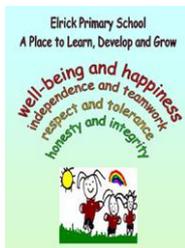


# Erick Primary School

*A Happy Place to Learn, Develop and Grow!*

## IMPROVEMENT PLANNING SUMMARY 2021-22

<b>Self-Evaluation of Core Quality Indicators:</b>	
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	5 (Very Good)
QI 3.2: Raising Attainment and Achievement	5 (Very Good)
<b>Strengths of the School</b>	<b>Core QI Focus</b>
Ethos of leadership for all and commitment of all staff to school improvement.	1.3
In all classes, teaching is underpinned by the School's Vision, Values and Aims, and staff are committed to getting it right for all pupils. This is evident in the range of teaching approaches visible in the school, including the use of technology to support learning. The school have implemented a new GIRFEC referral system to ensure consistency in identifying and targeting support.	2.3, 3.1
A variety of assessment approaches are used to identify where children are with their learning and support decisions around next steps. Regular tracking and discussion are done in collaboration with ASL and SLT to ensure appropriate support is in place.	2.3, 3.2
Attainment across the school remains very good with MOST learners achieving expected level	2.2, 2.3, 3.2
<b>QI 1.3 Leadership of Change</b>	
<p>We want to continue</p> <ul style="list-style-type: none"> <li>To offer opportunities for staff and pupils to be leaders of learning through identified improvement priorities and pupil groups.</li> <li>Develop pupil leadership and participation in evaluating the work of the school through use of How Good Is OUR School resource.</li> </ul> <p>We want to develop</p> <ul style="list-style-type: none"> <li>How we work in partnership with parents and the wider community to ensure best outcomes for our young people and families</li> <li>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</li> <li>Family learning and engagement, using the Seesaw App to support children in evaluating their own learning and next steps and using this as a tool to promote learning conversations at home</li> </ul>	
<b>QI 2.3: Improving Learning, Teaching and Assessment</b>	
<p>We want to continue</p> <ul style="list-style-type: none"> <li>To embed the use of play and open-ended learning approaches to promote skills-based learning across the school</li> <li>To embed high level feedback through Making Thinking Visible</li> </ul>	



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- 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

- regular, planned and progressive outdoor learning experiences for all our children across curricular areas
- 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.

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

We want to continue

- To embed 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

- A refreshed curriculum rationale which is underpinned by our updated V,V & A and takes into account the current climate and needs of the children
- Increased opportunities for pupils within school to develop their skills for learning, life and work

## **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.
- 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

We want to develop

- The use of regular, planned restorative circles as a forum for embedding values and addressing difficulties
- Our environment to create stimulating learning spaces which also consider different sensory needs

## **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, implementing the new GIRFEC referral process to ensure consistency

We want to develop

- A 'Growth Mindset' culture to increase pupil engagement and encourage pupils to challenge their learning by giving things a go!
- The use of Seesaw as an individual profile of the learning journey from nursery – P7.