



Falkirk Council
Children's Services



Improvement Priority : Self-evaluation and data literacy					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))	Actual Impact
In session 19/20 the staff have been introduced to an increased level of data analysis through: - Progress meetings - Tracking meetings - Feedback from parents, pupils and colleagues - Attainment data - SNSA data - Accelerated reader data We are now ready, as a school to increase our data analysis to better enable us to plan effectively for improvement and understand better our data landscape.	March 2020	CLPL, advice and consultation with Kimberly Robinson (RIC Data Coach) around the analysis of our current school data (March 2020) : Setting the scene for SIP 20/21	Staff confidence in making judgements of a level will be more confident, more robust and more consistent.	Qualitative professional discussions and feedback from staff indicate that all staff are confident in stating the St Margaret's data story.	
	By June 20/21 100% of teaching staff will fully engage with data to inform their planning	SNSA analysis (Feb 2020): review and analyse as team: pupil attainment and key anomalies to inform planning across a level	Staff will confidently make use of SNSA data to inform their planning and support their judgment. There will be increased attainment in May June from assessments in October.	Quantitative attainment data shows an increase in attainment (% agreed at initial tracking meeting in November	
		Develop our use of the moderation cycle in numeracy and maths – with a specific focus (identified by staff) on the gathering of evidence to inform better teacher judgement. Embed the use of maths and numeracy benchmarks to planning and all assessment discussions Develop our approaches to planning across a level in STEM in term 4, maths and	Through increased moderation in numeracy and maths, staff will be confident in making judgements through a shared standard (GTCS). Collegiate planning which incorporates the curriculum design principles in order to meet all learners needs in STEM and Maths and Numeracy are robust	Attainment will increase specific to each cohort/these pupils will be specifically identified through progress meetings and tracking and monitoring meetings. Engagement in learning in maths and numeracy,	

		numeracy and possibly writing from August (once practices are embedded).		identified through Leuven scale, will show evidence of improvement for all children	
		Create and make use of self-evaluation folders and data analysis to inform planning Creation of self-evaluation guidelines by staff Collectively plan our data gathering for most effective and purposeful use: ask WHY and SO WHAT? – - create a collective culture and understanding of our data gathering processes - Staff to collectively set this out in guidelines	Through staff co-creation of guidelines and self-evaluation as a processes will be improved. Data guidelines will inform staff about the gathering of relevant and impactful data. Staff will be more measured in the data they are gathering and clear on how the data has informed their improvement planning/self-evaluation.	Quantitative data and feedback evidences staff are critically analysing data and able to summarise the key messages and Staff are effectively identifying pupils requiring addition support and challenge through their progress meetings. There is evidence that planned interventions are having an impact.	
		Develop our curriculum rationale: - What makes us unique? - What are our main drivers? - Learning and teaching? - Planning and assessment? - CLPL?	Through our self-evaluation guidelines and, within it, our curriculum rationale, all stakeholders will have a clear understanding of what is expected along with the vision, values and aims of the school.	Staff are confidently able to discuss our curriculum rationale, our approach to self-evaluation and our vision, values and aims.	
		Interventions specifically supported by PEF:		•	
		Purchase of resources to support maths and numeracy developments (based on data analysis)		•	
				•	
				•	



Improvement Planning Template 2020 -2021

Improvement Priority : Maths and Numeracy					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
In analysing the school's data, the teachers believe pupil attainment of 85% at P4 and 75% at P7 (Falkirk Council Data, June 2019) is a result of the pupils' attitude to learning, lack of motivation, gaps in their knowledge of Numeracy and Mathematics, building in the 'I can't do it' mind-set and an over reliance on instant methods. It would seem the children are reluctant to keep going and work out the extended solutions. The Numeracy and Thematic Inspection from May 2019, detailed there was a lot of 'chalk and talk' lessons across the school and the children need to be given more opportunities to discuss the how of their learning and the preferred process they have selected and why. From a self-evaluation CAT February 2020 around the Moderation Cycle, the teachers have identified they would like to develop their knowledge and	We aspire to seeing an increased % in our data in P4 and P7 in June 20/21. (P1 currently sits at 100% June 2019) By June 20/21 100% of teaching staff will incorporate a daily opportunity for the pupils to discuss their learning of how they solved a problem or challenge. By June 20/21 100% of teaching staff will confidently be	CLPL, advice and consultation with Kimberly Robinson (RIC data Coach) around the analysis of our current school data (March 2020) : Setting the scene for SIP 20/21 SNSA analysis (Feb 2020): review and analyse as team pupil attainment and key anomalies to inform planning across a level Review the Numeracy and Mathematics Curriculum: 5 lead teachers to work alongside Gary Lamb (Complete Maths) to create a planning and assessment platform to support the delivery of the curriculum. All staff to be involved in collectively agreeing in 'decluttering the Curriculum' and the Numeracy skills we will focus on as a staff team. Roz Fricker to work with Graeme High School colleagues (Elaine Peat and Nicola Hunter) to discuss the	Staff confidence in making judgements of a level will be more confident, more robust and more consistent. Staff will confidently make use of SNSA data to inform their planning and support their judgment. There will be increased attainment in May/June from assessments in October. Through increased moderation in numeracy and maths, staff will be confident in making judgements through a shared standard (GTCS). Collegiate planning which	Qualitative professional discussions and feedback from staff indicate that all staff are confident in stating the St Margaret's data story. Quantitative attainment data shows an increase in attainment (% agreed at initial tracking meeting in November) Staff are confidently able to collectively agree and discuss our Numeracy and Mathematics curriculum design, our approach to self-evaluation and our vision, values and aims. Attainment will increase specific to each cohort/these	

understanding of gathering evidence to confidently state the Curriculum Achievement level of a Pupil through the Teacher Judgement Data.	able to provide and discuss evidence for every learners achievement of a level through Tracking and Progress Meetings and ongoing classroom assessments.	skills expected of P7 pupils moving into S1 and how this information can support us re-designing our curriculum. Develop our use of the Moderation Cycle in numeracy and maths – with a specific focus (identified by staff) on the gathering of evidence to inform better teacher judgement. Embed the use of maths and numeracy benchmarks to planning and all assessment discussions Assessment of Maths in the Early Level Rebecca Lawrie to develop a assessment bank that supports the ‘realness’ of maths and children are assessed on their learning through Play is the Way.	incorporates the curriculum design principles in order to meet all learners needs in STEM and Maths and Numeracy are robust Staff confidence in making judgements of a level will be more confident, more robust and more consistent. Evidence gathered through active assessment methods.	pupils will be specifically identified through progress meetings and tracking and monitoring meetings. Engagement in learning in maths and numeracy, identified through Leuven scale, will show evidence of improvement for all children	
		Number Talks Andrew Steel leading on delivering a session to all staff on using Number Talks to promote pupil confidence in discussing the ‘how’ of their learning. Andrew collating a resource bank for Early, First and Second level on Number Talks.	Staff confidence will increase in supporting number talks and being the ‘facilitator’ of learning and encouraging the pupils to lead their own learning and discuss the <i>how</i> of their thinking.		

From Parental Feedback, they would like more information on how to support their child with Numeracy and Mathematics within the home. Consider how we further develop Family Learning within our own context.		Pupil Leadership Pupils to be given opportunities to lead the learning through a Digital Learning/STEM role. Discuss <i>how</i> they have learned and encourage other pupils to discuss their ideas. Maths through Stories Pupils will be given at least two learning opportunities throughout the Session 2020-2021, experiencing the delivery of Numeracy and Mathematics through the context of a Maths story when introducing a new concept.	Staff will develop their ongoing creative and innovative approaches to curriculum design incorporating personalisation and choice, pace and challenge and breadth and depth.	
		Family Learning Sara-Lou Johnson to consider how we create a common language of maths to be shared between school and home. Consider how this can be further developed to support identified pupils who display dyscalculia characteristics.	The whole school community will develop a common terminology to be used at school and at home around the language of maths. All classes to lead on delivering a parent workshop on how we learn maths (move away from Show and Tell, Learning Events). A smaller design group of SfLT, parent and pupils will create a family friendly 'guide/leaflet'.	Through the consultation process of creating the family friendly pack, gather feedback from all stakeholders and make relevant adjustments where appropriate.
		<u>Transitions from Nursery to Primary 1</u> Ashley Johnston and Leigh McMillan to gather data	Create a 'real life skills' framework for Nursery parents in preparation for Primary 1 e.g. Has your child	Use data from the 'real life skills' framework to assess children's life skills before delivering the curriculum.

		from Nursery parents around the life skills their child possesses before transitioning into Primary 1.	created a shopping list? Made a cake following a recipe and weighing ingredients?	Are there any gaps that need to be addressed in individual children?	
		Interventions specifically supported by PEF:			
		Numeracy resources ➤ Concrete Maths Resources ➤ Active Assessment Approaches in Early Level	Provide all children with manipulatives to develop their curiosity and inquiry skills through Numeracy and Mathematics.	Attainment will increase specific to each cohort/these pupils will be specifically identified through progress meetings and tracking and monitoring meetings. Engagement in learning in maths and numeracy, identified through Leuven scale, will show evidence of improvement for all children	
		Nessy to support targeted and identified children in discussion with SLT and SFLT through PEF/SIMD Data, Tracking and Progress Meetings.	Provide identified children with Family Learning opportunities through Nessy software to support Literacy and Numeracy skills within the home.	Weekly data details the impact of pupil progress and family support. Using this data allows for supportive conversations with pupils and families. This software can be a short or long term intervention dependent on the child's progress and engagement.	

Improvement Priority :

STEM (Curriculum and pedagogy)					
What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
Following our initial pilot and set up of 3 STEM hubs, data gathered regarding staff confidence and pupil engagement/enjoyment of STEM for learning, it is clear that this will be an on-going priority into session 20/21. The development of our STEM hubs naturally leads from our previous use of learning teams and WOW curriculum. There is existing evidence (tracking, planning, and assessment and progress meetings) throughout the school of children demonstrating a lack of confidence, resilience and independent learning. There is research based evidence which shows that STEM based experiences increases confidence and engagement of pupils.		<u>Leadership</u> - Further develop the role of lead STEM teacher into session 20/21. - The lead teacher, along with colleagues will develop QA of the learning taking place in the hubs throughout the session, ensuring the highest quality learning. - Develop Young STEM leader programme (2nd Level) (P4) P5 – P7	- The role of lead teacher will support and develop staff capacity and confidence in planning, assessing and implementing STEM. - QA procedures, built into the collegiate calendar, will ensure consistently engaging and excellent learning experiences. - Pupils learning will be enhanced through peer learning both around STEM opportunities and leadership skills development.		
		<u>Data</u> Gathering of staff, parents and pupils views regarding STEM (base line) March 2020	Our STEM school improvement priority will be based on evidence gathered which meets the needs of all stakeholders.		

		• Employment of one staff member and parental volunteer timetable set up to facilitate access to the hubs. • Create a parental STEM focus group Support parents in the use of Leuven scale to measure engagement.	Our parent volunteers will be more aware of the learning within the school with a view to supporting ideas for family learning at home.		
		<u>Planning and assessment</u> • Develop collegiate planning across a level for challenges and experiences in hubs. • Build in time throughout the school year for staff to share learning at each level. • Develop STEM skills passport (based on GHS pathway and Ed Scotland). • Develop local industry and WOW to facilitate learning in our classrooms and Hubs (working with Karen Wright) • Explore construction and food technology as experiences which develop STEM. Link STEM to our outdoor garden and local area.	Planning across a level will ensure consistency, progression and a shared understanding of level of challenge. Through the skills passport children will identify their own skills developed, how they can apply these elsewhere and in the future.	•	
		<u>CLPL</u> • Select a representative form staff willing to attend the SSERC PCP programme in May 2020 (notes of interest to be	Staff confidence levels will be noticeably higher through relevant and meaningful CLPL.	•	

		requested on Feb 2020 in-service). CLPL will be arranged by our lead teacher based on the information gained from the questionnaires. Look at CLPL programme for session 20/21 to support development of STEM.			
		Interventions specifically supported by PEF:		•	
		Employment of a staff member	25 hours SflA grade D	•	
		Resources		•	
				•	

Maintenance Priorities throughout session 2020 - 2021

Improvement Priority :

1. **Embedding vision, values and aims**
2. **Literacy – attainment in writing**
3. **Play is the Way**

Throughout all of these maintenance areas we will consider how to engage our families in **family learning**, **increase parental and pupil participation** in improvement planning, with a view to **creating guidance** at the end of the session that outlines the expectations at St Margaret's and offers guidance and strategies to all staff, children and families about how they can be involved in planning learning and improvement planning.

What data / evidence informs this priority?	Outcomes (Detail targets % etc. 17/18, 18/19, 19/20)	Interventions	Expected Impact	Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)	Actual Impact
1. In 19/20 all staff, families and children were consulted regarding our new core values, followed by a DRAFT vision statement, relationships and leadership policies, all of which aimed to embed our core values to daily school life.		1. All staff and children to embed the vision, aims, values, practices, strategies and expectations out lined in - our vision statement - relationships policy - Leadership policy - Our developing curriculum rationale - Revisit our PIVOTAL CLPL, nurturing principles and restorative practices with a view to ensuring consistency throughout the school, regarding supporting our pupils in our community through	There will be increased consistency in positive behaviour management strategies throughout the school leading to: • Better relationships • Increased confidence of children • Increased engagement of all children • Improved wellbeing of all (staff and pupils) All staff will have a strong sense of what we are trying to achieve, how and what makes our school and the children within unique.	Conversations (qualitative data) with staff through progress, planning, TAC, tracking meetings and analysis of data give a strong picture that all staff know our children well, as individuals and plan effectively to meet their needs.	

2. Literacy – following identified areas for improvement through our tracking and monitoring, SNSA results, teacher judgement and progression meetings around attainment in writing, we will develop this area as a whole school		fairness, equality, trust and understanding of them as individuals.			
		2. Review/self-evaluate current pedagogy, attainment data, approaches to planning and assessment of writing throughout the school. - Look beyond St Margaret's to other schools/authorities/RIC where there has been change that has led to increased attainment. - Begin to develop pedagogical approaches through a collegiate approach and professional discussion around learning and teaching of writing	Staff will increase the number of writing experiences through IDL across the school week. Staff will increase the opportunities to moderate with peers and pupils in writing within a level. Pupils will set personal writing targets that are clearly understood and led by them, to up level their writing.	Our writing attainment will increase – Attainment will increase specific to each cohort/these pupils will be specifically identified through progress meetings and tracking and monitoring meetings.	
3. Play is the Way – over the last 2 years we have been developing our approaches to play pedagogy, particularly in nursery to P3. This has been extended to some degree up to P7.		3. Continue to develop play pedagogy as an approach to learning in nursery to P7 - Use of Leuvan scale to measure engagement and confidence - Planned play experiences across the curriculum, through our STEM hubs, community garden and local community. - Through collegiate planning across the levels develop our learning environment to	See SLT and Ashley	•	

		facilitate problem solving, creativity and play.			
		Interventions specifically supported by PEF:		•	
		Play resources		•	
				•	
				•	