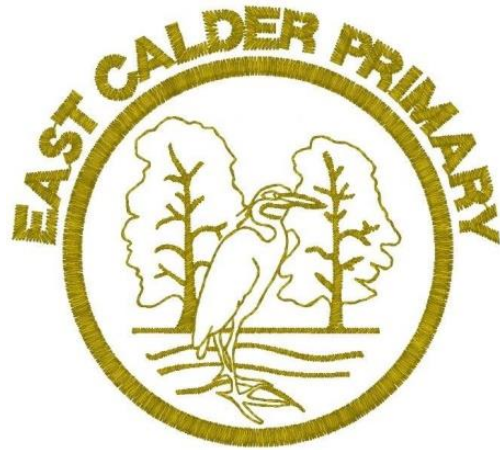


# East Calder Primary School and Nursery Class



## IMPROVEMENT PLAN

2023-2024



# East Calder Primary School and Early Learning Class Improvement Plan – 2023/2024

## Factors Influencing the Improvement Plan

### School Factors

- Addressing Action Points identified in school's Self Evaluation procedures
- Decrease to school roll with planned increase throughout the year due to new builds in catchment
- Ongoing building works of our new building commenced Fe 2023
- Continued planning for new build ECPS
- WCHS Cluster Improvement Plan
- Equity Priorities

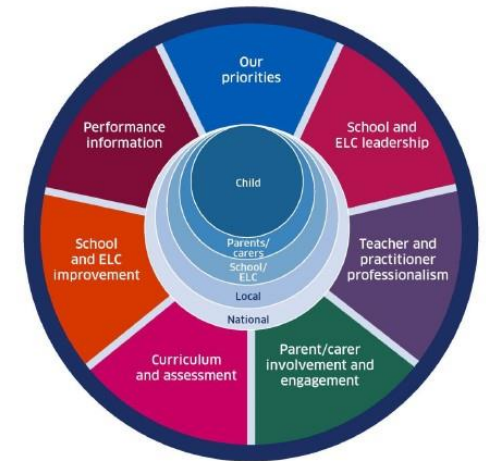
### Local Authority Factors

- Moving Forward in Your Learning Guidance – Literacy and Numeracy West Lothian Priorities, HWB
- Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
- Transforming Your Council
- [Corporate Plan](#)
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Equity Team and additional allocations
- Pedagogy Team

### National Factors

- Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools
- Moderation Cycle and Assessment

- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding/Equity Audit
- How Good is Our School? 4<sup>th</sup> Edition and How Good is Our Early Learning and Childcare?
- National Standard for ELC – Quality Framework for day care of children
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence Refresh
- Realising the Ambition
- Developing Scotland's Young Workforce
- Child Protection Procedures
- GTCS professional standards and professional update 2021
- Achieving excellence and equity 2022: National Improvement Framework and Improvement Plan
- Putting learners at the centre: towards a future vision for Scottish Education, The Ken Muir Report, March 2022
- UNCRC
- Presumption to provide education in a mainstream setting 2019



# our vision, values and Aims

Everyone is unique. We consider the whole child and their circumstances when making decisions and value inclusion, fairness and diversity so that together we ensure that everyone has the right support and the same chance to learn and achieve every day.

Mutual respect underpins positive relationships across our lives. We model clear communication, honesty, responsibility and trust and expect the same across all relationships in school, building partnerships which are important to support us all to learn and achieve every day.



Learning is central to our values. We are all committed to life-long learning and enjoying creative, engaging opportunities to play, co-operate and learn which develop the knowledge skills and experiences we all need to learn and achieve every day.

A positive attitude is crucial. We encourage and develop positive and supportive approaches to challenges and relationships building the aspiration, independence, resilience and confidence we all need to learn and achieve every day.

Feeling nurtured is a central human need. The wellbeing indicators help us all to work together in building a caring, warm, supportive environment where children's needs are central to our approaches ensuring we all learn and achieve every day.



## AIMS

- To foster learning opportunities that recognise and celebrate pupils individuality, develop their full potential and skills they will need to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To provide stimulating and challenging learning opportunities that will engage children and develop their curiosity, creativity, independence and resilience.
- To have a shared vision that equips our children with skills for learning, life and work.
- To nurture and promote positive relationships and develop a sense of belonging, within the East Calder Primary School community.
- To cultivate an ethos of high aspirations and ambition for all our learners where attainment, achievement and participation is recognised and celebrated.

Learn and Achieve Everyday

# our vision, values and Aims

At East Calder we promote creativity and provide children with opportunities to be imaginative and critical thinkers.

Children learn to care for and respect themselves and others, to be sensitive to the needs and feelings of others.



The stimulating environment of our setting provides children opportunities to enjoy learning through play both indoors and outdoors.

We strive to support our children to develop confidence and independence and develop a positive approach to learning through play.

We provide a happy, caring, warm and supportive atmosphere where children feel safe and can develop, play and learn.



**READY**  
**RESPECT**  
**SAFE**



## AIMS

- To foster learning opportunities that recognise and celebrate pupils individuality, develop their full potential and skills they will need to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.
- To provide stimulating and challenging learning opportunities that will engage children and develop their curiosity, creativity, independence and resilience.
- To have a shared vision that equips our children with skills for learning, life and work.
- To nurture and promote positive relationships and develop a sense of belonging within the East Calder Primary School community.
- To cultivate an ethos of high aspirations and ambition for all our learners where attainment, achievement and participation is recognised and celebrated.

Play, Learn and Achieve Together



# East Calder Primary Curriculum Rationale

## Vision, Values & Aims

- Assemblies, Houses, Hubs
- Learning Equity Attitude Respect Nurture
- Ready Respect Safe
- Ethos and Life of the school
- Learn and Achieve Everyday

## Subject Focus

- Literacy & Languages
- Numeracy & Mathematics
- Health & Wellbeing
- Technologies
- Social Studies
- Sciences
- RME
- Expressive Arts

## Culture

- Self Awareness
- HWB of all stakeholders
- Equity
- Resilience
- Relationships
- Courage
- Equity
- Learner Agency
- Partnerships

## Agile

- Motivated through engagement
- Agile Learning Culture
- Remove boundaries
- Use of digital technology to enhance
- Shared Ownership
- Investigation

## Experiences

- Opportunities for personal achievement - celebrating success
- Practitioner Enquiry
- Opportunities for future
- Metacognition
- Skills based learning
- Play-based
- Outdoor learning
- Creative approaches to pupils leading learning
- Planning

## Approaches to Teaching & Learning

- Assessment & Moderation
- Pedagogical Principles
- Digital technologies
- Tools Task Talk Trust
- Challenge conventions

## Evolve

- Innovate
- Productive struggle
- Consider new possibilities
- Celebrate mistakes
- Leadership at all levels

## Assessment & Moderation

- Leadership at all levels
- Assessment & Moderation
- Challenge conventions
- Pedagogical Principles
- Digital technologies
- Tools Task Talk Trust
- Outdoor learning
- Play-based
- Outdoor learning
- Creative approaches to pupils leading learning
- Skills based learning
- Play-based
- Outdoor learning
- Metacognition
- Skills based learning
- Play-based
- Outdoor learning
- Creative approaches to pupils leading learning
- Planning



## East Calder Primary School and Early Learning Class Improvement Plan – 2023/2024

### Contextual Data Analysis and Rationale for 2023/2024 SIP

#### a) Background – The context for learners in our school

East Calder Primary School is a non-denominational primary school and early learning class (ELC) situated centrally in the town of East Calder. Our vision and ethos are strong and alongside our school values of: **Learning, Equity, Attitude, Respect** and **Nurture**, underpin everything we do and all decisions made, in school.

Our children are confident, respectful and caring young people and are a credit to our school community. We value strong partnership working with our community and external agencies to ensure we fully meet the needs of all our learners. In session 2022-2023, the school had a role of 299 pupils across 13 classes. The ELC has a role of 100 pupils who attend a mixture of full day, AM and PM sessions. Our popular Early Learning Centre – staffed by Early Years Officers and Early Years Practitioners – has a maximum capacity for 74/74, 2, 3 and 4 year olds in a mixture of morning and afternoon and full day sessions and is open 50 weeks of the year.

#### b) Data to identify the universal (SIP) and targeted (PEF) support

Our data shows that by the end of P1, P4 and P7 most children attain the appropriate CfE levels in literacy and numeracy with some learners achieving above the national expectations. With a consistent focus on literacy and numeracy, through planned school improvement priorities, children's understanding and application of literacy skills will continue to be developed alongside number processes and mathematics.

Our learners are able to self-report against the wellbeing indicators and, across the school are confident in speaking with their 'one-trusted adult' about any concerns or issues they are having. School staff are quick to respond to ambers and reds in learners self-reporting and effectively support learners 'back to green'.

As shown by the graphs below, all attainment across all curricular areas, has continued to improve. After a drop of an average of 3.38% from session 2021-22 following a significant change in school role resultant of the opening of a new primary school in our area. Ongoing moderation of teacher professional judgement allows us to be confident that our attainment is accurate and continually improving.

#### c) What are our universal priorities? – Identified SIP priorities informed by the above data (detail in SIP plan)

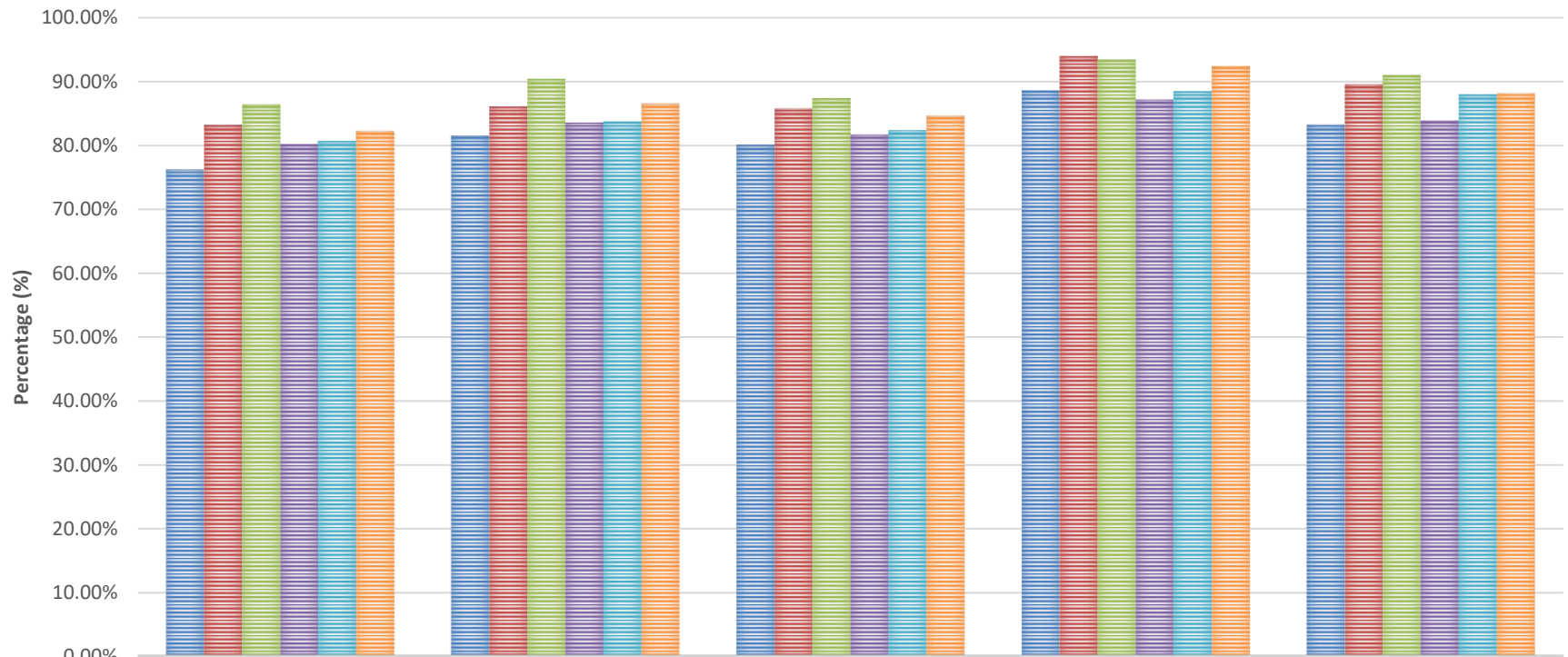
Our universal priorities are to further strengthen the support available to **all** our learners, regardless of any additional support needs, ensuring all our learners get the supports required to be successful. We will maintain and continue to improve our high standards of attainment in all areas of the curriculum, across all stages. Our key curriculum area of focus this session will remain in line with our cluster – **numeracy** - to ensure practices across our school and authority are consistent and supporting all learners to achieve their fullest potential in numeracy, to increase the positive destinations and qualifications in their future.





## East Calder Primary School and Early Learning Class Improvement Plan – 2023/2024

### EAST CALDER PRIMARY - ATTAINMENT OVER TIME



	Literacy	Reading	Writing	L&T	Numeracy
Jun-18	76.24%	81.56%	80.14%	88.65%	83.33%
Jun-19	83.23%	86.08%	85.76%	93.95%	89.56%
Jun-20	86.44%	90.47%	87.41%	93.45%	91.05%
Aug-21	80.23%	83.58%	81.70%	87.19%	83.90%
Jun-22	80.72%	83.75%	82.41%	88.52%	88.06%
Jun-23	82.20%	86.54%	84.65%	92.36%	88.12%





## East Calder Primary School and Early Learning Class Improvement Plan – 2023/2024

East Calder Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity				
School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p><b>Improvement in all children and young people’s wellbeing: (PT Lead)</b></p> <p>Within an identified group of learners most (75 - 90%) are able to positively self-report against the ‘achievement’ wellbeing indicator leading to increased levels of resilience, independence and self-confidence.</p> <p>As a result of the schools focussed work on Social Communication, Emotional Regulation and Transactional Support, the majority (50-74%) of members of our school community will have an increased awareness and understanding of our consistent vocabulary resulting in inclusive approaches to maximise learning potential for all learners.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>All learners will be provided access to the appropriate tools, supports and interventions that they require to support them to confidently ‘achieve’ at their own level.</li> <li>Engage with a comprehensive intervention model for learners who are developing social communication and emotional regulation skills.</li> <li>Focus on Social Communication (the development of spontaneous, functional communication, emotional expression and secure and trusting relationships both at home and in school).</li> <li>Focus on Emotional Regulation (the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting).</li> <li>Focus on Transactional Support (the development and implementation of supports to help partners respond to the person’s needs and interests, modify the environment and provide tools to enhance learning).</li> <li>Specific plans to be developed to provide educational and emotional support to families and to foster ongoing support among professionals.</li> <li>Individual progress will be measured and supports required to achieve will be identified for educators, peers and family members.</li> <li>Functional, meaningful and developmentally-appropriate goals and objective selected for individuals.</li> <li>See <i>Social Communication Emotional Regulation Transactional Support (SCERTS) Driver Diagram</i> developed by Acting Principal Teacher.</li> </ul>	<p>Ongoing – reviewed regularly</p> <p>October 2023</p> <p>October – June 2024</p> <p>October/November 2023</p> <p>October – June 2024 (IEP/CPM meetings)</p> <p>October – June 2024</p>	<ul style="list-style-type: none"> <li>Most identified learners are positively self-reporting against the ‘achievement’ wellbeing indicator.</li> <li>Pupils developing social communication and emotional regulation skills are becoming increasingly ‘included’ and ‘respected’ when self-reporting against the wellbeing indicators.</li> <li>Identified pupils progress in relationship building ongoing throughout the school year.</li> <li>Tracking and monitoring showing progress.</li> <li>Attitude and engagement of targeted learners improves with continued success at smaller specific objectives.</li> <li>Identified pupils are engaging with their peers and in class with increased confidence.</li> </ul>







## East Calder Primary School and Early Learning Class Improvement Plan – 2023/2024

<p><b>Raising attainment for all, particularly in literacy and numeracy(universal): (HT Lead)</b></p> <p>From P1 – P7, all learners will have access to and receive consistently well-planned learning and teaching providing appropriate challenge, differentiation and pace across all areas of the curriculum to ensure progress in learning.</p> <p>All learners, across the West Calder High School Cluster, will have access to progressive numeracy and mathematical learning experiences which ensure they achieve their potential.</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement</li> <li><input checked="" type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input checked="" type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• Continued use of agreed ECPS Pedagogical Principles across all areas of the curriculum to support development of an ECPS approach to high quality learning, teaching and assessment.</li> <li>• Every class to create a SWAY showcasing Learning, Teaching and Assessment – this will be built on and developed throughout the school session.</li> <li>• Staff to engage in a professional reading opportunity – Power Up Your Pedagogy by Bruce Robertson - to begin enhancing pedagogical practices to ensure the highest quality learning and teaching for our learners.</li> <li>• Staff to engage with a practitioner enquiry project into an area of their choice – with a focus on pedagogy. Opportunities for staff to share their journey and showcase their learning throughout the school session.</li> <li>• See <i>Power up our Pedagogy Driver Diagram</i> developed by Headteacher.</li> <li>• Embedding of ECPS numeracy strategy in line with WLC recovery materials and ensure relevance for ECPS learners.</li> <li>• Begin use of newly developed numeracy and mathematics pedagogy toolkits to ensure clear progressive learning experiences for learners.</li> <li>• Resources to be streamlined to ensure consistency in line with pedagogy toolkits.</li> <li>• Ongoing provision of high quality CLPL to all staff to ensure they are able to effectively support the numeracy and mathematics learning needs of all learners.</li> <li>• Opportunities for cluster and authority Numeracy Champion representatives to lead CLPL opportunities to staff.</li> <li>• Continue use of WLC progression pathways and ECPS PAPs for planning and assessment of numeracy and mathematics.</li> <li>• Staff will engage in cluster moderation activities to ensure thorough and consistent understanding of high quality, rich learning tasks and effective questions to support learners understanding, achievement and attainment in numeracy and mathematics.</li> <li>• See <i>Numeracy and Mathematics Driver Diagram</i> developed by Cluster DHT – Pedagogy – Numeracy and Mathematics.</li> </ul>	<p>From August 2023</p> <p>August 2023</p> <p>September 2023 – June 2023</p> <p>From August 2023</p> <p>January – June 2024</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Increased attainment in numeracy – attainment tracking shows improvement av. 89% or above across the school based on Teacher Professional Judgement.</li> <li>• Increased attainment in overall combined literacy shows improvement av.84% or above across the school based on Teacher Professional Judgement.</li> <li>• Tracking of PEF pupils shows improvement in attainment as laid out in PEF plan.</li> <li>• Increased staff (EYPs, PSWs and CTs) confidence surveys between August 23 – June 24)</li> <li>• By June 24, almost all targeted learners will demonstrated accelerated progression within their progression pathways in Numeracy and Literacy.</li> <li>• Staff confidence of achievement of a level (literacy and numeracy)</li> <li>• Targets achieved in CfE levels are supported by ongoing tracking and monitoring</li> </ul>
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## East Calder Primary School and Early Learning Class Improvement Plan – 2023/2024

<p><b>Tackling the attainment gap between the most and least advantaged children (targeted): (DHT Lead)</b></p> <p>Improve targeted Quintile 2 achievement of a level by 7% (3) in <b>numeracy</b> from P2-7.</p> <p>Improve targeted Quintile 2 achievement of a level by 5% (2) in <b>combined literacy</b> from P2-7.</p> <p><a href="https://sway.office.com/tFrEICO952o0LC8k">https://sway.office.com/tFrEICO952o0LC8k</a></p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<input checked="" type="checkbox"/> School and ELC Improvement <input type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> <li>• See <b>PEF Plan</b> developed by Depute Head Teacher</li> <li>• See <b>Numeracy and Mathematics Driver Diagram</b> developed by Cluster DHT – Pedagogy – Numeracy and Mathematics.</li> <li>• See <b>Literacy and English Driver Diagram</b> developed by Headteacher and Literacy Lead.</li> <li>• All learners will receive engaging activities which are well matched to their needs and will experience high quality support and interventions for their learning in literacy and numeracy, as required by the individual.</li> <li>• Ensure learners experience appropriate, high quality, rich tasks and learning activities based on accurate assessment evidence.</li> <li>• Cluster participation in Maths Week Scotland and associated competition/rich tasks e.g. Maths Through Stories competitions – ELC – P7.</li> <li>• Ongoing development and work towards Reading Schools Award (Gold).</li> <li>• Opportunities for individuals to participate in targeted support interventions e.g. Numicon.</li> <li>• Track, edit, adapt, change and measure the impact of interventions for individual learners.</li> <li>• Allocation of resources to support targeted learners.</li> <li>• Ongoing development of a numerical skills progression to sit alongside our newly developed (Session 2022-2023) skills progression that has clear and explicit links to the World of Work.</li> <li>• Ongoing opportunities for PSWs to engage in high quality career-long progression learning to support targeted interventions for named pupils – led by Acting PT, Cluster DHT – Pedagogy – Numeracy and Mathematics, WCHS Literacy Pedagogy Officer, DHT and staff from WCHS as appropriate.</li> </ul>	<p>Ongoing</p> <p>From August 2023</p> <p>October 2023</p> <p>By June 2024</p> <p>Ongoing</p> <p>Termly</p> <p>By May 2024</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Regular evaluation and review recorded in PEF plan – ongoing throughout the school session</li> <li>• Minutes for PSW meetings where targeted interventions are discussed, evaluated and reviewed.</li> <li>• Use of Sandwell Early Numeracy assessments and PM Reading Benchmarks for targeted learners to track baselines and progress made following interventions.</li> <li>• PEF OneNote updated regularly by all teaching staff.</li> </ul>
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## East Calder Primary School and Early Learning Class Improvement Plan – 2023/2024

<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people: (Dev Post Lead)</b></p> <p>All learners will have increased opportunities to develop their digital skills enabling learners to be creative and use digital technologies as a tool to meet their needs and support their learning.</p> <p>Most staff (75-90%) confidence will increase in their ability to incorporate data literacy across the curriculum and enhance digital learning and as core feature of learning, teaching and assessment permitting our learners to solve problems</p> <p><b>(Placing the human rights and needs of every child and young person at the centre of education)</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School and ELC Improvement</li> <li><input type="checkbox"/> School and ELC Leadership</li> <li><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input checked="" type="checkbox"/> Curriculum and Assessment</li> <li><input checked="" type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li>• All learners understand the importance of developing their digital skills and are beginning to link these to Career Management Skills and Career Education Standard (3-18).</li> <li>• Embedding of our newly developed (session 2022-2023) skills progression from P1-P7.</li> <li>• CLPL opportunities to enhance staff digital pedagogical approaches, and increased confidence within learning, teaching and assessment of digital technologies and digital literacies.</li> <li>• Staff will be understand the importance and relevance of critically analysing data to solve problems.</li> <li>• Staff will be supported through coaching, mentoring and high quality CLPL opportunities to develop understanding and practices.</li> <li>• Opportunities will be led and supported by Development Post Holder to enhance the data literacy of learners, allowing pupils to express confidently how they are building on skills for learning life and work.</li> <li>• Continued cross cluster collaboration for continued role out of Internet of Things and associated technologies and skills.</li> <li>• Pupils will be supported to ask and answer real-world questions from large and small data sets through an inquiry process based on core practical and creative skills.</li> <li>• Pupils will become increasingly familiar with the PPDAC model (Problem, Plan, Data, Analysis and Conclusion) and begin to use this in other curricular areas to enhance problem solving linking to skills development.</li> <li>• See <a href="#">Data Literacy Driver Diagram</a> developed by Development Post Holder.</li> </ul>	<p>P7 from August</p> <p>P6 &amp; P5 from October</p> <p>P2-4 from Jan</p> <p>P1 – from May</p> <p>September/October 2023</p> <p>Ongoing</p> <p>From August 2023</p> <p>From October 2023</p>	<ul style="list-style-type: none"> <li>• Staff confidence surveys, regularly reviewed throughout the school session.</li> <li>• Pupil engagement surveys for all learners participating – Leuven Scale – at start, middle and end of inputs.</li> <li>• Views and perception engagement scales</li> <li>• Pupil participation surveys</li> </ul>
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