

BANKTON PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN RECOVERY PHASE PLAN

2020 / 2021



Factors Influencing the Improvement Plan

School Factors

National Lockdown due to Covid 19 meaning that our children have not been in school since March.
Appointment of new HT (who was existing DHT), Acting DHT in place
This session the school will have a probationer, 2 NQT as part of the staff team
Cluster working on Moderation process
ELC implementing 52 week working

Local Authority Factors

Moving Forward in Learning Guidance – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council
[Corporate Plan](#)
Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Continuation of Phased Implementation of 1140 hours ELC

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?
National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Realising the Ambition
Child Protection Procedures
GTCS standards and professional update



Bankton Vision and Values

In Bankton Primary School we create a nurturing school, developing learners with confidence, perseverance, resilience and a positive attitude to learning.

We provide real, relevant contexts for learning to prepare our children for learning, life and work.

Through an ethos of inclusion and respect we ensure positive health and wellbeing for all.

*We live our school values of **RESPECT**, **PERSEVERANCE**, **INCLUSION**, **CO-OPERATION** AND **KINDNESS** every day in our school.*

Our Bankton Aims:

- *To develop, promote and sustain an aspirational vision which underpins our continuous improvement*
- *To develop leadership at all levels, ensuring that Learners, Parents/Carers, Pupil Support Workers and Teachers are an integral part of school improvement*
- *To ensure high engagement and motivation of all learners through shared expectations and consistent standards*
- *To engage with our parents/carers and families in a wide variety of ways to empower them to support their children improving their life chances*
- *To ensure that all learners make good progress from prior levels of attainment through close tracking and monitoring*
- *To analyse and use a range of relevant data to ensure every child leaves Bankton having achieved his/her full potential*

Our Curriculum supports our Learners to be Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Successful Learning

- Motivating and Engaging Learning experiences
- Self-esteem and resilience building will be integral to learning experiences
- Individual Success will be celebrated
- High expectations for all in line with school values
- Learners will be creative and curious
- Technologies will underpin approaches
- Skills will be applied and new and different contexts

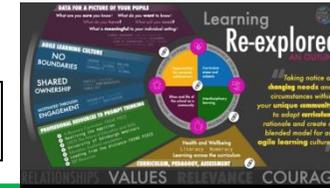
Interactions, Experiences and Spaces

Opportunities for Personal Achievement

- Application of skills linked to DYW
- Individual talents and interests encouraged and opportunities provided to share and enhance
- Celebration of Success and Achievement through individualised awards
- HWB developed through opportunities to connect with peers
- Expansion of knowledge through engagement with outdoors

Interdisciplinary Learning

- Blended model supports individualised and collaborative learning
- Personalisation and choice will be developed through skill focussed approaches
- Learners will expand their knowledge about local, nation and global contexts
- Creativity and Curiosity will be encouraged in presenting knowledge, understanding and application of skills, whilst providing opportunities
- toconnect with peers.



Confident Individuals

- Clear transition approaches ensure learners are ready to learn
- Well maintained social, emotional and mental wellbeing supports success
- Learners willingly share learning, opinions and views through different platforms
- Relationships are maintained and built through planned experiences
- Aspirational views are encouraged through

Ethos and Life of the School as a Community

- Vision and values will underpin all interactions and pedagogical approaches whilst promoting a happy, interesting and empowering learning environment.
- Values are celebrated to reinforce positive relationships and work ethic throughout the whole community, including engagement with learning at home
- Revised communication and sharing of information approaches support our commitment to partnership working
- Spaces will be developed to encourage high quality learning experiences whilst following Government guidelines

Curriculum Areas and Subjects

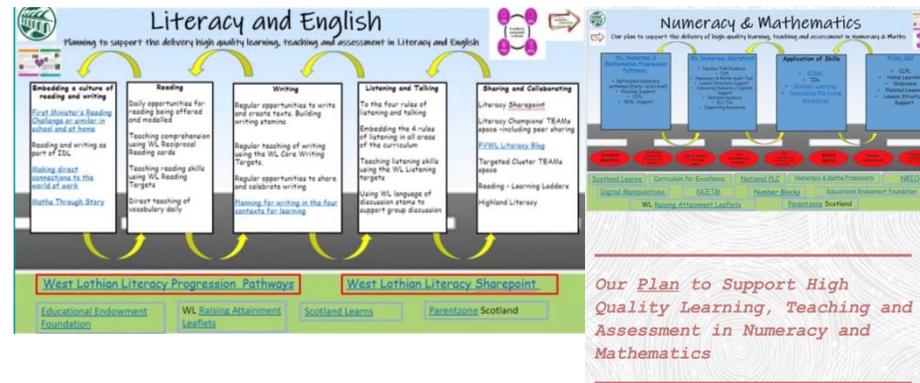
- WLC road maps support school approaches to providing breadth, depth, support and challenge within Literacy, Numeracy and HWB.
- Broad General Education will be developed through meaningful links across the curriculum
- Digital Technologies will continue to support learning in a meaningful way and will support communication approaches.
- Assessment will be planned and ongoing, including assessment of home learning. Moderation will be integral to ensure high quality learning experiences.

Responsible Citizens

- Curriculum will encourage expansion of local, national and global map, increasing understanding of Scotland's Place in the World
- Learners will show an understanding of the views of others and a willingness to respect differing views
- Learners show an interest

Effective Contributors

- Blended model learning encourages independence and self-management to achieve success
- Resilience programme will be developed further
- Communication will take place through different medias
- Learners will develop problem approaches through critical skills learning



Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

Background

During Lockdown we kept in touch with our families through the use of Teams for P4-7 and email for P1-3, we received very positive feedback for the level of communication we maintained. We supported our families through providing paper packs, resources and laptops where required as well as delivering food parcels. We also sent out regular 'keeping in touch' Groupcalls and individual phone calls reminding parents/carers of the school email so they were able to get in touch when required, these were answered by HT or Office Admin.

Data

Our data on learning engagement through Lockdown has identified gaps for identified pupils these will be addressed through a number of targeted interventions in Literacy and Numeracy (detailed below). In P2 and P4 there is a gender gap in Reading between girls and boys who are 'on track' which will be addressed through the interventions detailed below. In P2 there is also a gap between Q2 and Q5 in Reading. In P6 there is a gender gap in Mathematics with more boys 'on track' than girls in this area as well as a gap of 12% between Q2 and Q3 pupils in Literacy.

There will be targeted support in Maths and Numeracy by a full time teacher as well as PSW who will support children in class using Maths Recovery materials daily. Targeted support/intervention in Literacy will be provided by SfL teacher, HT, PT and PSW in different areas of the school for identified groups. The DHT will continue to support children in P1 and P2 with Literacy interventions. Universal support will be given through the use of our Reading and Writing progressions within school for Literacy and in the use of Number Talks and CPA approaches in Numeracy and Maths with clear progressions.

Health and Wellbeing will be central to our children being 'ready to learn'. We will focus on the SHANARRI indicators as well as our H&W progressive programme throughout the school and each child has an identified Trusted Adult who they will be able to check-in with.

We will continue our work on Digital Technology through the use of Teams (P4-7) and Seesaw (P1-3) both in class and for Home-learning activities. There will be CLPL through the appointment of a cluster Digital Development Teacher who will work in partnership with the school in devising an Action Plan which will also reflect the opinions of parents/carers.

Bankton Primary School - School Improvement Planning (Recovery Phase) for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>To improve the wellbeing of all of our children by having a clear curriculum recovery plan for Health and Wellbeing which addresses needs at this time.</p>	<ul style="list-style-type: none"> ➤ How will you address the HWB needs identified? ➤ Building Resilience Programme continued to be embedded in every area of school and shared with parents/carers ➤ All children to have a 'Trusted Adult' to support and discuss H&W with ➤ To further develop our Outdoor Learning Programme ➤ Children to use the H&W indicators as check-ins to ensure 'gaps' are filled ➤ Use of our progressive and comprehensive Health and Wellbeing programme throughout the school ➤ Extending opportunities for pupil voice through Class Councils to be responsive to the changing needs of the children and the communities 	June 2021	<ul style="list-style-type: none"> ➤ Children using indicators to check-in and discuss feelings with their 'Trusted Adult' ➤ Consistent and progressive H&W programme used throughout the school and this evident through Learner Conversations and moderation ➤ Outdoor Learning to be embedded throughout the school and this having a positive impact on H&W for all ➤ Positive Parent/Carer feedback on approaches used to impact on their child's H&W
<p>Raising attainment for all, particularly in literacy and numeracy:</p> <p>To support identified pupils to close attainment gaps in literacy and numeracy over the lockdown period.</p> <p>To ensure 'on-track' learners throughout the school attain expected levels in literacy and numeracy</p>	<ul style="list-style-type: none"> ➤ Focus on CPA approaches throughout the school using new WL pathways. ➤ Numeracy/Maths recovery and challenge groups run by teacher and supported by PSWs throughout the school. ➤ Individual cluster schools gather range of evidence of effective pupil feedback for baseline cluster planning in term 4 and informing future moderation of LTA ➤ Embed 'The Story Kitchen' writing approach throughout the school ➤ Develop whole school pedagogy and approaches to Listening and Talking ➤ Support for Learning groups for targeted support in Literacy throughout the school. ➤ Further develop digital learning to support learning with continued use of Teams for Home-learning with school supporting through borrowed IT resources to assist learners 	June 2021	<ul style="list-style-type: none"> ➤ Skills progression evident through Quality Improvement Visits ➤ Staff professional dialogue and E&E meetings to highlight impact ➤ Cluster moderation exercises throughout the session ➤ Learner conversations highlight improvements in methodology and learner confidence ➤ Tracking and Monitoring of attainment
<p>Closing the attainment gap between the most and least advantaged children:</p> <p>To close gaps in literacy and numeracy due to non-engagement in learning over the school closure period.</p>	<ul style="list-style-type: none"> ➤ Provide targeted support through Maths Lead Teacher and Literacy Learning support and PSWs ➤ Use of baselines to support and identify gaps and progress ➤ Parent/Carer tutorial sessions on how to support at home 	June 2021	<ul style="list-style-type: none"> ➤ Improvements in Baseline assessments ➤ Confidence in parent/carer being able to support at home through Forms surveys completed. ➤ E&E meeting information – including moderation of planning phases and assessments undertaken.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<ul style="list-style-type: none"> ➤ To update the relevance of IDL programme in-line with whole school developments in STEM ➤ To further embed the STEM design /creative process throughout 		<ul style="list-style-type: none"> ➤ Learner Conversations ➤ Use of Class Councils to present ideas/solutions to given problems ➤ Increased confidence and skill level of pupils

To develop a range of skills to work effectively in a group.	the school ➤ To develop digital skills throughout the school through CLPL and engagement with Digital Skills Lead cluster teacher		and teachers in the use of digital platforms
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