# Balbardie Primary School



3 Year Strategic Plan

2015 – 2018

Achieve, believe and celebrate

Items highlighted in blue will form SIP Priority 1 with a focus on Learning and Teaching (pedagogy)
Items highlight in yellow will form SIP Priority 2 with s focus on Curriculum Development
Values highlighted indicate a link to that year's focus

| **Values** | **Totality of the Curriculum** | **Learning and Teaching** |
|---|---|---|
| * Provide a safe and enjoyable learning environment where children can thrive and success is celebrated<br>* Develop a progressive and challenging curriculum which is meaningful, relevant and enjoyable, and develops skills for life-long learning<br>* Promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to their learning<br>* Foster an effective partnership with school, home, partner agencies and the wider community to empower our children | * Literacy and Numeracy progressions are embedded into practice and being implemented effectively by almost staff to inform planning for groups and individuals<br>* Consistent planning formats for Learning Across the Curriculum and Discrete subject areas, including the annual overview, ensures that there is coverage of all curriculum areas on an sessional basis<br>* Systems are in place to monitor and track children's experience of the curriculum and is beginning to be used to inform planning and redesigning the curriculum (evident in P3, P4, P6 and ARB) | * Almost all staff are effectively sharing Learning Intentions and creating appropriate Success Criteria to support children's learning<br>* Technology is used effectively in some classes to support, challenge and engage children in their learning<br>* Whole staff collaboration has resulted in an agreed approach using 'Mission to Learn' for learning episodes<br>* Most pupils are engaging in a variety of active and purposeful learning activities<br>* All staff are embracing the principles of CLPL to up-skill their own practice to improve outcomes for learners |
| **Experiences and Outcomes** | | **Entitlements** |
| * Staff are considering links between Es and Os when planning Learning Across the Curriculum and discrete subject planning<br>* Monitoring and tracking of pupil progression in Literacy and Numeracy is in place through the implementation of school progressions<br>* Backward mapping is beginning to be used to inform planning, and ensure that curriculum coverage and depth is being met<br>* Transition procedures have been established to provide staff with appropriate support and guidance in ensuring progression | **Achieve, believe and celebrate**<br><br>**2014** | * All children have access to a broad, general education delivered through Learning Across the Curriculum and Discrete Subjects<br>* Children have opportunities to develop areas of interests to them in performance arts and sport<br>* Whole school events are held to celebrate and promote Scottish culture<br>* Whole school events are held to celebrate individual, group and school achievements |
| **Personal Support** | **Principles** | **Arrangements for Assessment** |
| * ARB provision, Nurture Group, Snug, breakfast provision, use of allocated PSW staff and the expertise of specialist provision staff ensures that our vulnerable children are well catered for<br>* Pastoral transition arrangements from nursery to P1 are highly effective and opportunities for new pupils to visit the school prior to starting in P1 are provided<br>* Transition arrangements from P7 to S1 are continually improving, and a new model for supporting vulnerable children is effective<br>* Transition arrangements are in place to ensure relevant information is passed on to ensure all pupils' needs are met<br>* Highly effective arrangements are in place to support children in the ARB provision moving in, out and within the resource | * Staff are aware of Education Scotland's suite of resources to support planning the balance between breadth and depth (SALs and bundling Es and Os)<br>* Learning Across the Curriculum planning formats ensure that learning experiences are planned in meaningful and relevant contexts ensuring a clear development of skills<br>* Pupil voice is valued to allow all pupils an opportunity to influence school policy and curriculum<br>* Progression pathways are embedded for Literacy and Numeracy built on the 7 design principles of CfE | * Frequent planning and attainment meetings provide opportunities for staff to engage in professional dialogue and track pupil progress<br>* Formative assessment strategies are being implemented in all classes, and further development of this is in place<br>* Learners' Journeys, Review Jotters and Profile Jotters provide opportunities for pupils to reflect on their own learning and progress<br>* Standardised assessments are analysed and shared effectively to engage staff in reviewing pupils' progress<br>* A clear Framework for Assessment is in place |

| Values | Totality of the Curriculum | Learning and Teaching |
|---|---|---|

### Values

* Provide a safe and enjoyable learning environment where children can thrive and success is celebrated
* Develop a progressive and challenging curriculum which is meaningful, relevant and enjoyable, and develops skills for life-long learning
* Promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to their learning
* Foster an effective  partnership with school, home, partner agencies and the wider community to empower our children

### Totality of the Curriculum

* All of our children receive a broad, general, varied, flexible and responsive curriculum
* Contexts for learning are continually refreshed in response to information contained in robust backward mapping
* Effective communication between all staff working with a child ensures relevant links are being made across the curriculum
* Health and wellbeing progression is fully embedded and permeates day to day practice and the ethos of the school
* 1 +2 Languages agenda is being fully met through effective implementation of the PLL Platform

### Learning and Teaching

* The school's 'Mission to Learn' is fully embedded in a purposeful and meaningful way, with learners able to discuss their learning and next steps
* AifL strategies are fully embedded and consistently applied to inform next steps in learning
* Staff knowledge of effective approaches and strategies (e.g. restorative, ASD, dyslexia) is evident in daily practice in all areas of the school
* Technologies are fully embedded in all classes to support, challenge and engage children in their learning

### Experiences and Outcomes

* Staff are effectively and skilfully 'bundling' Es and Os to deliver, monitor and assess children's learning across all 8 curriculum areas
* Contexts for learning ensure that children's experiences are relevant, meaningful and engaging
* Learning Across the Curriculum and Discrete Subject delivery makes relevant links to the local community and the world of work
* Effective communication between class teachers and specialists ensures that links across learning are made, and relevant Es and Os are being delivered by specialists to support learning in the classroom



**Achieve, believe and celebrate**

# 2018

### Entitlements

* Effective and robust backward mapping ensures that all children receive their entitlement to a broad, general education
* Progression pathways and / or programmes are embedded and refreshed for all curricular areas to meet the changing needs of the community
* All children have the opportunity to participate in out of school hours learning which has a clear pathway to opportunities in the local community

### Personal Support

* All classroom environments have been established to consider the needs of all pupils e.g. Autism friendly, dyslexia
* The GIRFEC agenda is fully embedded in all staff's day to day practice, and our most vulnerable children's needs are being fully met
* Effective systems and communication is in place to ensure all staff know individual targets and effective strategies are being implemented to support identified children
* All children are able to identify a member of staff that they can confide in and share any issues that they may have

### Principles

* All curricular areas have clear and flexible progression pathways which are utilised by all staff to plan for effective learning and teaching
* All staff have engaged in professional dialogue about links between planning (progression pathways / backward mapping) and assessment (SALs / learning statements) and is reflective in day to day practice
* A clear focus on personalisation and choice is evident during teaching blocks and is reflected in LAC planning
* Pupil voice is central to shaping the work of the school and is valued and acted upon (in class and whole school)

### Arrangements for Assessment

* Staff actively engage in moderation activities (in school and beyond) to ensure high standards are maintained
* Staff are fully engaging with Education Scotland's suite of resources to ensure that children's progress is effectively assessed and recorded
* Profiling is fully established from P1 – P7 and creates enhanced opportunities for parents to engage with their children about their learning
* Robust procedures ensure that effective transition information is passed on timeously to ensure progression

| Values | Totality of the Curriculum | Learning and Teaching |
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| **Values**<br>* Provide a safe and enjoyable learning environment where children can thrive and success is celebrated<br>* Develop a progressive and challenging curriculum which is meaningful, relevant and enjoyable, and develops skills for life-long learning<br>* Promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to their learning<br>* Foster an effective partnership with school, home, partner agencies and the wider community to empower our children | **Totality of the Curriculum**<br>* Adapt staff approaches to planning annual overviews allowing for increased flexibility in meeting children's needs<br>* All staff involved with a child (e.g. RCC, SfL, Integration) are effectively sharing plans and assessment information to meet individuals' needs<br>* Initial roll out of newly developed Health and wellbeing progression pathways to inform teachers' planning | **Learning and Teaching**<br>* Staff are given opportunities to share learning and teaching approaches in planning 'Learning Across the Curriculum' e.g. rich tasks, storyline etc. (links to BtC 2 and Outdoor Learning)<br>* All staff are implementing 'Mission to Learn' ensuring that there is increased consistency of practice throughout the school<br>* A focus on differentiated learning activities to support and challenge children's learning ensures that all learners' needs are being addressed<br>* Staff are increasingly sharing ideas of how technology is being used creatively to enhance children's learning |
| **Experiences and Outcomes**<br>* Staff are beginning to 'bundle' relevant Es and Os that are addressed through day to day practices to aid and support planning the rest of the curriculum (de-clutter it!)<br>* All staff are engaging with Education Scotland's suite of resources to inform planning in all curricular areas<br>* Implementation of Expressive Arts progressions, use parallel Es and Os through dance, drama and music<br>* Revisit BtC4 with staff and identify areas for improvement in performance | **Achieve, believe and celebrate**<br><br>**Year 1: 2015-2016** | **Entitlements**<br>* Through professional dialogue and moderation activities, staff demonstrate effective and robust use of backward mapping to inform annual plans, provide a balance of interdisciplinary (LAC plans) and discrete learning, and develop relevant and engaging contexts for learning |
| **Personal Support**<br>* Target boards are further developed to monitor and track identified individuals' progress, and children are increasingly confident in discussing and evaluating their progress<br>* A pilot transition programme, developed in consultation with staff, pupils and parents, is implemented in order to enhance continuity and progression in children's learning (BBB) | **Principles**<br>* Curriculum development priority area making effective use of CfE, BtC documents, Education Scotland resources e.g. SALs, and emerging practice locally and nationally – **Social Subjects**<br>* Review House System – develop sense of belonging to Houses | **Arrangements for Assessment**<br>* P1 – P4 'Review Jotters' are further developed to enhance children's input in target setting and reviewing their progress<br>* Approaches to P5 – P7 'Profiling' has been agreed resulting in children regularly reflecting on their learning and identifying their next steps in all curricular areas<br>* Staff are engaging with aspects of Education Scotland's SALs to assess and record children's learning |

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**Values**

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* Promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to their learning
* Foster an effective partnership with school, home, partner agencies and the wider community to empower our children

**Totality of the Curriculum**

* Focussed reflection and evaluation of the impact of Literacy / Numeracy progressions in light of developing practice locally and nationally (WL Curriculum Frameworks / Education Scotland resources)
* PLL Platform approach being implemented consistently from P1 to P7 providing meaningful learning in the +1 language (French), and positive steps planned for development of +2 language in P5-P7 (Spanish)
* Clear links are well established in all teachers' planning to provide a varied curriculum for children (class teachers, specialist staff, SfL staff)

**Learning and Teaching**

* All teaching staff are planning for a variety of approaches in the delivery of 'Learning Across the Curriculum' plans, which is evident in annual overviews (links to BtC3)
* All staff are fully engaging with 'Mission to Learn' which is positively impacting on learning and teaching. A focus on effective plenaries, reviewing learning and setting next steps in children's learning
* All children have access to technology to support their learning and are able to determine when this should be used

**Experiences and Outcomes**

* Staff are becoming increasingly skilled at using backward mapping information and day to day Es and Os in order to 'bundle' relevant Es and Os to provide pupils with engaging and responsive contexts for learning (Learning Across the Curriculum planning)
* All staff have identified at least one link in the local community or world of work to support and enhance children's learning experiences (evident in annual overviews and links to BtC4)

**Achieve, believe and celebrate**

# Year 2: 2016-2017

**Entitlements**

* Staff are skilled in their use of planning formats and backward mapping (using appropriate interdisciplinary and discrete learning) to deliver every child with a broad general education based on the seven design principles of CfE

**Personal Support**

* School environment – symbolising is evident in all classrooms; consistent use of visuals across school; consistency in sharing daily, weekly, monthly and annual timetables / calendars
* Pupil and parent views are sought on the effectiveness of the school's pastoral care and ideas sought on how this could be further improved (BBB)

**Principles**

* Curriculum development priority area making effective use of CfE, BtC documents, Education Scotland resources e.g. SALs, and emerging practice locally and nationally – **Science and Technologies**

**Arrangements for Assessment**

* Parents are fully involved in children's 'Review Jotters' and 'Profiles' and are encouraged to engage in commenting on their child's progress and next steps in learning
* Staff actively identify opportunities to moderate Learning and Teaching and Assessment approaches with colleagues both in and out with our own school, and engage with SALs throughout the process

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| **Values**<br><br>* Provide a safe and enjoyable learning environment where <mark>children can thrive and success is celebrated</mark><br>* Develop a progressive and challenging curriculum which is meaningful, relevant and enjoyable, <mark>and develops skills for life-long learning</mark><br>* Promote a climate of creativity and innovation, resulting in children having a positive and resilient approach to their learning<br>* <mark>Foster an effective  partnership</mark> with school, home, <mark>partner agencies and the wider community to empower our children</mark> | **Totality of the Curriculum**<br><br>* Focussed reflection and evaluation of the impact of Health and wellbeing progressions in light of developing practice locally and nationally (WL Curriculum Frameworks / Education Scotland resources)<br>* <mark>Staff engage in a focussed evaluation of QI 5.1 in order to identify aspects of the curriculum that need to be revisited / reviewed / refreshed / adapted</mark><br>* All teachers' planning and observation of classroom practice, highlights a strong pupil voice in shaping and developing the curriculum and learning experiences | **Learning and Teaching**<br><br>* All children are confident in selecting and using a variety of technology to support, challenge and engage them in their learning<br>* Staff are skilled in the implementation of all aspects of 'Mission to Learn' and children are confident in articulating strengths in their learning and their next steps<br>* <mark>BtC2 and BtC3 guide approaches to active learning and learning and teaching approaches ensuring the 7 design principles are being delivered</mark> |
| **Experiences and Outcomes**<br><br>* All teachers' planning is reflective of current approaches to 'bundling' Es and Os ensuring that pupils' learning in all areas of the curriculum is flexible and responsive to their needs<br>* <mark>Links to the local community and world of work are an integral part of the learning and teaching practices across all areas of the school</mark> | **Achieve, believe and celebrate**<br><br>**Year 3: 2017-2018** | **Entitlements**<br><br>* Through effective systems, all staff recognise and celebrate children's wider achievements and give recognition to children's learning when planning learning within school<br>* All children have the opportunity to attend out of school hours learning, where appropriate, that provides a pathway to community clubs and organisations |
| **Personal Support**<br><br>* All children in school are able to identify and name a member of staff as their trusted adult. Agreed systems are developed to allow children to speak with / meet their trusted adult if required | **Principles**<br><br>* <mark>Curriculum development priority area making effective use of CfE, BtC documents, Education Scotland resources e.g. SALs, and emerging practice locally and nationally – **RME and review Literacy and Numeracy**</mark> | **Arrangements for Assessment**<br><br>* Staff have revisited BtC5, in line with developments with SALs, reporting, moderation activities and Education Scotland's expectations, and have identified changes / adaptations to our practices<br>* <mark>The school's robust approaches to tracking and monitoring children's progress across the curriculum ensures that staff have a variety of assessment evidence to support their professional judgements about children's attainment</mark> |