



Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	Clober Primary School
Head Teacher	Catriona Marshall
Link QIO	Vicky Mackenzie

School Statement: Vision, Values & Aims and Curriculum Rationale	
 Clober Primary School Vision, Value	 Clober Curriculum Rationale 2021.doc

Looking Forwards – 3 Year Improvement Plan Priorities			
Bullet point key priorities for the next 3 years			
Session	2022/23	2023/24	2024/25
Priority 1	Literacy: Writing Non fiction writing Planning, assessment and moderation Whole school programme	Literacy: Writing Embed T4W approaches Assessment and moderation cycle in place Literacy policy updated	Numeracy: Problem solving approaches Number Talks

Priority 2	Curriculum: Refreshed narrative Expressive Arts: Music Digital Learning Early level Play/play in P2	Curriculum: Refreshed narrative Expressive Arts: Art Digital Learning Play and PEBL	Curriculum: Learning and teaching approaches policy Expressive Arts: Drama RME Play and PEBL
Priority 3	Health and wellbeing Promoting positive behaviour – UNCRC – RRSA RSHP Nurturing approaches/ACES/The Promise Family engagement	Health and Wellbeing Promoting positive behaviour Nurturing approaches Family engagement	Health and Wellbeing Promoting positive behaviour Nurturing approaches Family engagement

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Section 2: Improvement Priority 1	
School/Establishment	Clober Primary School
Improvement Priority 1	Literacy: Writing
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Catriona Marshall HT Literacy Champions: Karen Chapman and Anna Cook Jill Chapman, CT/NQT mentor

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	school improvement curriculum and assessment performance information	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Identifying and sharing good practice Assessment and moderation activities	Talk for Writing training delivered by Sue Cove Model texts and Pie Corbett Reading Spine	Information meeting for parents to explain approaches Supporting reading at home Parent survey
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Talk for Writing training Planning, assessment and moderation with stage partner and across levels (see collegiate calendar)	Small group support in reading and writing (DHTs/PT delivering)	None (training and materials to come from school budget lines)

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Co-op visits in trios focusing on learning and teaching in writing		
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Learners will benefit from a cohesive and progressive approach to fiction writing	Implement Talk for Writing fiction programme P1-P7 Introduce T4W non-fiction blocks	Programme implemented	August 22	
Staff will grow in confidence as they deliver year 2 of the Talk for Writing approach	Deliver Talk 4 Writing CLPL for each level, Early – Second Talk 4 Writing consultancy (Sue Cove) whole staff	CLPL delivered on bespoke basis E,1,2 levels Greater staff confidence to deliver approach Pre and post questionnaires for staff Class observations from SLT and co-operative visits with colleagues focus on writing	Initial training August/September 22 whole staff follow up November 22	
Learners will benefit from a cohesive and progressive approach to writing	Devise whole school programme P1-P7 fiction and non fiction	Whole school programme established	October 22	
Parents understand the approach used in school and are able to support their child at home.	Meeting for parents to explain the T4W approach and ways to support writing at home	Positive parental feedback	March 23	

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Improved teacher judgements about standards in writing based on shared expectations.	Plan, deliver and moderate lessons (including co-operative visits) Collate evidence of achievement of a level. Folder created on Teams to share standards and expectations.	Collegiate sessions focus on planning and moderating with stage partners and across levels. Evidence of Achievement of a Level collated. Co-op visits focus on experiences of learners and identify good practice, shared with the teaching team. Ongoing assessment through formative assessment during teaching. All learners have writing jotters which will be used as part of quality assurance procedures to evidence progress and attainment.	Throughout the session – planned collegiate sessions. Co-op visits week beginning: 31 st October 22 7 th November 22 27 th February 23 6 th March 23	
Improved teacher judgements about standards in writing based on shared expectations.	Assess writing three times per year using new assessment grids (fiction) Folder created on Teams to share standards and expectations.	Attainment increase from cold to hot pieces Teaching is based on previous assessment	Three assessment windows: Term 1 by 29 th November 22 Term 2 by 23 rd March 23 Term 3 by 23 rd May 23	
Improved teacher judgements about standards in writing based on shared expectations. Achievement of a level data is robust and evidence based.	Moderate writing assessment with stage partner and across levels as per collegiate calendar Folder created on Teams to share standards and expectations.	Writing judgements are based on evidence to inform next steps Pieces of writing that meet E, 1, 2 nd levels are shared with staff	Throughout the session – planned collegiate sessions. Cross moderation: 29 th November 22 23 rd March 23 23 rd May 23	

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Improved teacher judgements about standards in writing based on shared expectations.. Achievement of a level data is robust and evidence based.	Moderate assessment with cluster primary school Folder created on Teams to share standards and expectations	Writing judgements are based on evidence to inform next steps Pieces of writing that meet E, 1, 2 nd levels are shared with staff	Inservice day: February 22	
Gaps in learning will be identified and addressed.	Small group intervention to targeted groups with gaps in writing skills	Pre and post assessment for individuals targeted Data analysis	PT/DHTs to be timetabled to deliver support Aug 22 – June 23	
Improved teacher judgements about standards in writing based on shared expectations. Achievement of a level data is robust and evidence based.	Track and monitor assessment to measure impact of writing pedagogy on attainment. Folder created on Teams to share standards and expectations.	Achievement of a level judgements are robust and evidence based	Target setting meetings: September 22 January 23 May 23 Cross moderation: 29 th November 22 23 rd March 23 23 rd May 23	

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Section 2: Improvement Priority 2	
School/Establishment	Clober Primary School
Improvement Priority 2	Curriculum: Expressive Arts: Music Digital Learning Early level play
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? Cara Greer Acting DHT: Expressive Arts Jennifer Law DHT: Play Kim Mackay Acting PT: Digital learning

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in skills and sustained, positive school-leaver destinations for all Improvement in children and young people's health and wellbeing Choose an item.	teacher professionalism curriculum and assessment school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in employability skills and sustained, positive school leaver destinations for all young people Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff working parties to establish programme of study, new planners and assessment	Education Scotland documents Progression pathways format Planning format	Newsletters, Seesaw, Twitter Open afternoon to showcase curriculum

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	Curriculum maps for each stage	
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Education Scotland documents: Refreshed Narrative, Curriculum Es and Os and Benchmarks Working parties	Improved curricular pathways to ensure learners' progress	£1097 for play; materials and staff training

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
1. Play				
Children will have opportunities to enrich their learning through a play based environment.	Audit resources we currently have for play and liaise with EYC	Play resources will be appropriate and regularly changed to ensure children stay engaged; observations of learners and responsive planning will reflect this	October 22	
Staff will develop their skills and knowledge of play pedagogy.	Train support staff to become play champions, working collaboratively with EYC practitioners	Support staff are confident when working in the play environment. Support staff understand the importance of play and facilitating this Staff survey pre and post intervention	October 22	
Learners will benefit from a variety of play experiences.	Staff will include outdoor learning and loose parts play as part of their planning	Learners are engaged in play Assessed through dialogue, observation	August 22 – June 23	

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Staff will plan for a range of play experiences. Learners will be able to consolidate and extend their understanding in a play based environment.	Weekly planners and termly planners will be developed for P1 & P2 Staff will visit other schools to learn from their practice	Planning evidences skills, knowledge and understanding through play Planners are adaptive to learner interest Observations of learners reflect this Staff feedback is positive and identifies next steps	August 22 – June 23 Planning will develop throughout the session	
Parents will understand the importance of play and will be able to provide play opportunities for their child at home.	Share approach to play with parents through stay and play sessions, newsletter and Seesaw	Positive feedback from parents Learners observed co-operating, turn taking, problem solving naturally through their play Next steps identified through self evaluation	June 23	
2. Expressive Arts: Music				
Staff will identify good practice and resources	Audit current programmes of study and planner for music using the Charanga resource	Good practice and resources identified.	October 22	
Staff will recommend resources to ensure Es and Os are met.	Identify any gaps in current provision and make recommendations accordingly	Recommendations made.	October 22	
The working party will pilot teaching materials with their classes and evaluate the effectiveness of these with the learners.	Expressive Arts working party to engage in learning and activities involving music	Recommendations piloted and evaluated.	October 22 – June 23	
The working party will share good practice and effective resources with colleagues.	Share good practice by setting up a channel in Teams, feeding back to staff in collegiate sessions	Good practice and resources shared with staff. Positive learner evaluations shared.	Staff meeting 3 3.1.23 Inservice Day 5 2.5.23	

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Learners will benefit from relevant and motivating learning experiences in music.	Adapt progression pathways and planning format for music using Es and Os and benchmarks to ensure coherence and relevance	Progression pathway and planning format ready for implementation session 23/24	June 23	
3. Digital learning				
Staff will identify good practice and resources	Identify good classroom practice across the school	Good practice identified.	October 22	
Children and staff will lead learning	Appoint digital champions (staff) and digital leaders (children)	Digital champions and digital leaders in place. Training given to digital leaders.	October 22	
Children will provide peer support in classes, developing their leadership skills and sharing their expertise	Provide leadership opportunities for digital leaders across the school (Troubleshooting, coding, e-safety, iPads, Seesaw)	Timetable/rota in place for digital leaders.	October 22	
Digital champions will pilot teaching activities and resources with their classes and evaluate the effectiveness of these with the learners.	Digital champions to engage in learning and teaching activities with a digital focus, feeding back to staff in collegiate sessions and updating Teams channel	Recommendations piloted and evaluated.	October 22 – June 23	
All users will understand and adhere to digital learning protocols to ensure a safe and supportive learning environment.	Ensure internet safety and protocols are shared and followed by the school community	Protocols adhered to.	October 22	
Learners will benefit from relevant and motivating learning experiences using digital technology.	Adapt progression pathways and planning format for digital learning using Es and Os and	Progression pathway and planning format ready for implementation session 23/24	June 23	

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	benchmarks to ensure coherence and relevance			
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Section 2: Improvement Priority 3	
School/Establishment	Clober Primary School
Improvement Priority 3	Health and wellbeing: Promoting positive behaviour Nurturing approaches rhsp
Person(s) Responsible	Who will be leading the improvement? Who will they collaborate with? HT: Promoting positive behaviour Cara Greer DHT: UNCRC – Rights Respecting Schools Award (RRSA) and Nurturing Approaches, Family engagement Jennifer Law DHT: ACES/The Promise, Family engagement

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	teacher professionalism school leadership parent / carer involvement and engagement	QI 2.1 Safeguarding and child protection QI 3.1 Wellbeing, equality & inclusion Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
All staff have a role to play in promoting positive behaviour; adults modelling desired behaviour	Time for RRSA committee to meet Collegiate time to deliver staff training Family learning grids require to be updated	Values, vision and aims and positive behaviour policy shared with parents and carers

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RRSA committee Family engagement activities in every class; activities to do at home (Family Learning Grids)		Open afternoon, information sessions Family engagement activities
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
DHT to lead on The Promise (part of EDC working group) Ed Psych: ACES and Nurturing Principles, taken forward by C Greer	Work with families to support learning at home Parental engagement sessions HWP groups/LIAM/Lifelinks for targeted children	SLA to support with nurture and provide positive male role model Aug 22 – June 23 £17, 458 0.4fte teacher to enable Karen Chapman to provide nurture Aug – June £22,057 £1500 for development of nurture space

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Staff understand the five pillars and how this links to managing behaviour in a positive way	Revisit the five pillars of positive behaviour	Pre and post staff survey CLPL responsive to needs	August Inservice	
Learners experience a calm and supportive learning environment	Whole school focus on each pillar by month, two cycles.	Staff model desired behaviour for learners Pre and post staff survey HWP tracker for learners	Each pillar will be focused upon twice in the school year, Aug 22 – June 23	
Individual pupils will be well supported to manage their behaviours throughout the school day.	A nurture base will be set up and staffed by an experienced member of teaching staff and an SLA.	Children's anxieties reduce as they receive pastoral support as and when required. Children will have strategies they can use to help deal with their	August 22	

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	Children will be able to access the nurture base as and when needed.	emotions when overwhelmed, anxious or angry. Pre and post questionnaires/Boxall/LIAM		
Staff will understand nurturing principles and will further develop their ability to deal effectively with challenging behaviours.	DHT C Greer to lead staff CLPL on nurturing principles and ACES, working with Ed Psych	Staff understand the impact of ACES on families Staff have a range of supportive strategies they can use with learners Pre and post staff survey	October 22	
Staff will understand the principles of The Promise and its implications for supporting learners.	DHT J Law to lead staff CLPL on The Promise	Staff understand the principles of The Promise	October 22	
Parents will be supported to manage challenging behaviours at home. The child will benefit from a consistent approach between home and school.	Nurture teacher to be trained in PPP; offer out to parents	Strong uptake from parents Parent feedback is positive	Training to take place by Jan 23 PPP Jan – June 23	
Parents will understand how they can support their child's learning at home.	PT to develop booklets and videos to support parents engage with learning at home	Parent survey – pre and post Booklets devised and shared with school community	October 22	
Families will engage in worthwhile, enjoyable learning activities.	Re-introduce family learning grids for each term of the session	Families engage in worthwhile activities Parent, learner and staff feedback is positive	October 22	
Staff, pupils and parents will understand the importance of	Set up committee to take forward RRSA; review current	The committee is established.	October 22	

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the rights of the child and work together to achieve RRSA Bronze	practice, register for RRSA and prepare for RRSA Bronze	The committee agrees an action plan based on self-evaluation The committee delivers the action plan to staff, parents and pupils.		
Staff will meet the needs of learners with a full understanding of the rights of the child	Staff raising awareness session: RRS	Staff understanding UNCRC built into curricular maps P1-P7	June 23	

Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Health & Wellbeing, Literacy and Numeracy interventions for identified groups	Identify PEF allocation, staffing and resources that will be procured to support	Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	Identify progress and impact in narrowing the PRAG
The interventions below were part of the school improvement plan for 2021/22, with the PEF spend for Apr-Jun from the 22/23 allocation:					
Progress of targeted groups identified through tracking is improved with those below expectation progressing to on track	Targeted small group learning in: Reading comprehension Writing Numeracy	0.8fte class teacher to support targeted groups in literacy and numeracy (SIP 2021/22) April – June £16226	Tracking and monitoring termly Assessment of pupil writing PM Benchmarking Clacks Phased assessments in numeracy	June 22 ACEL data: almost all children on track	PRAG narrowed to 9%; all children made progress Literacy and numeracy interventions shared with staff

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		1fte SLA to support health and wellbeing/positive male role model SLA Apr – Jun £4655		June 22	
The interventions below are part of the school improvement plan for 2022/23, with the PEF spend allocated from 22/23:					
Individual pupils will be well supported to manage their behaviours throughout the school day.	A nurture base will be set up and staffed by an experienced member of teaching staff and an SLA. Children will be able to access the nurture base as and when needed.	0.4fte class teacher to allow K Chapman deliver nurture Aug – June £22,057 £1500 for development of nurture space	Children's anxieties reduce as they receive pastoral support as and when required. Children will have strategies they can use to help deal with their emotions when overwhelmed, anxious or angry. Pre and post questionnaires/Boxall/LIAM	Aug 22 – June 23	
Individual pupils will be well supported to manage their behaviours throughout the school day.	A nurture base will be set up and staffed by an experienced member of teaching staff and an SLA. Children will be able to access the nurture base as and when needed	1fte SLA to support health and wellbeing/positive male role model Aug 22 – June 23 £17, 458	Children's anxieties reduce as they receive pastoral support as and when required. Children will have strategies they can use to help deal with their emotions when overwhelmed, anxious or angry. Pre and post questionnaires/Boxall/LIAM	Aug 22 – June 23	

School Improvement Plans should be emailed to the link Quality Improvement Officer by Wednesday 19 June 2022