

# Erick Primary School

*A Place to Learn, Develop and Grow!*

## IMPROVEMENT PLANNING SUMMARY 2020-21

### Self-Evaluation of Core Quality Indicators:

QI 1.3: Leadership of Change	4 (Good)
QI 2.3: Learning, Teaching and Assessment	4 (Good)
QI 3.1: Ensuring Wellbeing, Equity and Inclusion	4 (Good)
QI 3.2: Raising Attainment and Achievement	4 (Good)

### Strengths of the School

### Core QI Focus

Ethos of leadership for all and commitment of all staff to school improvement.	1.3
Vision values and aims permeate the everyday life of the school and promotes a positive, nurturing learning environment	1.3, 3.1
Regular assessments are used to identify a child's current skills and ability and teaching staff use broad, fluid groupings to target learning appropriately	2.3, 3.2
Maths attainment is very good with MOST learners achieving expected level	2.2, 2.3, 3.2

### QI 1.3 Leadership of Change

We want to continue

- To offer opportunities for staff and pupils to be leaders of learning through identified improvement priorities and pupil groups.
- Develop pupil leadership and participation in evaluating the work of the school through use of How Good Is OUR School resource.

We want to develop

- A robust, evidence-based approach to school improvement, involving all partners and impact reviewed and shared
- Further skills in data interrogation, including the use of standardised assessments to inform professional judgements, plan next steps for learners and further develop a shared and consistent understanding of standards

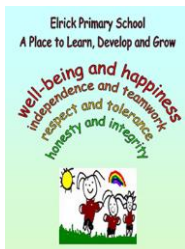
### QI 2.3: Improving Learning, Teaching and Assessment

We want to continue

- To embed the use of play and open-ended learning approaches to promote skills-based learning across the school
- To embed high level feedback through Making Thinking Visible
- To ensure assessment is integral in planning stages of teaching and learning, with a wide variety of assessment approaches to allow learners to demonstrate their K&U, skills, attributes and capabilities in different contexts across the curriculum.

We want to develop

- Further our moderation practices both in school and across the cluster to ensure a shared understanding of standards and what a level looks like (literacy focus 2020/21). This should include opportunities for planning with colleagues.



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- Our approaches to profiling from Nursery to Primary 7 to include opportunities to use digital technologies to support learner and family engagement

### **QI 2.2: Improving the Curriculum (because curriculum drives attainment)**

We want to continue

- To develop literacy, numeracy, health and wellbeing, creativity, digital and employability skills in a progressive way across the curriculum.
- To increase pupil engagement by providing learning pathways which meet the needs and interests of learners and support raised attainment and achievement

We want to develop

- regular, planned and progressive outdoor learning experiences for all our children across curricular areas
- A refreshed health and wellbeing curriculum, which will effectively support children's social and emotional wellbeing to ensure they can fully engage in learning.

### **QI 3.1 Ensuring Equity, Wellbeing and Inclusion**

We want to continue

- To support children in building resilience
- To look at the universal offer of support for all our children to ensure we are meeting individual needs and promoting an inclusive culture and positive relations.

We want to develop

- A consistent and shared approach to managing behaviour to ensure it reflects our commitment to the Rights of the Child, GIRFEC and our nurturing approach
- The use of regular, planned restorative circles as a forum for embedding values and addressing difficulties

### **QI 3.2 Raising Attainment & Achievement For All**

We want to continue

- To monitor and track attainment, with a focus on literacy, to highlight any gaps
- To work collaboratively to identify barriers to learning and to target support effectively.

We want to develop

- A 'Growth Mindset' culture to increase pupil engagement and encourage pupils to challenge their learning by giving things a go!
- An alternative approach for profiling from Nursery to P7, incorporating digital technologies to develop learner and family engagement.