



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

CONTEXT & FACTORS

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WHAT IS THE KEY PRIORITY FOR SCHOOL IMPROVEMENT THIS ACADEMIC YEAR?

PRIORITY:

To improve our curriculum offer to ensure children in our learning community have varied and relevant learning experiences which strengthen the four capacities. (UNCRC Articles 12, 13, 28 & 29)

Confident Individuals Successful Learners Effective Contributors Responsible Citizens

(THIS PRIORITY WILL BE BROKEN DOWN INTO SEPARATE ACTIONS. ATTEMPT TO ARTICULATE AN OVERARCHING PRIORITY)

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*ALL SCHOOLS HAVE A SEPARATE PUPIL EQUITY FUNDING PLAN TO ENSURE THAT CHILDREN AND YOUNG PEOPLE AFFECTED BY POVERTY ACHIEVE THEIR FULL POTENTIAL. FOCUSING ON TARGETED IMPROVEMENT ACTIVITY IN LITERACY, NUMERACY, AND HEALTH AND WELL-BEING

YEAR: 2023-24

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

CONTEXT & FACTORS

PRIORITY: *To improve our curriculum offer to ensure children in our learning community have varied and relevant learning experiences which strengthen the four capacities. (UNCRC Articles 12, 13, 28 & 29)*

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WHAT FEATURES OF SCHOOL CONTEXT, LOCAL AUTHORITY FACTORS, AND NATIONAL FACTORS CONNECT TO THE SPECIFIC IMPROVEMENT PRIORITY?

SCHOOL (LEARNERS)

Self reporting data shows that although pupil attainment is good, learners do not always report positively on their achievement.

We have identified a need to develop more ways for children to achieve and build their self esteem, confidence and resilience.

Using statements across How Good is OUR School (HGIOURS) framework, pupils report that they would like their experiences in school to be more relevant to their lives, own personal targets and interests.

Data shows that although the attainment picture is positive, writing is the area of the curriculum with the lowest level of attainment.

STANDARDS AND QUALITY REPORT [S&Q 2022-23](#)

LOCAL AUTHORITY & CLUSTER

Cluster Attainment Data & Identified Gaps or Trends

Health and Wellbeing Priorities

Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))

[Corporate Plan](#)

Literacy and Numeracy West Lothian Priorities

Pedagogy Team

Equity Team & Pupil Equity Funding

Curriculum: Service Design Tools

NATIONAL

Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.

Scotland's Curriculum Framework

[OECD – Future of Education](#) and Skills 2030

Getting it Right for Every child (GIRFEC) & Support for Learning: All our Children and All their Potential (ASL Review) 2020

Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan

Realising the Ambition

UNCRC

Developing Scotland's Young Workforce

YEAR: 2023-24



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

VISION & VALUES

PRIORITY:

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HOW DOES THE SPECIFIC IMPROVEMENT PRIORITY FURTHER THE VISION AND VALUES OF THE SCHOOL?

SCHOOL VISION

Bellsquarry Learning Community has high aspirations for all. We encourage learners to have confidence in their skills, abilities and ideas, the resilience to persevere and the determination to succeed in their learning.

SCHOOL VALUES



Relationships
Respect
Support
Adaptability



CURRICULUM RATIONALE

At Bellsquarry Primary School our curriculum aims to allow our learners to:

- Develop confidence and ability to apply skills across different contexts and have the courage to persevere in order to achieve their goals.
- Develop global citizenship and celebrate diversity in our local community and become compassionate learners who respect others.
- Develop creative solutions through collaboration and effective communication.
- Be independent, critical thinkers who embrace challenges and adopt a resilient attitude.
- Adopt a passion for life-long learning through their natural curiosity of the world.

Our overarching priority aims to ensure that our curriculum aligns with the vision, values and aims of our school community. Each aspect of service design and curriculum development will connect directly with an aspect of our vision, values and aims. Our priority will ensure that approaches to learning, teaching and assessment approaches are strengthened through the development of our curriculum.

PROVIDE A BRIEF BLURB CONNECTING THE SCHOOL VISION, VALUES, AND CURRICULUM RATIONALE TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

SUPPORTING
DATA

PRIORITY:

To improve our curriculum offer to ensure children in our learning community have varied and relevant learning experiences which strengthen the four capacities. (UNCRC Articles 12, 13, 28 & 29)

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WHAT DATA HAVE YOU COLLECTED AND ANALYSED THAT SUPPORTS THE FOCUS ON THE SPECIFIC IMPROVEMENT PRIORITY?

DATA ANALYSIS STATEMENT:

There is a need to increase opportunities for children to have more autonomy in their learning. Our curriculum needs to be better tailored to our unique context.

We have identified the need to improve learner feedback to improve attainment and achievement.

Our 2022-23 data for the ELC shows that by the end of preschool less children are on track with rhyming and syllables than in other aspects of literacy.

Our 2022-23 data shows that although attainment in writing had increased this year overall, attainment in writing is lower than in other aspects of literacy, particularly within skills for writing (under 90% across the school).

We have identified a need to develop more ways for children to have a sense of achievement and build their self esteem, confidence and resilience.

TRIANGULATING SOURCES:

PEOPLE'S VIEWS

DIRECT OBSERVATION

QUANTITATIVE DATA

Learner Conversations

Class Observations

Pupil and Parent Feedback

Pupils and Parents

Jotter monitoring

Ethos Survey

Professional Discussion

Observations of Learning Experiences

ELC Trackers

Learner conversations and Excellence & Equity Discussions.

Jotter monitoring

Attainment Data

Pupil & Parent Discussions

No. of HWB Interventions Required

Self Reporting & Pupil and Parent Survey

HIGHLIGHT IMPORTANT HEADLINE DATA ANALYSIS STATEMENTS RELEVANT TO THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY.

- IDENTIFY TRIANGULATING DATA SOURCES USED TO VALIDATE ANALYSIS STATEMENT
- CONSIDER DATA SOURCES THAT REPRESENT YOUNG PEOPLE AS CITIZENS, AS INDIVIDUALS, AS CONTRIBUTORS, AND AS LEARNERS
- ENSURE LEARNER VOICE IS REPRESENTED

YEAR: 2023-24

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY:

To improve our curriculum offer to ensure children in our learning community have varied and relevant learning experiences which strengthen the four capacities. (UNCRC Articles 12, 13, 28 & 29)

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WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 1. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 1. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 2

FUTURE ACTIONS:

Develop and enhance learning experiences and develop phonological and phonemic awareness in the ELC and play pedagogy in Primary 1.

Review and analyse the use of and frequency of assessment data to ensure timely interventions as well as appropriate pace and challenge of learning.

Develop cyclical holistic assessments and problem solving tasks for first and second level.

Work with partners to improve and enhance STEM programmes that engage and inspire our learners.

Further develop learner feedback processes to improve resilience and self esteem.

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

1 Use service design tools to audit our curriculum offer. All staff & pupils August - September

2 Deliver training in teaching of writing using PM writing and WL Genre targets with a focus on opportunities to improve core literacy skills e.g. spelling, punctuation & grammar. SLT October 2023

3 Introduce masterclasses to improve personalisation and choice and develop AGILE skills (meta skills) in a meaningful context. Teaching & ELC staff September

4 Identify and develop potential partnerships to enhance our curriculum offer through introduction of a new Project Based Learning (PBL) approach to IDL. All staff & pupil focus group August - October

5 Develop and enhance learning experiences and develop phonological and phonemic awareness. Review phonics programme in P1 to further improve pace and challenge. SLT, ELC & P1 Staff August 2023

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMEDIATELY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

Almost all learners will agree that they have been consulted in deciding what and how they learn. Green

Planning methods will demonstrate consistency of teaching and learning in writing across the school. Red

An increased number of learners will report that they have more personalisation and choice and engagement in their learning. Green

Over 85% of children will demonstrate high levels of engagement in their learning during IDL. Green

New planning methods will be in place to provide opportunities for children to learn and blend with a higher number of single sounds. Green

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES. REVIEW SUCCESS

YEAR: 2023-24



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY: *To improve our curriculum offer to ensure children in our learning community have varied and relevant learning experiences which strengthen the four capacities. (UNCRC Articles 12, 13, 28 & 29)*

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WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 2. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 2. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 3

FUTURE ACTIONS:

Develop and enhance learning environment and approaches to play pedagogy in Primary 1 stages.

Develop cyclical holistic assessments and problem solving tasks for first and second level.

Work with partners to improve and enhance STEM programmes that engage and inspire our learners.

Further develop the correlation between progress and high quality feedback to improve learning, teaching and assessment approaches..

Review IDL approaches to ensure a balance of adult initiated and child initiated projects and learning opportunities.

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

5 Develop strategies and enhance learning experiences to increase pace and challenge in Early level literacy. ELC, P1 Staff & PT By end December

2 Deliver training in teaching of writing using PM writing and WL Genre targets with a focus on opportunities to improve core literacy skills e.g. spelling, punctuation & grammar. Literacy Development Officer November 2023

6 Develop consistent approaches to planning across the curriculum to ensure appropriate pace and progression. SLT & Staff December 2023

7 Deliver Project Based Learning (PBL) training across the cluster to improve learner experiences and pupil autonomy. Nicola Connor & Cluster Term 2 and Term 3

8 Through pupil leadership opportunities, ensure that pupils have opportunities to share their views and know that their views have been taken seriously. HT & Pupil Voice Group By December 2023

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

By December the pace of learning will have improved in literacy and most P1 children will be to identify most of their single sounds.

Planning methods will demonstrate consistency of teaching and learning in writing across the school.

During planning meetings, staff will demonstrate confidence in being able to ensure planning provides appropriate support, pace and challenge.

Planning for IDL at all stages will include a driving question and PBL approach to allow pupils to have more autonomy over their learning.

Our Pupil Leadership Groups and Pupil Voice 'You Said We Did' wall will demonstrate examples of pupil views/ideas being taken forward or considered.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES. REVIEW SUCCESS

YEAR: 2023-24



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY:

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WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 3. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 3. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO TERM 4

FUTURE ACTIONS:

Further explore the diversity of our school: languages spoken, cultures, religions and consider how we should enhance our curriculum to meet the needs of our diverse school community.

Review outdoor learning approaches to ensure we maximise the opportunities within our unique local context.

Develop cyclical holistic assessments and problem solving tasks for first and second level.

Develop processes to provide more opportunities to share and celebrate personal achievements and to capture the skills demonstrated.

Review IDL approaches to ensure a balance of adult initiated and child initiated projects and learning opportunities.

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

9 Further develop the correlation between progress and high quality feedback to improve learning, teaching and assessment approaches. All Staff & Equity Team March 2023

10 Work with partners to improve and enhance Project Based learning and IDL opportunities including Learning for Sustainability. Citizens SIP Group March 2023

11 Review and improve our Skills Academy offer to include Skills for Learning, Life and Work and offer opportunities for pupils to develop leadership skills.. Teaching Staff March 2023

12 Review and analyse the use of and frequency of assessment data to ensure timely interventions as well as appropriate pace and challenge of learning. SLT & Staff February 2023

13 Develop and enhance learning environment and approaches to play pedagogy looking inward, outward and forward. PT & Contributors SIP Group March 2023

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

Through learner conversations, identified pupils will be able to share how feedback has improved their learning. RAG: Yellow

Learners at each stage will be able to talk about the 'driving questions' and will demonstrate curiosity and exploration. RAG: Green

We will have an increased number of masterclasses offered and explored masterclasses identified by pupil interests. RAG: Green

Evaluations of targeted support plans will indicate that progress has been made and almost all pupils have achieved their target as a result of interventions. RAG: Yellow

Staff will develop an understanding of the importance of environment and play opportunities to improve curiosity and creativity skills. RAG: Green

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES. REVIEW SUCCESS

YEAR: 2023-24



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

ACTIONS & INDICATORS

PRIORITY:

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WHAT SPRINT ACTIONS DO YOU PLAN TO TAKE IN ORDER TO SIGNIFICANTLY IMPACT THE SPECIFIC IMPROVEMENT PRIORITY?

PLANNED ACTIONS SHOULD BE SPRINT ACTIONS - ACHIEVABLE WITHIN TERM 4. THESE ACTIONS SHOULD BE EVALUATED AT THE END OF THE TERM 4. TRY NOT TO CARRY TOO MANY INCOMPLETE ACTIONS INTO NEXT ACADEMIC YEAR

FUTURE ACTIONS:

Developing a consistent approach to target setting.

Further improve profiling processes.

Review outdoor learning programme to maximise use of our local community for learning.

Continue to develop use of learning intentions and success criteria to improve assessment and target setting.

Build first and second level play strategy using developing knowledge of staff and curiosity rubric.

BRIEF DESCRIPTION OF POSSIBLE FUTURE ACTIONS, WHICH MAY BE EXPANDED AND BECOME 'PLANNED ACTIONS'

PLANNED ACTIONS:

13 Review IDL projects across the school to ensure breadth of experiences and outcomes in a variety of curricular areas across a level. Citizens SIP Group June 2024

14 Update RME Programme & Calendar as part of the Citizens SIP working party. Citizens SIP Group June 2024

15 Ensure learning intentions and success criteria are used effectively to demonstrate intended learning. All staff May 2024

16 Increase family learning opportunities – curriculum events and workshops. All staff June 2024

17 Develop an Early Level play strategy underpinned by research. All staff June 2024

DETAILED DESCRIPTION OF ACTIONS TO BE TAKEN IMMINENTLY - ORDERED BY IMPORTANCE.

SUCCESS/IMPACT INDICATOR: RAG:

Our learning for sustainability framework will be updated to ensure a balance of experiences and outcomes are explored at each stage.

Curriculum offer within RME planning will ensure balance of Christianity and other world religions across all levels.

Through learning conversations, almost all children will be able to identify what success looks like in their learning.

Most parents will feel that we provide useful information about our curriculum and teaching and learning approaches.

There will be an increase in children demonstrating their curiosity skills through play in P1.

CLEARLY DEFINED MEASURE OF SUCCESS. ENSURE LEARNER VOICE IS REPRESENTED WITHIN MEASURES.

REVIEW SUCCESS

YEAR: 2023-24



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

A CURRICULUM
for EXCELLENCE

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HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY SUPPORT THE CURRICULUM FOR EXCELLENCE PURPOSE OF FULFILLING THE 4 CAPACITIES?

LEARNERS:

- 1,4,5,6 Enthusiasm and motivation for learning
- 5 Determination to reach high standards of achievement
- 3,4 Openness to new thinking and ideas
- 2,4,5 Use literacy, communication and numeracy skills
- Use technology for learning
- 3 Think creatively and independently
- 3 Learn independently and as part of a group
- 2 Make reasoned evaluations
- 3,4 Link and apply different kinds of learning in new situations

INDIVIDUALS:

- 2 Self-respect
- A sense of physical, mental and emotional well-being
- Secure values and beliefs
- 2,5,6 Ambition
- 4 Relate to others and manage themselves
- Pursue a healthy and active lifestyle
- 3 Be self-aware
- Develop and communicate their own beliefs and view of the world
- 1 Assess risk and make informed decisions
- 2,3,4 Achieve success in different areas of activity

CITIZENS:

- 3,4 Respect for others
- Commitment to participate responsibly in political, economic, social and cultural life
- Develop knowledge and understanding of the world and Scotland's place in it
- Understand different beliefs and cultures
- 3,4 Make informed choices and decisions
- 4 Evaluate environmental, scientific and technological issues
- 1 Develop informed, ethical views of complex issues
- 2 Make reasoned evaluations

CONTRIBUTORS:

- 4 An enterprising attitude
- Resilience
- 4 Self-reliance
- 2,3 Communication in different ways and in different settings
- 1,3 Work in partnership and in teams
- 4 Take the initiative and lead
- 3 Apply critical thinking in new contexts
- 2 Create and develop
- 3 Solve problems

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE ABILITY OF YOUR CURRICULUM TO DEVELOP AND DELIVER THE 4 CAPACITIES AND ATTRIBUTES)

YEAR: 2023-24

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



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QUALITY INDICATORS

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HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH FOCUS HGIOS QUALITY INDICATORS?

1.3 Leadership of change

- 1 Developing a shared vision, values and aims relevant to the school and its community
- 1,3 Strategic planning for continuous improvement
- 1,3 Implementing improvement and change

2.2 Curriculum

- 1 Rationale and design
- 1,2,3,4 Development of the curriculum
- 2,3 Learning pathways
- 3,4 Skills for learning, life and work

2.3 Learning, teaching and assessment

- 3 Learning and engagement
- 2 Quality of teaching
- 2,3 Effective use of assessment
- 3 Planning, tracking and monitoring

3.1 Ensuring wellbeing, equality and inclusion

- 3 Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality

3.2 Raising attainment and achievement

- 2,5 Attainment in literacy and numeracy
- Attainment over time
- 2,3 Overall quality of learners' achievement
- Equity for all learners

DETAIL ANY OTHER FOCUS QUALITY INDICATOR:

1.1 Self Evaluation for Self Improvement, 2.7 Partnerships and 2.4 Personalised Support are also a focus for us this session.



SCHOOL SELF EVALUATION SUMMARY

[SSES Information](#)

(IDENTIFY 1,3,4 THE SPECIFIC IMPROVEMENT ACTIONS WHICH WILL STRONGLY IMPACT THE DEVELOPMENT OF HGIOS QUALITY INDICATORS)

YEAR: 2023-24

COURAGE RELATIONSHIPS VALUES RELEVANCE



SCHOOL IMPROVEMENT PRIORITY



Bellsquarry Primary School & Early Learning Centre

NATIONAL IMPROVEMENT FRAMEWORK

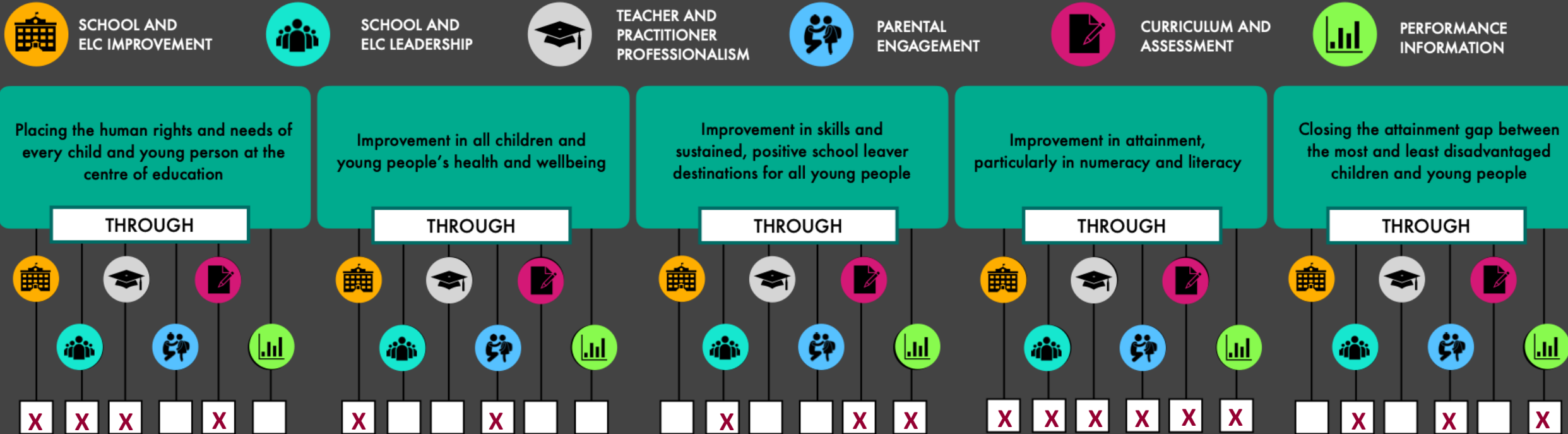
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HOW DOES THIS SPECIFIC IMPROVEMENT PRIORITY CONNECT WITH NATIONAL IMPROVEMENT FRAMEWORK PRIORITIES AND DRIVERS?



(SELECT NIF PRIORITIES AND THE RELATED DRIVER(S) THAT YOU ARE CONFIDENT WILL BE STRONGLY IMPACTED BY THE ACHIEVEMENT OF THE IDENTIFIED SCHOOL IMPROVEMENT PRIORITY)

YEAR: 2023-24



BIGGER PICTURE

WHAT (POSSIBLE) FUTURE SCHOOL IMPROVEMENT PLANS ARE IMPORTANT TO NOTE?



YEAR2

Further develop moderation cycle to identify learning priorities with appropriate pace and challenge.

Develop Building Racial Literacy Guidance for staff.

Expand the use of the Writing Progression and Assessment toolkit to all First and Second Level Pupils.

Develop Early Level Literacy Progression Toolkit to incorporate phonological and phonemic awareness.

Use of data gathered to further develop teaching and learning approaches in Fractions, Decimals and Percentages.

Develop Experiential/Play based learning experiences in P2 and P3 and the role of the teacher within this.

Development of rubrics to involve pupils in self assessing and being coached through their progress within meta skills.

YEAR3

Review Literacy Strategy in line with Literacy Attainment over time and Audit Literacy/Communication experiences from ELC – P7. Work towards next stage of Reading Schools Accreditation.

Develop a varied experience timetable for pupils which is split into: Structured, Experiential, Collaborative, Independent learning opportunities.

Develop meta skills assessment framework.

Develop partnerships with the world of work through parents and local businesses to enable sustainable curriculum opportunities.

Further develop the use of HGIOURS to include pupil observations of their peers to monitor progress within communication/listening and talking skills.

Work towards achieving gold UNCRC accreditation.

YEAR4

Review Numeracy Strategy in line with Numeracy Attainment over time and Audit Numeracy and Mathematics experiences from ELC – P7.

Develop the use of profiles to include progressive transferable skills and the children’s ability to talk about these.

Develop a programme of coding and robotics within our STEM curriculum.

Develop pupil led exploration through STEM challenges (play pedagogy, problem solving & adaptability) in the upper school.

Review Expressive Arts curriculum to ensure opportunities for creativity and clear development of skills.

YOU MAY CHOOSE TO INCLUDE PLANNED OR EXTENDED PARTNERSHIPS, KNOWN DEVELOPMENTS AND CONTINUATIONS OF THE CURRENT PRIORITY, AND SPECIFIC AREAS (E.G. CURRICULUM, NIF, UNCRC, ETHOS) IDENTIFIED FOR ATTENTION. **ENSURE LEARNER VOICE IS REPRESENTED WITHIN FUTURE PLANS.**



ELC settings are a distinct and important part of the school community. ELC settings have a separate Action Plan which details current and planned actions intended to improve the learning and experiences of children accessing this service.

Please follow this link  [ELC Action Plan](#) to view our ELC Action Plan.



PEF STATEMENT

PUPIL EQUITY FUNDING: Tackling the attainment gap between the most and least advantaged children



All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's **PEF Summary** provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions to improve literacy, numeracy and health and wellbeing.

Please follow this link  [Bellsquarry PEF Summary](#) to view our PEF Summary and find out more about our use of funding.