

St Thomas' Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>All children will have a deeper understanding of emotions and have enhanced emotional literacy enabling them to regulate their own emotions, impacting positively on behaviour and relationships.</p>	<ul style="list-style-type: none"> West Lothian's HWB plan, pathways and refreshed curriculum materials will be central to planning for learning to enable learning experiences to be provided within relevant contexts and ensuring the safety and the emotional, social and physical well-being of all staff and pupils. Further engagement with Emotion Works Recovery programme will support children to identify their emotions and employ strategies to regulate these more accurately. Ensure One Trusted adults are identified for all children and staff are aware of their role in implementing this. Ongoing partnership work with external agencies to support the wellbeing of targeted children. Continued use of digital platforms (Teams and Seesaw) to enhance learning experiences, support home learning for health and wellbeing and profile learners' progress within this curricular area. 	Ongoing	<p>Targeted learners' will enhance their ability to regulate their own behaviour with the help of a trusted adult/self-regulate their own behaviour in particular situations by June 2022.</p> <ul style="list-style-type: none"> Termly GIRFEC wheels (August as baseline) Learner conversations (HWB focus) Excellence & Equity meetings
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>All children will experience high quality learning, teaching and assessment opportunities to enable them to develop and apply skills across the four contexts of learning.</p>	<ul style="list-style-type: none"> Embed targeted interventions and approaches to provide ongoing support and challenge including Numicon, Maths Through Stories and Number Blocks Consistent and effective use of the Progression Pathways and other curricular tools, supported by ongoing moderation activities to enhance teacher professionalism. Increased focus on Numeracy and Maths learning experiences across STEM, Outdoor learning and Play, from early -second level. 	Ongoing	<p>Almost all children will have an increased understanding of skills and will be able to apply these with greater independence across the four contexts of learning by June 2022</p> <p>By June 2022, almost all targeted learners will demonstrate accelerated progress within their progression pathways in Numeracy and Maths.</p>
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>Through targeted interventions almost all children will achieve expected levels in Literacy and Numeracy</p>	<ul style="list-style-type: none"> To embed the use of the Writing genre targets and PM writing across the four contexts of learning Ensuring planning processes have an increased focus on assessment and pupil voice, making best use of the O365 tools to support moderation Family Support Worker will create individual action plans to support identified children and their families Embedding the use of digital platforms (Seesaw, TEAMS) to enhance learning at school and home 	Ongoing	<p>Individual targets achieved in Family Support Worker's personalised action plan.</p> <ul style="list-style-type: none"> SNSA/SEAL/SWST/Benchmarking tools Lesson observations Pupil work Quality of experiences planned / delivered (planned moderation programme) Staff confidence surveys Learner conversations
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>All children will have increased opportunities to lead their own learning</p>	<ul style="list-style-type: none"> To embed and transfer the 7 Habits of Effective People across all learning experiences and professional learning to ensure consistency To implement 1+2 Languages consistently across the school, with support from the Development Officer and Lead Learner Engage with the refreshed WL skills progression to support planning for learning experiences Pupil Leadership opportunities through Lit. and Num. raising attainment strategies and focus on 4 Arenas of Participation P5-7 will continue to work with Columba 1400 developing their understanding of values based leadership Enhancing the use of digital tools to gather evidence towards achieving Digital Schools Award, led by digital lead 	Ongoing	<p>Pupil/Staff/ Parent completion of Leader in Me MRA survey (Measurable Results Assessment) shows increased scores in each of the assessed areas (Leadership, Culture, Academics)</p> <p>Almost all children, by June 2021 will have an increased understanding of leadership skills and how to apply these across all learning experiences.</p> <p>Achievement of Digital Schools Award</p> <ul style="list-style-type: none"> Learner Conversations/Pupil Focus groups HGIO-Ours used to support ongoing Q.A. activities