

Driver Diagram: Maintenance 20/21

1. Our Vision, Values and Aims 2. Play is the way 3. Writing self-evaluation

Aim – states what is to be achieved, how good and by when.

Primary drivers – needed for the aim to be achieved.

Secondary Drivers – our theory about what needs to be in place to deliver the primary drivers.

Ideas: what could be tried out in practice: **PDSA tests**

By June 2021 100% of our pupils will be able to talk about and demonstrate their understanding of our Vision, Values and Aims e.g.

- What are our school values?
- What skills and attributes does our planned learning experiences help children to develop?
- How are children developing qualities needed to 'become' the four capacities?

Play is the Way

By June 2021:
100% of pupils in P1-3 will engage in developmentally appropriate play based learning experiences across all curricular areas.

100% of pupils in P4-7 will engage in playful pedagogy at least once per week particularly through Mathematics and numeracy and STEM.

Writing

By June 2021, through robust self-evaluation processes all staff will have a clear picture regarding how

PEDAGOGY

Staff will engage the children in weekly/daily discussions around learning and behaviour relating to our vision, values and aims.

The structure of the day in P1-3 will provide a balance of child initiated, adult initiated and adult led experiences.

Our self-evaluation will include a review of writing pedagogy throughout the school.

CLPL

Staff will fully engage with Emotion Works & nurturing principles, supporting the children in developing their emotional intelligence and resilience.

Staff across nursery-P7 will engage in CLPL around designing rich learning experiences that promote curiosity, inquiry and creativity initially focussing on STEM and La Salle Mathematics and Numeracy.

Conduct a review out with (looking out) of successful writing pedagogical approaches with a view to planning CLPL next session.

ENVIRONMENT

The layout of learning spaces in P1-3 will meet the criteria set out in our environmental checklist.

Weekly discussions with children about our core values and how they can help them grow and develop as individuals.
Create classroom, playground charters which reflect and understanding of our Vision, Values and Aims.

Through our Pupil Parliament and Class Council children will engage with HGIOURS and have their say about life in their school (initial focus is on relationships).
Children will be consulted on our relationships policy and have a voice over rewards and consequences in their area.

Support staff to develop 'playground magic' in conjunction with pupils.

Weekly huddles in P1-3 initially extending to level groups to discuss play pedagogy.

Observations of pupils using Leuven Scale of engagement. September, January and May.

Self-evaluation eforms for parents, children and pupils regarding their writing experience at St Margaret's.
Analyse key themes, concepts and issues.

Environmental checklists used to evaluate the learning spaces.

Create display in the cat walk area for 'Emotion Works'.

Adjust relationships policy with pupil views.

Be clear about whole school expectations of staff, children and parents/carers through our relationships policy.

Review the use of Golden Time.

Link our VVA and relationships policy to our COVID recovery programme.

Seek pupil, staff and parental feedback re our Vision, values and Aim mid-year.

Engage the staff in critical reflection around our VVA – through pupil's eyes, colleague's perceptions, self-perception and literature.

Professional reading on play based pedagogy for staff to critically reflect on at weekly huddles.

Opportunities, 3 times in the year, provided for level groups to discuss 3 pupils from their Leuven scale observations and plan next steps.

Through data lead teacher and SLT staff will be support in analysing their writing self-evaluation data with a view to discussing good practice and effective approaches in St Margaret's and out with.

Environmental checklist completed at the beginning of each term for P1-3 classrooms. Environmental checklist shared with P4-7 staff to reflect on the use of learning spaces across the curriculum. Particularly focussing on STEM and Mathematics and numeracy.