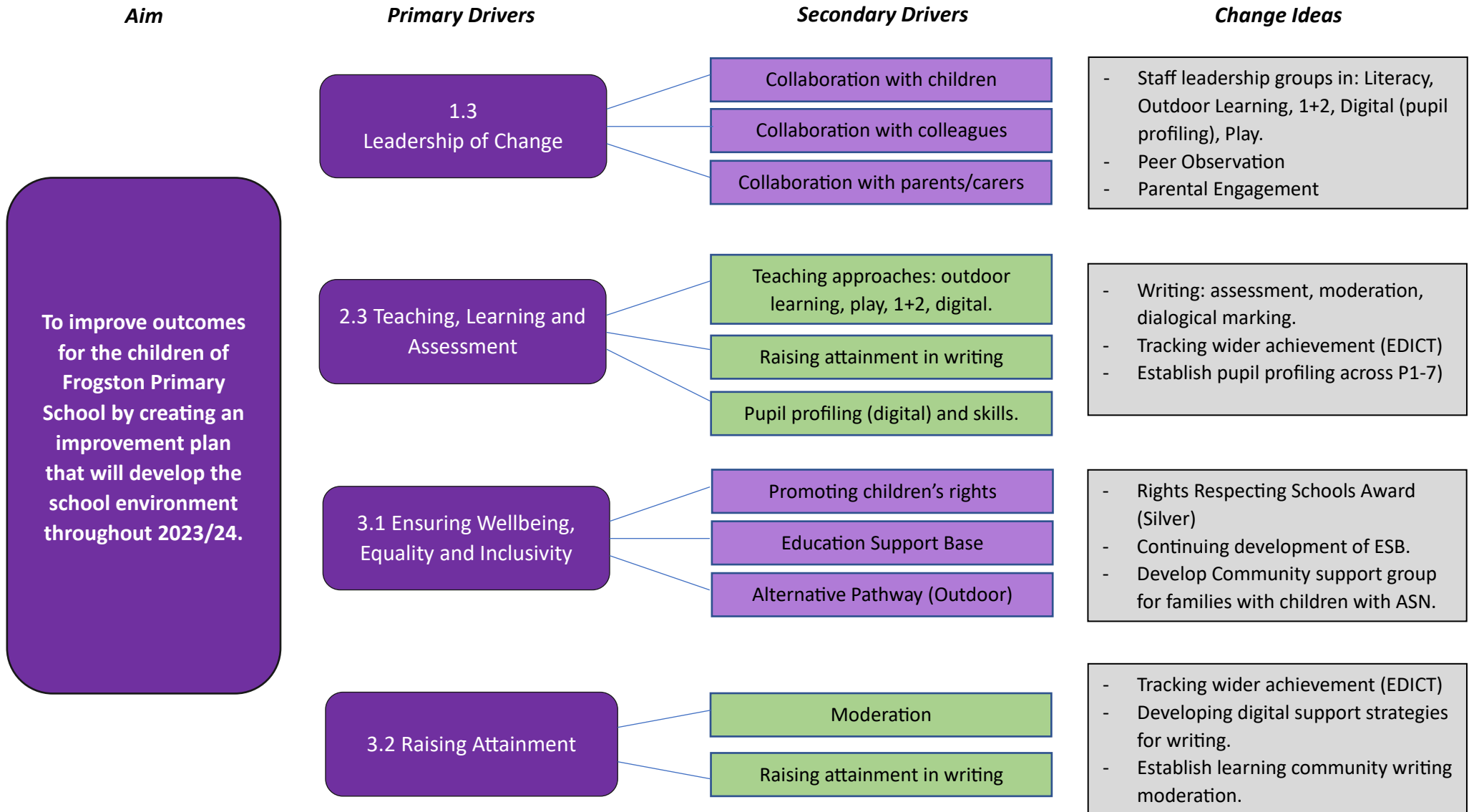


# Frogston Primary School Improvement Plan 2023-24

## Driver Diagram



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### 1.3 Leadership of Change

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
<p>Staff leadership groups in:</p> <ul style="list-style-type: none"> <li>- Literacy</li> <li>- Outdoor Learning (see below)</li> <li>- 1+2</li> <li>- Digital (pupil profiling)</li> <li>- Play</li> </ul>	<p>During two CAT sessions:</p> <ul style="list-style-type: none"> <li>- Collaboratively establish and work towards relevant priorities.</li> <li>- Contribute to developing practice through, e.g. sharing good practice, developing effective policy, establishing strategy.</li> </ul> <p>During two CAT sessions:</p> <ul style="list-style-type: none"> <li>- Share with teaching staff.</li> </ul> <p>During inset day; all staff to receive training in Spanish pronunciation/reading, plus games, curriculum plans for Spanish including daily classroom CLIL and e-Twinning project.</p>	<ul style="list-style-type: none"> <li>- Attainment data</li> <li>- Increased confidence in staff delivery of outdoor learning.</li> <li>- Increased use of outdoor spaces.</li> <li>- Increased confidence in delivery of Spanish.</li> <li>- Daily Spanish happening in every class resulting in increased confidence and ability for all pupils.</li> <li>- Digital pupil profiling methods implemented and reviewed.</li> <li>- Pupil surveys.</li> </ul>	<p>Staff leadership group CAT sessions in November and January.</p> <p>Staff leadership group review/sharing CAT sessions in March and April.</p> <p>Additional 1+2 input on October in-service day.</p>	<p>Teaching staff working in leadership groups, led by:</p> <p><b>OL: Aimee</b>  <b>Sustainability: Daisy</b>  <b>1+2: Aimee and Heather</b>  <b>Digital: Play:</b>  <b>Literacy: Jon</b></p>	
<p>Sustainability Through Curriculum (linked to Nurture and OL)</p>	<p>Design a curricular approach which embeds outdoor and sustainable learning throughout, in contexts which are real, challenging and purposeful.</p> <p>During 2 CAT sessions:</p> <ul style="list-style-type: none"> <li>- Receive training from Margon (The Green Team) and Aimee (DHT) on running John Muir Award OL, Wilding Wee Spaces, 1.5Max, British Council Guided Partnerships, RSPB awards. Staff choose context for learning. Run together with general good</li> </ul>	<ul style="list-style-type: none"> <li>- Use of skills trackers to track and monitor pupil skills gained from OL, sustainability/Farm to Fork and 1+2.</li> <li>- Increased success in already established recycling and composting programme. Children and staff will better understand the value and importance of this, as well as how to do it. There will be less GW!</li> <li>- Pupils and staff will be mindful of energy use and seek to lessen it.</li> </ul>	<p>CAT sessions in Sept and Novem</p> <p>Moderation of practice and planning in January and March.</p>	<p><b>OL: Aimee</b>  <b>Sustainability: Daisy</b></p>	

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	<p>practice for OL inc Risk Assessments etc.</p> <ul style="list-style-type: none"> <li>- Collaboratively establish a whole school plan for OL linked to 1+2, Sustainability and Nurture.</li> <li>- Collaboratively (inc wider community and cluster schools), establish and run orchard as a Farm to Fork learning resource and skills (DYW) building OL which highlights sustainable practices including care of food crops and chickens/ducks.</li> </ul> <p>P1 staff to work collaboratively with Kirsten Mack (SOLU) in T1, to establish a Frobelian approach to OL-led practices.</p> <ul style="list-style-type: none"> <li>- Cont with recycling and composting programme, extending to on-site composting in orchard.</li> </ul>	<ul style="list-style-type: none"> <li>- Access live energy consumption and cost data for our building, and track it.</li> </ul>			
Peer observation	<p>Lesson study in Literacy running September-December to develop, share and embed good practice and to moderate planning, teaching, assessment and evaluation.</p>	<p>Assessment data (e.g. Literacy) demonstrate improvement attainment in Literacy</p>	<p>Lesson study CAT sessions in September and December.</p> <p>2.5 hours of staff meetings for evaluation and planning meetings.</p>	<p>Established by Lorraine (HT)</p> <p>Teaching staff working in small groups</p>	
Parental engagement	<ul style="list-style-type: none"> <li>- Establish sharing sessions, e.g. stay and play, learning showcases, class assemblies.</li> <li>- Pupil profiles to be shared with parents termly.</li> <li>- Establish community group for Orchard support - Doodle Polls (or similar) to identify and</li> </ul>	<p>Improved feedback within parent survey.</p> <p>“You said/We did” wall or Twitter/App posts?</p>	<p>Sharing sessions in September, November, December, January, February, March, May and June.</p> <p>1 class assembly per class and parents invited to other relevant assemblies.</p>	<p>Lorraine (HT)</p>	

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	<p>organise parental caretakers of the orchard (watering, feeding etc) for weekends and holidays with use of school Twitter page/agreed method of posting updates and pertinent information.</p> <ul style="list-style-type: none"><li>-Gardening Gang to be established and run by parent (Hairstans) with school support as needed.</li><li>- Nurture-run Friday Coffee Drop-in to continue to support parents informally.</li></ul>		<p>Pupil profiles shared in October, December, April and June.</p>		
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### 2.3 Teaching, Learning and Assessment

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
Writing: assessment, moderation and dialogical marking.	<ul style="list-style-type: none"> <li>- Develop consistent approach to formative assessment in writing linked with digital profiling.</li> <li>- Use of DIRT planned into weekly/fortnightly writing.</li> <li>- Agree and implement dialogical marking scheme for use throughout school.</li> <li>- Moderation to look at planning and learning activities increasingly, in place of pupil work.</li> </ul>	<p>Improved attainment in writing.</p> <p>Improved pupil confidence and assessment capability.</p> <p>Higher pupil enjoyment, resilience and pride pertaining to writing.</p>	<p>Establish shared approach during Lesson Study CAT session in September.</p> <p>Review at January in-service day.</p>	<p>Lorraine (HT)</p> <p>Literacy staff leadership group</p>	
Tracking wider achievement (EDICT)	<ul style="list-style-type: none"> <li>- Agreed expectations for tracking wider achievement to be set (both <i>what</i> and <i>how</i> to track.)</li> <li>- Tracking to be in place for all pupils.</li> </ul>	<p>Improved analysis and tracking of wider achievements to ensure we address gaps in this area.</p>	<p>Establish expectations during October in-service day.</p> <p>Wider achievement tracking to be in place for all pupils by May 2024</p>	<p>Led by Lorraine (HT).</p> <p>Teaching staff to implement.</p>	
Establish pupil profiling (P1-7)	<ul style="list-style-type: none"> <li>- Implement <i>Our Story 2</i> digital picture books for every pupil using individual and shared iPads.</li> <li>- Consider OneNote for P6-7 with one-one devices.</li> <li>- Review and share good practice.</li> </ul>	<p>Improved feedback from parents through parent survey, specifically re. understanding their children's learning and progress.</p>	<p>Pupil profiling CAT session in August.</p> <p>Pupil profiling review CAT session in January.</p>	<p>Mairi and Kim leading WG and all teaching staff.</p>	

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### 3.1 Ensuring Wellbeing, Equality and Inclusivity

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
Rights Respecting Schools Award (Silver).	<ul style="list-style-type: none"> <li>- RRSA pupil groups meet regularly.</li> <li>- Implementation of actions from Action Plan for Silver.</li> <li>- Identify and gather evidence.</li> <li>- Measure progress.</li> <li>- Complete and submit School Evaluation: Silver.</li> </ul>	<p>Ongoing evaluation in line with Action Plan for Silver.</p> <p>School Evaluation completed and submitted to RRSA body.</p> <p>Accreditation visit from RRSA.</p>	<p>Pupil group meeting weekly to plan actions, incl. regularly input through assemblies.</p> <p>Aim to submit evaluation in summer term.</p>	Stephen (PT), Kim (CT), pupil group, and all staff and pupils.	
Continuing development of ESB.	<ul style="list-style-type: none"> <li>- ESB to be established in new space and routines re-established for all pupils and staff.</li> <li>- Establishing SCERTS (social communication, emotional regulation transactional supports) across the ESB.</li> <li>- SCERTS implemented for each child.</li> <li>-Build professional links across the learning community.</li> </ul>	SCERTS reviews show progress for individual children.	<p>SCERTS in place by August.</p> <p>SCERTS reviewed May/June 2024.</p>	Kirsty (PT) and ESB staff	
Develop community support group for families with children with ASN.	<ul style="list-style-type: none"> <li>- Auditing the support needs of ESB families and those in wider school and beyond.</li> <li>- Establish core group within school community which responds to family's stated needs.</li> </ul>	<p>Needs identified through initial establishment of group.</p> <p>Survey/data gathering to measure impact on families at start and end of school year.</p>	<p>Aiming to meet by October and roughly twice a term thereafter.</p> <p>Survey carried e.g. October and May/June.</p>	Kirsty (PT) and ESB staff	
Establish alternative pathway provision – Community Garden.	<ul style="list-style-type: none"> <li>-Boxall children who are less engaged in class.</li> <li>-Timetable specific groups to attend garden where children will be involved in planting, growing, harvesting fruit and</li> </ul>	<p>Improved emotional wellbeing – Boxall strands.</p> <p>Improved attendance.</p>	<p>Establish groups by mid-September.</p> <p>Boxalls completed 3 x annually.</p> <p>Attendance tracked monthly.</p>	Lorraine (HT), Aimee (DHT), Pauline (Nurture teacher), Ayesha (PSA),	

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	<p>vegetables. Also, care of chickens/ducks. They will then be using the produce to create soups, jams, etc</p> <p>Run John Muir Awards/Wilding Wee Spaces initiatives to take pupils beyond school boundaries in safe, purposeful way which builds skills, confidence and experiences whilst building love for outdoors.</p>	<p>Improved engagement in school.</p> <p>Nurture OL linked Boxall strands to inform planning and be used to identify and track progress.</p>		<p>Parent volunteers, ASL partnership</p>	
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### 2.3 Teaching, Learning and Assessment

<b>Change ideas</b>	<b>Tasks</b>	<b>Measuring Impact</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Evaluation</b>
Developing digital support strategies for writing.	<ul style="list-style-type: none"><li>- Identify and share digital supports for writing.</li><li>- Support strategies implemented, and practice shared around a range of digital supports for writing.</li></ul>	Increased attainment in writing		Literacy and Digital staff leadership groups and all teaching staff	
Establish Learning Community moderation in learning and teaching.	<ul style="list-style-type: none"><li>-Collaborative Literacy Leadership group established with clear action planning for improvement.</li><li>-Sharing of targets with all staff.</li></ul>		Community Learning Festival in May 2024.	Lorraine (HT), All leadership groups  All staff	