

Agile Improvement Plan **Workbook**

St Margaret's Primary



Year 26/27

SHORT – THIS SESSION

Pillar 1 Curriculum

- 1 Through our curriculum design and pedagogical approaches, we are increasing learners' engagement and achievement for all learners with a particular focus on Maths and Numeracy, Literacy and expressive arts.
- 2 Cluster - Through the consistent application of five key pedagogical principles, we will strengthen teaching and learning, improving outcomes for all learners. By embedding enquiry-based approaches and adaptive teaching, and developing practitioners' skills, we will ensure teaching is responsive, engaging and meets the diverse needs of every child, leading to deeper understanding, increased attainment, and sustained progress.
- 3 Intended Outcome
- 4 Intended Outcome
- 5 Intended Outcome
- 6 Intended Outcome

Pillar 2 Learning, teaching & assessment

- 1
 - Embed highly impactful enquiry-based pedagogy through a progressive framework from P1 to P7
 - Develop 'The Thinking Classroom' in selected classesleading to increased 'flow' for all of our learners, ensuring that we are moving learning forwards and developing deeper thinking.
- 2 Intended Outcome
- 3 Intended Outcome
- 4 Intended Outcome
- 5 Intended Outcome
- 6 Intended Outcome

Pillar 3 HWB and relationships

- 1 Our staff team and all of our learners will have opportunities to regularly engage in meaningful leadership opportunities that support the development of our learning powers & our culture for learning
- 2 Intended Outcome
- 3 Intended Outcome
- 4 Intended Outcome
- 5 Intended Outcome
- 6 Intended Outcome

School Improvement Priorities - Medium

MEDIUM – NEXT 2 TO 3 YEARS

Pillar 1

Curriculum

- 1 To be confirmed following the publication of national guidance
- 2 Click to type
- 3 Click to type
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Pillar 2

Learning, teaching & assessment

- 1 Review the impact of our approaches to outdoor learning on engagement and attainment
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Pillar 3

HWB & relationships

- 1 All staff to continue to develop their understanding and skills set in supporting children who live with or have experienced trauma through an introduction to Safe and Together training (delivered by HT)
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Impact

Q1 – What impact do we want to have?

Through our curriculum design and pedagogical approaches we are increasing learners' engagement and achievement for all our learners with a particular focus on Maths and Numeracy, Literacy and expressive arts in this session. We will achieve this by adopting an approach that **moves learning forwards** and offers **learner centered experiences** in these areas.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- How coherent and meaningful is our curriculum and its rationale for the needs of our current cohort of children?
- Where does creativity, compassion and community lie within our developing curriculum?
- Where is pupil voice & leadership in our curriculum planning and our rationale?
- Where do the design principles sit within our planning?
- Some of our learners are passively engaged or not engaged in all areas of learning, but in literacy and numeracy in particular.
- We do not provide enough high equality learning in areas that our learners are motivated by e.g. art (and drama)
- Do we really tap into how our learners learn best and where their talents lie?
- How does our current approaches to IDL tap into generating fascination, wonder and is irresistible to learners?
- Our focus on literacy and numeracy attainment often does not leave adequate time for other areas.

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Look at a **skills progression in art** and assign an artist focus of each stage.
- Review our **art resources** to ensure we have the adequate resources to develop children's skills in art and design.
- Canvas children's interests, where they feel a sense of achievement, what and how they like to learn etc.
- Tie into the skills of other teachers and link up with GHS (**art**)
- Audit resources and create resources packs for ease of delivery in **art**
- **Build in thinking classrooms** to practice ensuring a more active involvement in learning and not passive engagement (in maths and numeracy) - review where this sits within our **maths and numeracy progression**.
- **Review IDL planners** to incorporate more opportunities for wonder, fascination and problems solving/enquiry
- Add in pupil voice and learner agency to **IDL**
- Develop pupil independence through reduced scaffolding and more enquiry and problem solving across **literacy, numeracy and IDL**.
- Make more use of our local outdoor spaces and wider community.
- Continue to add depth to maths and numeracy through retrieval practice.

'Passivity or lack of agency would be a catastrophic hindrance to this generation.' p22 A Curriculum of Hope by Debra Kidd

Evidence

Q4 – How would we judge whether or not we have been successful?

- Our observations of learner engagement in maths and numeracy/literacy show a marked increase.
- On task 'behaviour', pupil voice, show actively engaged children working in 'flow' through the curriculum we offer
- Pupil feedback is telling us they are more engaged and actively thinking.
- End of product application of skills (in art) is demonstrating progress.
- There is evidence of reduced maths anxiety and increased confidence for some of our identified learners.
- There is evidence of children applying their literacy and numeracy skills across other areas of learning and through problem solving.
- Our IDL curriculum has increased learner agency and voice, leading to increased engagement and development of meta skills (focusing on integrity, communicating, collaborating, leading and sense making this session)

Impact

Q1 – What impact do we want to have?

Embed highly impactful enquiry-based pedagogy through a progressive framework from P1 to P7.

Develop 'The Thinking Classroom' in all classes, leading to increased 'flow' for all our learners, ensuring that we are **moving learning forwards** and **creating opportunities for deeper thinking**.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

The pace of lessons and ensuring appropriate challenge to avoid children being passive in learning or disengagement mid-way through as lesson

Develop staff's understanding of and confidence around leadership of learning and enquiry-based learning.

How do all staff increase opportunities for leadership of learning and reduce the amount of scaffolding needed in lessons?

Not all of our learners are independence and intrinsically motivated, in all classes.

Some of our learners bore easily and disengage.

We need to develop the role of the teacher to coach and facilitator, making teaching more responsive and less direct/scaffolded

How we assess our learners progress in a more wholistic way?

'In our enthusiasm to create change, however, we lost sight of what changes were having an impact. We were trying to many things at once that we lost control of cause and effect – pedagogy and thinking'. P13 BTC by P Liljedahl

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Review what our children need to support them to learn & be ready to learn – identify potential barriers.
- Ensure that we are setting up learning experiences, so the children are taking the lead & our teaching is responsive through timely adaptations.
- Research what are other schools doing locally/nationally.
- Make links to outdoor and enquiry-based learning & playfulness.
- Make use of environment checklists and circle resource to ensure our environment is an accessible and engaging for all learners.
- All staff to continue to develop outdoor learning approaches
- All staff to begin to engage in Building thinking Classrooms CLPL/professional reading(Maths and Numeracy)
- 3 staff to engage with **Building thinking classrooms CLPL** to embed into own practice (phase 1) with pedagogy team
- Professional reading & critical reflection throughout the school year; A Curriculum of Hope by Debra Kidd and Engaging Learners by Andy Griffith and Mark Burns (PEF FUNDED)
- Working with Judy Pitt for continued CLPL (PEF FUNDED) - **focus in on a few strategies to get children thinking, inspired and engaged and look for impact and why?**
- Working with Judy Pitt in term 2 for videoing/coaching (PEF FUNDED): what are the personal adaptations and things to work on?

Evidence

Q4 – How would we judge whether or not we have been successful?

- Our clear progression of outdoor learning skills will be visible throughout the school – children will be able to confidently talk about the skills they are developing and how they apply to real life.
- Through observations, videoing and other QA visits there is a noticeable reduction in teacher talk and increase in 'flow' - increased engagement, independence and thinking happening in all classes. Through this process, teachers can identify potential barriers to learning that may have been missed and adapt their practice to remove these.
- There is a noticeable reduction in reliance of the teacher to guide their learning and evidence of an increased in peer learning and independent thinking.
- Leuven scale observations show increasing levels of engagement for all children.
- We will achieve our play award.
- We will achieve our communication award (gold)

Impact

Q1 – What impact do we want to have?

Our staff team and all our learners have opportunities to regularly engage in meaningful leadership opportunities that support the development of our learning powers in all staff and children by developing a **culture for learning** across the school.
Increased leadership will lead to increased confidence, ownership, feeling valued and improved wellbeing.

Problem

Q2 - What problems are we trying to solve?

Include evidence supporting our understanding of the problems

Not all staff are confident in their leadership role or how they contribute to leadership across the school: clarity is needed, for the team, about what is meant by leadership of learning and leadership of change.

Not all our learners are confident to take on a leadership of learning role, leadership of their own learning and leadership of change role.

How do we effectively engage and involve our learners and staff in 1.2 and 1.3?

Are we giving enough time to collegiate working and leadership of change?

*'We have a responsibility to be equipping children with the tools they need to navigate this world.' P22
A Curriculum of Hope by Debra Kidd*

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Audit current leadership opportunities for learners and staff.
- Identify possible barriers to this having a positive impact for all – what is preventing children from taking on a leadership role in their learning or of change?
- Develop existing programmes such as young STEM leaders and provide appropriate training or support SSCRT etc.
- Identify across each stage and level where opportunities for developing leadership may exist and could exist.
- Reintroduce **RACI group** format for some aspects of school improvement around curriculum development.
- Develop our Class Council and Pupil Parliament discussions to a more research based approach using the Youth tool kit, which goes beyond 'you said/we did' to 'you said, you researched, you implemented, you changed...'
- Introduce **SQUAD groups** – each **SFLA takes a lead** group for a soft start with planned activities for identified children: Motivated Mondays, Talking Tuesdays, Wellbeing Wednesdays, Thinking Thursday and Fun Fridays – use circle documents to identify need and look for opportunities for leadership within the Squad.

Evidence

Q4 – How would we judge whether or not we have been successful?

- There is a notable increase in staff confidence and willingness to engage in leadership of change across the school.
- Through dialogue, it is clear that staff understand their role and are invested in this.
- From August 26 to June 27 there is a noticeable increase in leadership of change in class and across the school as well as leadership of learning.
- There is evidence of increased engagement and motivation through increased leadership opportunities – pupil feedback.
- Our parliament has taken on a research-based approach to improvements, and the children articulate a keen sense of purpose when talking about what they have achieved.

Clarify Canvas • Pillar

Cluster Pedagogy

Impact

Q1 – What impact do we want to have?

Through the consistent application of five key pedagogical principles, we will strengthen teaching and learning, improving outcomes for all learners. By embedding enquiry-based approaches and adaptive teaching, and developing practitioners' skills, we will ensure teaching is responsive, engaging, and meets the diverse needs of every child, leading to deeper understanding, increased attainment, and sustained progress.

Problem

Q2 – What problems are we trying to solve?

Include evidence supporting our understanding of the problems

- Staff understanding and application of the enquiry cycle is not yet fully developed or embedded, leading to variability in the quality of learning experiences
- Learning is not always designed to maximise learner agency, relevance, and engagement, which can impact motivation and depth of understanding
- As a result, there is variation in pedagogy and learner outcomes, with not all pupils consistently experiencing high-quality, responsive teaching that supports sustained progress

Change

Q3 – What change/s could we make that would result in an improvement?

Include research evidence base supporting this approach

- Enhance practitioners' knowledge and understanding of how to meet the needs of all learners through appropriate challenge and support.
- Develop a deeper understanding of the enquiry cycle.
- Staff to plan high-quality enquiry-based learning that increases learner agency, relevance, and engagement, leading to improved outcomes.

Evidence

Q4 – How would we judge whether or not we have been successful?

- Staff confidently articulate their improved knowledge and understanding of adaptive teaching, evidenced through professional dialogue, staff surveys, and quality assurance activities.
- Practitioners reflect on and discuss specific adaptive teaching strategies used in their classrooms, demonstrating clear links between approaches and learner needs.
- Staff can clearly explain how adaptive and enquiry-based approaches increase engagement and improve outcomes for learners.
- Increased learner engagement in enquiry-based learning is evident through pupil voice, observations, and participation.
- Staff consistently plan, implement, and evaluate high-quality enquiry-based learning experiences
- Practitioners are able to reflect on and evaluate the impact of their pedagogical approaches, using evidence to adapt and improve teaching.
- Overall, there is improved consistency in pedagogy and measurable improvement in learner engagement, progress, and attainment across the school.