

## Framework for School Improvement Planning 2022/23

Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	Twechar Primary School
<b>Head Teacher</b>	Martyn Glancy
<b>Link QIO</b>	Anne Dalziel

School Statement: Vision, Values & Aims and Curriculum Rationale
<p><b>Vision, Values and Aims</b>            Our vision, values and aims has been created together with all stakeholders. This includes a child-friendly version that was created with our Pupil Council.</p> <p><b>Vision (parent version)</b></p> <ul style="list-style-type: none"> <li>At Twechar Primary School and Early Years Centre, we aim to provide education and care in an inclusive community where we will nurture each individual child to be unique and ambitious. Our environment will empower everyone to trust in themselves, their abilities and others, developing a sense of belonging in their school community and beyond.</li> </ul> <p><b>Aims (parent version)</b></p> <ul style="list-style-type: none"> <li>To encourage children to be ambitious in their play and learning through a wide range of experiences at school, early years centre, home and their community.</li> <li>To nurture each child to believe in themselves to be the best they can be.</li> <li>To promote an inclusive ethos for all children, families and staff within the school, early years centre and the wider community.</li> <li>To build trusting relationships for all through actively listening to the voice of all children, families, staff and our local community.</li> <li>To empower children, families, staff and the community to celebrate successes together to build a better future for all.</li> </ul> <p><b>Vision (child version)</b></p> <ul style="list-style-type: none"> <li>Grow and believe at Twechar Primary and Nursery.</li> </ul>

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### Aims (child version)

- To help each child to do their best in their play and learning.
- To help each child to become confident and responsible in Twechar and our community.
- To have a community where everyone belongs and is welcome and included.
- To give everyone in our Twechar community a say in our school and early years centre by listening to them.
- To give everyone a chance to share their success in learning.

### Values

Fun

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Respect

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Belonging

*Omnes pro uno/ All for one*

	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	<ul style="list-style-type: none"> <li>• Develop our curriculum rationale with a focus on assessment approaches to inform learning and increase pupil engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed our curriculum rationale with a clear focus on learning and teaching pedagogy to increase pupil engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed our curriculum rationale with a clear, learning, teaching and assessment strategy to continue to raise attainment.</li> </ul>

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<b>Priority 2</b>	<ul style="list-style-type: none"> <li>Develop our processes to promote positive health and wellbeing of pupils and parents/ carers through a nurturing approach.</li> </ul>	<ul style="list-style-type: none"> <li>Embed our processes to promote positive health and wellbeing of pupils and parents/ carers through a nurturing approach and audit our wider HWB curriculum with a focus on RSHP.</li> </ul>	<ul style="list-style-type: none"> <li>Update our strategy/policy to promote positive health and wellbeing of pupils and parents/ carers.</li> </ul>
<b>Priority 3</b>	<ul style="list-style-type: none"> <li>Develop our literacy approaches across the school to promote an enjoyment of books and raise attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Embed our literacy approaches across the school to promote reading into writing and raise attainment.</li> </ul>	<ul style="list-style-type: none"> <li>Update our literacy approach across the school to promote reading into writing through analysis of our Talk for Writing approach.</li> </ul>

Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Twechar Primary School
<b>Improvement Priority 1</b>	Develop our curriculum rationale with a focus on assessment approaches to inform learning and increase pupil engagement.

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<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Head Teacher/ Principal Teacher/ LPG schools/ Quality Improvement Officer
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NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required  Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item.	Delete / copy as required  school leadership curriculum and assessment Choose an item.	Delete / copy as required  QI 3.2 Raising attainment and achievement QI 2.3 Learning, Teaching & Assessment Choose an item.	Delete / copy as required  Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Curriculum Design and Rationale development – <ul style="list-style-type: none"> <li>• Collaboration of leadership across school and nursery</li> <li>• Pupil Council</li> <li>• Parent Council</li> </ul> Support for Learning role (Acting PT) – <ul style="list-style-type: none"> <li>• Develop data analysis of interventions</li> <li>• Develop summative assessment to provide more data and analyse this</li> </ul>	<ul style="list-style-type: none"> <li>• NGRT assessments training</li> <li>• Developing staff knowledge of data and interpretations of data</li> <li>• Time provided to explore our context and purpose of our curriculum design.</li> <li>• Capitalise on our SEESAW intervention as an assessment tool and information sharing resource with parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging with parents and pupils on assessment strategies used to support learning and teaching</li> <li>• Explore our curriculum design and rationale with our parents.</li> <li>• Implement SEESAW to engage parents in aspects of learning and teaching.</li> </ul>

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Class Teachers – use of assessment data to inform decisions both formatively and summatively		
Class Teachers and Pupils – assessment is for learning approaches that help us to learn		
<b>Professional Learning</b>	<b>Interventions for Equity</b>	<b>Pupil Equity Funding (PEF) Allocation</b>
3 x Moderation Cycle activities (Stage meetings) 3 x assessment and data analysis (Formal Assessment) SNSA analysis (During the cycle above) 1 x Curriculum Development - Metacognition Reading session 1 x Curriculum Rationale session (Oct 22 INSET) 1 x Curriculum Development - NGRT implementation 1 x Curriculum Development – use of new tracking tool 1 x Curriculum Development – co-constructing Success Criteria (October INSET) 1 x Curriculum Development – peer/self assessment  3 x Curriculum Development session 3 x Stage meetings	New tracking tool New reading assessment resource Improvement in learning and teaching through metacognition – development of learning and teaching approaches to support engagement and skills development Learning and Teaching Policy	Acting PT to oversee interventions, team teach and support knowledge and skills of teachers. (£7315)

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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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?	
100% of pupils needs met through a flexible approach to our curriculum, understanding and implementing a curriculum to meet the needs of our children and reflect our local context.	Self-evaluate our curriculum with pupils, parents, community partners and staff and using curriculum rationale question stems (HGIOS4) and HGIOURS.  Develop and communicate a Curriculum Rationale that meets the needs of our learners taking into account our local community.	Consultation data gathered through questionnaires with all stakeholders.  Forward planning and tracking meetings to identify the implementation of the curriculum and the impact on learners. Pupil focus groups Pupil work monitoring termly Class observations	Implemented October 2022/ reviewed May 2022.	
70% of learners increased motivation and engagement with learning through the use of AifL techniques display greater pupil voice.	Moderate the use of LI and SC into our lessons using techniques to co-construct this with learners to increase engagement and motivation in learners using peer visits.  Develop wider use of AifL strategies to increase engagement and involve learners using peer and self-assessment.  Embed peer observations to support the development of	Pupil work monitoring termly Class observations Visit LPG schools	October Inset 2022  Dec 2022 and reviewed through Observed Teaching Sessions and Peer visits  Ongoing	

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	<p>Assessment is for Learning activities.</p> <p>Create a learning and teaching policy.</p>		May 2022	
Increased motivation in 70% of pupils be celebrating success in learning.	<p>Implement the use of SEESAW within classes to share learning and use as an assessment tool.</p> <p>Create a SEESAW strategy</p>	<p>Parent feedback questionnaires</p> <p>Pupil feedback questionnaires</p> <p>Pupil focus groups</p> <p>Peer visits</p>	October INSET 2022	
90% of teachers to demonstrate increased confidence to engage with the benchmarks and identify pupil progress and next steps.	<p>Engagement with new tracking tool to identify pupil progress in their learning and support professional discussions with SMT.</p> <p>Moderation of reading benchmarks against samples of tasks and observations of pupils reading.</p> <p>Analysis of reading assessment data used to identify next steps in learning and areas for continuous improvement.</p>	<p>Moderation activities</p> <p>Use of reading data to identify next steps</p> <p>Increased attainment in Reading</p> <p>Observations</p> <p>New tracking tool</p>	September 2022 and ongoing	

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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	<b>Twechar Primary School</b>
<b>Improvement Priority 2</b>	Develop our processes to promote positive health and wellbeing of pupils and parents/ carers through a nurturing approach.
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Martyn Glancy (HT), Linda Stewart (PT), Kirsten McSorley and Denise McMunn (NIG), HWB Working Party, Educational Psychologist.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete / copy as required
Improvement in children and young people's health and wellbeing	school leadership teacher professionalism school improvement	QI 3.1 Wellbeing, equality & inclusion QI 1.3 Leadership of Change Choose an item.	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Choose an item.



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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>• Development of Family Learning role and targeted Programme.</li> <li>• Development of Nurture Policy.</li> <li>• Further development of school values and expectations.</li> <li>• Monitoring attendance and late coming data monthly</li> <li>• Implementation of HWB assessments, tracking and data analysis</li> <li>• HWB working group focused on our VVA.</li> </ul>	<ul style="list-style-type: none"> <li>• HNIOS</li> <li>• HGIOS – Family Learning QI</li> <li>• Resources to support family learning</li> <li>• Resources for Family Learning activities/ café</li> <li>• Whole school HWB approach in first 2 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent sessions linked to HWB</li> <li>• Parent Café approach to taught weeks e.g. Autism, dyslexia.</li> <li>• Families connect session</li> <li>• Bespoke one to one family learning sessions</li> <li>• Increase community engagement with pupils, families and our community partner at the Healthy Living and Enterprise Centre</li> </ul>
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
<ul style="list-style-type: none"> <li>• Nurture Improvement Group sessions with local authority.</li> <li>• Family learning Assistant Forum.</li> <li>• 1xCurriculum Development session – HWB assessment tool.</li> <li>• 1x Curriculum Development session - Nurture Improvement Group leading whole school nurture. development focus on transitions.</li> <li>• 1x Curriculum Development session - Nurture Improvement Group leading whole school nurture. development focus on the classroom offers a safe base.</li> <li>• 3 x Curriculum Development Sessions focused on Emotion Works</li> <li>• 2 x Curriculum Development Sessions for restorative practice</li> <li>• HWB programme for first 2 weeks of school.</li> </ul>	<p>Nurture Room</p> <p>Emotion Works</p> <p>Development of calm corners across our classrooms</p> <p>Restorative approach to supporting pupils and relationships</p>	<p>Acting DHT to oversee further development and embed strategy</p> <p>Emotion Works - £1050. per year</p> <p>Resources for Calm Corners - £1000</p>

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<ul style="list-style-type: none"> <li>1 x Curriculum Development session - Circle time development.</li> <li>1 x Curriculum development session – wellbeing application.</li> </ul> <p>10 x curriculum development sessions</p>		
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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?	
90% of pupils adhering to school values and expectations.	<p>Develop the confidence of all staff to promote our school values through focussed activities with pupils to identify our values.</p> <p>Implement class projects to explore and exemplify our values and share this at assembly.</p> <p>Create a display promoting our values to welcome visitors into the school.</p>	<p>Staff questionnaires</p> <p>Pupil focus groups</p> <p>Pupil's work on display</p> <p>Observations of pupils enacting values</p> <p>Pupil's pride in their work</p>	Ongoing throughout the year and reviewed in December and May	

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Improved focus and engagement in lessons by 90% of pupils	Develop class charters linked to our school charter linked to UNRC.  Class charters evident in each class with exemplified actions linked to our school charter e.g. good listening and sitting skills linked to UNRC.	Staff questionnaires Pupil focus groups Observations Charters in class		
Pupil ownership for celebrating our school values.	Meet with Pupil Council to identify ways of celebrating our values in our school and implement agreed approach.		September 2022.  Measured December 2022 and May 2023	
90% of pupils adhering to school values and expectations.	Termly House meetings where we celebrate our values and achievements through our captains and vice-captains.	Pupil-led House meetings UNRC Article 28 (the right to an education)		
70% of pupils demonstrate good listening and talking skills communicating appropriately.	Each class will develop Calm corners within each class that children when required.  Training and developing support staff to model and teach calming techniques with children – HWB, drama, mindfulness colouring, nurture approaches.	Staff questionnaires Pupil focus groups Observations HNIOs Jenny Mosley resource	Reviewed by HWB working group October 2022, Dec 2022 and April 2023.	

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	Develop circle time approach to teach listening and talking skills in each class in reference to our Values and School Charter.			
Evidence of pupils being able to identify and discuss their emotions.	Implement whole school programme (Emotion Works) to develop the skills of children to manage their emotions and behaviour in a variety of situations.  Training for teachers to use zones of regulation to teach that, 'all feelings are okay, but all behaviours are not'	Emotion works CLPL Educational Psychologist	Implementation over three year period	
Transitions are settled with 90% of pupils returning to school and settling well. This will increase to 95% throughout the school term.	Develop annual programme of transitions including universal and targeted approaches for children across early years and school.  Create a Staff working group to observe and evaluate progress termly using How Nurturing Is Our School resource – termly – focused on transitions are important.	Annual review of transition processes Focus groups/ Pupil Council Observations HNIOS HGIOS HGIELC	October 2022	

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	Self-evaluate annual transition data to ensure all staff feel that they have all the information they require.  Create a transition policy			
90% of pupils self-identifying their wellbeing as being positive as a measure of HWB interventions.	Trial health and wellbeing assessment and tracking tool across p4-p7.	Data analysis of HWB tracking data. Observations HNIOS		
100% of pupil targeted action plans on the wellbeing application.	Update Action Plans to Wellbeing Application on SEEMIS reducing paper and streamlining school processes.	Use of the wellbeing application. Teacher to have working knowledge of the wellbeing application		
Increase parental engagement with school to 30%	Implement family learning sessions at primary 1 focussing on Families Connect.  Implement gardening sessions for targeted groups to increase wellbeing and build our community.  Implement opportunities for pupils to participate in outdoor learning and strengthen their achievements working with community partners through the John Muir Award. w	Register of parents engaging with activities. Evaluations of activities. Increased engagement with our community partner at the Healthy Living and Enterprise Centre.	Ongoing	

	Engage parents with a drop-in café approach one morning per week offering advice and support where required.			
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Section 2: Improvement Priority 3	
<b>School/Establishment</b>	<b>Twechar Primary School</b>
<b>Improvement Priority 3</b>	Develop our literacy approaches across the school to promote an enjoyment of books to raise attainment.
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Fiona Longstaff

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

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Paired reading – P6 and P7 pupils Literacy Champion – working towards Reading Schools Award	Family Learning Assistant Literacy Champion	Paired reading/ stay and read sessions Parent read/write/ count workshops for p1-p3

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
2 x Curriculum Development - Talk for Writing 2 x Curriculum Development – Library (reading for enjoyment spaces)		Acting Principal Teacher

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?	
Identify gaps in the resources to develop reading	Collate and audit literacy resources for reading and identify gaps.	Gaps for readers are identified and addressed. Resources are engaging for pupils.	August INSET day	
Trial alternative resources to engage readers across the school.	Discuss with peers to identify effective reading resources used in other schools with a focus across P1-P7.  Use funding to acquire new high quality reading resources after consultation with staff and pupils.	Pupil questionnaires Reading schools committee	April 2022	
Increase reading for enjoyment to 65%	Enhance library provision in each class and support access to books.	Pupil reading questionnaires Parent reading questionnaires Pupil voice to identify resources	October 2022	



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	After-school Book Club for pupils and parents led by our FLA. Link with Kirkintilloch Library.	Self-evaluation	Reviewed in May 2023	
Increase reading for enjoyment to 65% through model texts.	Revised implementation of Talk for Writing programme focussed on the stages of the process and the spine texts.	Reading questionnaires	Pre-measure October 2022/ Post-measure May 2022	
Improve writing attainment to 65% across the school	Increase engagement and motivation of our writers by increasing engagement in reading and standardising our approach to take this into writing.	Attainment data	May 2022	
Increase in attainment data through standardised Twechar approach to teaching reading tools and activities associated with reading.	Reading policy devised to incorporate resources, strategies and reading for enjoyment.	Observed teaching sessions, Attainment data Pupil focus groups	Implementation October 2022/ reviewed April 2023.	

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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?	
More robust use of data to identify gaps/next steps for learners.	Leading intervention implementation and data analysis	Acting PT - £7,315	Attainment data, Data analysis	Weekly meetings with Acting PT	
Increase the attainment of learners who are not on track.	Implementation of literacy supports to raise attainment in reading and writing.	0.2 PEF teacher	Attainment data	Weekly meetings with Acting PT	
Improved health and wellbeing and links with our parents in our local community.	Health and Wellbeing Curriculum developed. Development of nurture across the school.	Acting DHT - £8,250	Attainment data HNiOS HGios Observations	Weekly meetings with Acting DHT and ongoing throughout the year	
90% of pupils can express their emotions.	Emotion works as a resource to support emotional literacy	£1050	Pupil focus group	Weekly meetings with Acting DHT	
90% of pupils manage their emotions.	Zones of regulation boxes for calm corners	£1000	Pupil and staff questionnaires, HNiOS	September 2022	