# *Davidson's Mains Primary School*

*Improvement Plan 2023-24*

| Improvement Priority 1 | |
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| Improvement Priority 1 | Pedagogy (Differentiation) |
| Person(s) Responsible | *Who will be leading the improvement? Who will they collaborate with?*<br>HT (SLT), CT (pedagogy team leads)<br>RHS Learning Community Pedagogy Team |
| Next Steps from Standards & Quality Report | *Insert next steps identified in S & Q Report*<br>• Learning Community Pedagogy group to lead collaborative work to improve learning and teaching across the Learning Community (focus on differentiation, pace and challenge) (1.3)<br>• Continue to develop teacher led improvements to pedagogy, though a Learning Community-wide approach, together with in-house focus at CAT sessions, as basis for Shared Classroom Practice and Lesson Study focus - focus on differentiation, pace and challenge (2.3) |

| HGIOS 4 QIs | NIF Priority |
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| 1.3, 2.3, 3.2 | **Improvement in attainment, particularly in Literacy & Numeracy** |

| Outcomes/What are you going to improve? | Tasks/Interventions | How will you measure impact? | Timescale(s) | Progress 1 (Jan) | Progress 2 (May) |
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| *Outcomes for learners; targets; % change* | *Activities in Working time Agreement*<br>*Professional Learning*<br>*Learning & Teaching interventions* | *What ongoing information will demonstrate progress?*<br>*Identify*<br>*Qualitative, quantitative, evaluative pre and post measures* | *What are the key dates for implantation? When will outcomes be measured?* | | |
| • Mindset towards challenge (learners and staff) | LAUNCH Tuesday 15th August in house (1hr) | Pre:<br>Survey for **learners** on their views on | Dates as in Tasks/ Interventions | | |

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| • More accurate understanding of how challenge can benefit learners and help them progress<br><br>• Increased self-identification of engagement from learners<br><br>• In P1 focus on using the environment to raise engagement and provide challenge. | Engage with EL Differentiation course<br><br>INITIAL CHANGE IDEA<br><br>REFLECT Friday 22nd September LC (1hr 30m @Blackhall)<br><br>IMPLEMENT CHANGE IDEA<br><br>SCP/Lesson Study – Term 2 (Nov)<br><br>REFLECT Monday 8th January in house (1 hour)<br><br>Adopt/adapt/abandon<br><br>SCP/Lesson Study – Term 3 (Feb)<br><br>EVALUATE 26th April LC (Clermiston)<br><br>SCP/Lesson study lite – Term 4 (May)<br><br>May In Service - IDENTIFY NEXT STEPS | differentiation (qualitative)<br>P1-P7 Use the Leuven scale on engagement as baseline in August (evaluative)<br><br>Survey for **staff** on confidence re Diff (qualitative)<br><br>Moderation and feedback via CAT sessions led by staff, Lesson Study process, Shared Classroom Practice<br><br>Post:<br>Survey for all as above (qualitative) Re-visit January and May | Outcomes measured via SCP, Lesson Study, reflections from in house and LC events, data analysis of surveys | | |

| Improvement Priority 2: Health & Wellbeing | |
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| **Improvement Priority 2** | Digital Wellbeing Award |
| **Person(s) Responsible** | *Who will be leading the improvement? Who will they collaborate with?*<br><br>DHT (VF), KW (digital team lead)<br><br>RHS Learning Community |
| **Next Steps from Standards & Quality Report** | *Insert next steps identified in S & Q Report*<br><br>• Work with the Learning Community towards the Digital Schools Wellbeing Award |

| HGIOS 4 QIs | NIF Priority |
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| 1.3, 3.2 | **Improvement in children and young people's health and wellbeing** |

| Outcomes/What are you going to improve? | Tasks/Interventions | How will you measure impact? | Timescale(s) | Progress 1 (Jan) | Progress 2 (May) |
|---|---|---|---|---|---|
| *Outcomes for learners; targets; % change* | *Activities in Working time Agreement Professional Learning Learning & Teaching interventions* | *What ongoing information will demonstrate progress? Identify Qualitative, quantitative, evaluative pre and post measures* | *What are the key dates for implantation? When will outcomes be measured?* | | |
| Cyber resilience -<br>1. Giving pupils, staff & families the knowledge, skills & understanding to | 3 x CAT sessions + 1 In Service day session (January)<br><br>Establish working party | Compare initial and subsequent surveys<br><br>Feedback from pupils, parents, staff | August 2023-June 2024 | Initial surveys completed for staff & pupils<br><br>Digital leaders' pupil group established & regular | CPD about CRIS & draft progressions developed together with staff |

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| help children and young people stay safe online. We will help parents, carers and people who work with children and families to understand how to help children stay safe online and how to deal with problems if they occur.<br><br>2. We will inspire safe and responsible online behaviour & choices through reflecting on past & current experiences to become better digital citizens.<br><br>3. We will work towards creating a safer online environment where children are less likely to come across or get access to things online that are unsuitable for them. | Survey staff about competency levels & understanding related to Cyber Resilience and Internet Safety ('CRIS')<br><br>Working Party to review Keeping Safe documents to see how this aligns with new CRIS progression<br><br>CPD about CRIS & Keeping Safe<br><br>Introduce draft progression for CRIS across all levels & identified areas of the curriculum e.g. HWB, SS, Literacy, Technologies<br><br>CPD (CAT) to learn how to use the Reflect Tool – Reflect Training<br><br>Establish digital leaders' pupil group<br><br>Survey pupils to gain insight into how they use | Minutes of meetings<br><br>Learning round or lesson study focussed on CRIS | | meetings held, minutes shared<br><br>Whole school Twitter & policy around this created. All staff to be contributing to this regularly<br><br>Working party read/review Keeping Safe & CRIS documents<br><br>Working party draft digital strategy & consult staff, pupils & families | Working party completed digital strategy<br><br>Begin to share resources for CRIS with families at an agreed regular interval |

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| | internet and cyber resilience<br><br>Create whole school Twitter to share positive experiences & get children involved<br><br>Write digital strategy with CRIS & L & T embedded<br><br>Create a family focus group within this<br><br>Share robust resources with families via termly newsletters | | | |

| Improvement Priority 3 Curriculum | |
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| **Improvement Priority 3** | Curriculum Rationale<br><br>Social subjects progression |
| **Person(s) Responsible** | *Who will be leading the improvement? Who will they collaborate with?*<br><br>HT (SLT), MG (social subjects team lead)<br><br>School community: staff, pupils, parents/carers and professional/community partners |
| **Next Steps from Standards & Quality Report** | *Insert next steps identified in S & Q Report*<br><br>• Update our Curriculum Rationale in consultation with the whole school community (2.2)<br>• Revise Social Subjects curriculum and progression to build a more sustainable, diverse, equitable and inclusive programme for our learners (2.2)<br>• Engage parents/carers in Curriculum Rationale Design (2.2) |

| HGIOS 4 QIs | NIF Priority |
|---|---|
| 1.3, 2.2 | **Improvement in employability skills and sustained, positive school-leaver destinations** |

| Outcomes/What are you going to improve? | Tasks/Interventions | How will you measure impact? | Timescale(s) | Progress 1 (Jan) | Progress 2 (May) |
|---|---|---|---|---|---|
| *Outcomes for learners; targets; % change* | *Activities in Working time Agreement*<br>*Professional Learning*<br>*Learning & Teaching interventions* | *What ongoing information will demonstrate progress? Identify Qualitative, quantitative, evaluative pre and post measures* | *What are the key dates for implantation? When will outcomes be measured?* | | |

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| An updated, re-freshed Curriculum Rationale which reflects the context of our School and Community and the wider policy agenda | October In Service Day – 'What makes our School unique?' – local area visits, identifying community links – sketching outline rationale<br><br>Consulting the School community – Parent Council, 'Coffee & Curriculum' sessions in Term 2 to gather views<br><br>Pupil consultation – via the Pupil Council – Term 2<br><br>January In Service – pull together community, staff and children's ideas<br><br>2 x ½ CAT sessions (TBC – as part of social subjects sessions) – opportunities for professional dialogue and reading (Education Scotland, OECD 2030 etc) | Parents' participation ('coffee and curriculum' sessions, feedback on surveys/at parents' consultations) – contribution reflected in revised rationale<br><br>Feedback from pupils – contribution reflected in revised rationale<br><br>All staff engagement in curriculum rationale design process | Interim progress review – January 2024<br><br>May In Service day 2024 – self evaluation – progress and next steps (noted that this process may take more than one year) | | |
| Provide a more relevant and engaging social subjects curriculum for our learners, ensuring | In Service Day (August) – 2 hours planning Working party (3 x 2 hours)– | Evidence of IDL and discrete topic plans incorporating re-bundled Es & Os – audit by working party to confirm | Term 2 CAT session (date TBC) – interim | | |

| breadth, balance and progression | • initial re-bundling of outcomes<br>• roll out to all stages<br>• audit of IDL and social subjects plans<br>• set bonus ball/focus group questions<br>• review and revise as appropriate for session 2024/25<br><br>3 x CAT sessions (Terms 2, 3 and 4 –two shared with curriculum rationale sessions) – opportunities for professional dialogue, reading, moderation and stage planning<br><br>In Service Day (January) – ongoing review | inclusion of key themes of sustainability, equalities and diversity<br><br>Feedback from staff and working party<br><br>Moderation of pupil learning (jotters, working walls)<br><br>Feedback from pupils –<br>• focus for bonus ball discussions<br>• pupil focus groups<br>• Leuven scale – engagement (play in P1?) | review of progress<br><br>January In Service – progress to date: successes, challenges and next steps<br><br>Term 4 – CAT session + In Service (May) Self evaluation – progress and next steps | | |