assessment of Children's Progress</li> </ul> <p><b>EDC NIF Strategic Priorities-</b>  <b>Improvement in attainment in literacy</b>  <b>Closing the attainment gap between the most and least disadvantaged</b></p> 
<p><b>Year 2 of 3 Cluster Improvement Plan</b></p>	
<p><b>Target</b></p>	
<ul style="list-style-type: none"> <li>• Raise attainment in writing through implementation of the Talk4Writing Approach - Imitation, Innovation and Invention</li> <li>• Moderate standards across the cluster from early to third level using our Cluster Writing Assessment Framework (devised last session)</li> <li>• To ensure that there are effective moderation procedures for planning, learning and teaching and assessment early to third level</li> <li>• Shared understanding of achievement of a level to ensure robust and consistent professional judgement</li> </ul>	

Action	Timescale	Responsibility	Progress update
Project Lead Training Day: Introduction to Talk 4 Writing focussing on fiction writing Location : Holy Trinity Primary	In-set day 1 13 <sup>th</sup> Aug. 2018	Cluster SMT Project Teams Yasmin Ashby	Completed
Whole school training day 1 : Talk 4 Writing Fiction Group 1 pre 5 and P1-3- Craighead Primary Group 2 P4-7 and St. Ninian's staff - Holy Family Primary	In-set day 2 14 <sup>th</sup> Aug. 2018	Cluster SMT Yasmin Ashby	Completed

## School Improvement Plan

CFE level collegiate moderation sessions in each establishment	Sept. -Jan. 5 sessions Feb- May 2 sessions	School SMT	
A literacy champion identified in each school to support implementation of Talk 4 Writing Approach	September and throughout session	Cluster SMT Staff member from each school/ nursery	AMc
Creation of cluster professional learning communities for Early, First, Second and Third levels to share good practice in the implementation of Talk 4 Writing Reciprocal visits to be arranged between staff at each level 8/10/18 9:15am St. Machan's 1 <sup>st</sup> Level 8/10/18 1:15pm HTPS Early Level 9/10/18 9:15am HFPS 2 <sup>nd</sup> / 3 <sup>rd</sup> Level 14/1/19 9:15am St. Machan's 1 <sup>st</sup> Level 14/1/19 1:15pm HTPS Early Level 15/1/19 9:15am HFPS 2 <sup>nd</sup> / 3 <sup>rd</sup> Level 29/4/19 9:15am St. Machan's 1 <sup>st</sup> Level 29/4/19 1:15pm HTPS Early Level 30/4/19 9:15am HFPS 2 <sup>nd</sup> / 3 <sup>rd</sup> Level	Once per term	supported by: Early - Mrs McGill/Mrs Stewart First - Mrs Coughlan/ Mrs Miller Second/Third - Mrs Campbell / Mrs McKenna	Early - GH First- JH Second- LE To put 1 <sup>st</sup> meeting in diary Cover
School level - Practitioner enquiry Staff to identify a small focus group of pupils to monitor impact of Talk4writing. Report back to SMT during assessment discussion	Session 2018/19	All staff	
School level - Homework prompts created for P1-7	Oct- Nov 2018	All staff	
School level- Cold pieces assessed	Oct 2018	SMT All STAFF	



## School Improvement Plan

School level Collegiate session Sharing practice so far Moderation of cold piece Teacher Perception on Glow Form	Oct 2018	SMT All staff	
School level- Presentation on Talk4writing in St Machan's to Parent Council including presentations/performances by pupils	Feb-Mar 2019	A McNulty Pupils SMT	
School level - Assembly to celebrate Star Storytellers/Writers Presentation/performance by Classes	Nov-Feb-May 2019	SMT All staff	
Peer visits in and across schools to observe taught writing and moderate learning.	By end January 2019	Cluster SMT and SMT at each school	
Whole school training day 2 : Talk 4 Writing Non Fiction Group 1 pre 5 and P1-3- HTPS Group 2 P4-7 and St. Ninian's staff - St. Machan's	In-service day 3 13 <sup>th</sup> Feb. 2019	Cluster SMT Yasmin Ashby	
PLC evaluates impact on learners and implements any further required changes to teaching, learning and assessment as a result of moderation throughout.	On-going	PLC	
Cluster Moderation session to ensure shared standards of progress within a level and achievement of a level- early to beginning 3 <sup>rd</sup> level.	In-service Day 5 Afternoon session-HFPS	Cluster SMT	
Produce an updated bank of exemplification from Early to Third level to ensure smooth transitions and support professional judgement of achievement of a level. Revise and update assessment framework in light of feedback from staff.	June 2019	PLC	

## School Improvement Plan

Teacher trained in T4W working collaboratively to support learning for specific groups and provide consultancy support	Aug - June 2019	SMT / SFL teacher	
Appoint family learning assistant (0.4) to support parental engagement in supporting children's literacy.	June. 2018	SMT	
Undertake SWOT analysis to develop a family learning programme that is innovative and responsive and enables families to learn how to support their children's learning.	August	SMT / Family learning assistant / staff and families	
Family Learning presentation /Further opportunity to engage families in developing planned programme for family learning to ensure engagement with/and ownership of programme.	Sept Date TBC	SMT/ teaching staff and family learning assistant	
Develop and implement planned programme of family learning events to support play, literacy (including digital literacy), numeracy and HWB. This includes homework club (equity of access to ICT) and events in community centre in collaboration with other family learning assistants and agencies.	Sept - June 2019	SMT/ teaching staff and family learning assistant	
Evaluate impact of interventions with specific focus on identified groups through learning and teaching visits, classroom observations, questionnaires and focus groups	Oct onwards	HT/ Family Learning Assistant/ Teaching staff	

## School Improvement Plan

<b>Resource Requirement</b>	
<p>£10,000 allocation for cluster working will cover planned training sessions throughout the year- Project lead day £1000, whole school training day (2x groups in August) £2000 plus expenses £450, Feb In-service day £2000 plus £400 expenses. Total of £5850. Remaining £4150 to be shared between establishments to buy relevant training manuals and provide cover for professional learning community meetings and reciprocal visits.</p> <p>Total PEF allocated from School Funds £6,000 FLA plus £3000 resources</p>	
<b>Amount allocated from Pupil Equity Fund</b>	T4W - £1000 resources to support programme implementation
<b>Staffing ( Specify the post and exact costs)</b>	Staffing -FLA £6,622
<b>Resources</b>	Talk 4 Writing Training Days - as detailed above Talk 4 Writing Resources - Creating Storytellers and writers, Talk for Writing Across the Curriculum, Talk for Writing in the Early Years, Talk for Writing in Secondary Schools, Jumpstart Grammar
<b>Other</b>	Magpie books and polishing pens, stands and flipcharts
<b>Professional Learning</b>	Talk 4 Writing Training days, collegiate, coaching in context and CFE level PLCs