



# School Improvement Plan

**2022-23**

**Edenside Primary School**



# INTRODUCTION - School Improvement Planning 2022/23

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This document outlines our identified priorities for Session 2022/23 which will bring about continuous improvement of outcomes for our learners. It is based on rigorous self-evaluation of our provision, including the impact of development work carried out during 2021/22. For more information on our performance see our School Improvement Report 2021/22.

## Self-Evaluation Summary

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### Strengths 2021-22

- Improved teaching subject knowledge and pedagogical practices in the teaching of Maths.
- Increased use of digital technology to support learning and teaching.
- Consistent learning and teaching for all pupils despite significant staff absence as a result of COVID.
- Improved observation and reflective practices in our Early Learning and Childcare setting.

### Areas for Improvement 2022-23

	Short Term	Medium Term	Long Term
<b>Learning, teaching and assessment including Inspire Learning.</b>	The teaching of writing – expert input for all teaching and support staff	Showbie – revisiting use in classes to support feedback and sharing	Improved attainment in writing
<b>Inclusion</b>	An inclusive school – expert input for all staff on support child self-regulation	Ongoing input for I&WB about inclusive practices	Improved ability to meet emotional needs of all learners

# Priority 1: Learning, teaching and assessment, including Inspire Learning

QI	NIF Priority	SBC Framework	Intended outcome: By June 2023, 85% of our learners will be 'on track' with their writing (an expected increase of 10%).		
2.2, 2.3, 3.2		LTA	<ul style="list-style-type: none"> <li>- 75% of our P5 learners will be 'on track' with their writing.</li> <li>- 75% of our P6 learners will be 'on track' with their writing.</li> </ul>		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Review Date
1	What we are going to do? Provide high-quality expert training for our teachers and pupil support on the teaching of writing (August Inset)	HT PTs EYOs	Stage 1 (August)	All ELC, class teachers and support staff have attended full day training.	
	Why we need to do it? Teacher subject knowledge is an essential requirement of excellent teaching and learning. We want our teachers to know how best to teach the mechanics and craft of writing.		Stage 2 (Dec)	Learning walks see that all teachers are using new knowledge to change their teaching of writing and all learners are benefitting from high-quality writing instruction.	
			Stage 3 (Mar)	Stage team meetings confirm increase in teacher confidence with teaching of writing. Sampling of pupil work shows improvement. Learner voice groups show increase in learner confidence in writing.	
			Stage 4 (June)	Final professional judgements show improvement in overall attainment.	

2	<p>What we are going to do? Provide high-quality input on the use of <i>Showbie</i> to support teacher feedback on pupil writing (and general learning).</p>	<p>HT PTs JW Inspire Strategic Lead</p>	<p>Stage 1 (Sept)</p>	<p>Stage 1 &gt; All pupils, ELC staff and teachers have full access to <i>Showbie</i>.</p>	
	<p>Why we need to do it? Effective feedback on learning is essential to help learners improve. <i>Showbie</i> is a powerful tool to facilitate feedback, especially the 'voice note' function that learners respond particularly well to.</p>		<p>Stage 2 (Dec)</p>	<p>Stage 2 &gt; All P4-7 teachers (and pupil support staff?) are confident in using <i>Showbie</i> to collect pupil writing and provide digital feedback. All ELC staff and P1-3 teachers are using <i>Showbie</i> to share learning.</p>	
			<p>Stage 3 (Mar)</p>	<p>Stage 3 &gt; All P4-7 learners are accessing the feedback given by teachers and using it to improve their writing. Most ELC and P1-3 children/families are accessing <i>Showbie</i> to discuss learning.</p>	
			<p>Stage 4 (June)</p>	<p>Stage 4 &gt; All P4-7 teachers can demonstrate impact on pupil writing as a result of digital feedback. All ELC and P1-3 teachers can demonstrate impact on sharing learning.</p>	
3	<p>What we are going to do? Refresh our writing assessment and moderation practices:</p> <ul style="list-style-type: none"> <li>- Baseline / Mid-term / Final assessments</li> <li>- Whole-class feedback / Individual next steps</li> <li>- Termly moderation meetings</li> <li>- New 'data' recording (in teacher planners)</li> </ul>	<p>HT PTs</p>	<p>Stage 1 (Sept)</p>	<p>Stage 1 &gt; All learners will have completed a baseline piece of writing. All teachers will have assessed this against agreed criteria, recording outcomes and next steps.</p>	
	<p>Why we need to do it? Teachers need to know what 'on track' learning in writing looks like to be able to make judgements about individual learner progress.</p>		<p>Stage 2 (Nov)</p>	<p>Stage 2 &gt; All teachers will have met to discuss 'on track' judgements about pupil writing, referring to criteria.</p>	
			<p>Stage 3 (Jan)</p>	<p>Stage 3 &gt; All learners will have completed a mid-term piece of writing. All teachers will have assessed this against agreed criteria, recording outcomes and progress.</p>	

			Stage 4 (Mar)	Stage 4 > All teachers will have met to discuss 'on track' judgements about pupil writing, referring to criteria.	
			Stage 5 (Apr)	Stage 3 > All learners will complete an end-term piece of writing. All teachers will have assessed this against agreed criteria, recording outcomes and progress.	
			Stage 6 (June)	Stage 4 > All teachers will meet to discuss 'on track' judgements about pupil writing, referring to criteria. This will be used to inform the annual ACEL data collection.	

## Priority 2: Inclusion

QI	NIF Priority	SBC Framework	Intended outcome:		
2.4, 3.1		Inclusion	All children will receive the universal or targeted support that they require to meet their individual social, emotional or behavioural needs. <ul style="list-style-type: none"> <li>- All children will experience a loving, nurturing environment in every part of their school day.</li> <li>- Some children will have additional school plans in place to help them, and all adults, experience success at school.</li> <li>- A small minority of children will benefit from external specialist, targeted support to address unique needs.</li> </ul>		
Process			Progress Tracker		
		Strategic lead and key people	Timescale (Date)	Measures of Success	Date Reviewed
1	What we are going to do? Provide high-quality expert training for <b>all staff</b> on how to create and provide an inclusive, nurturing school (August Inset)	DHT I&WB team	Stage 1 (Aug)	Stage 1 > All school staff have attended the Inset training provided by the I&WB team. Training session with catering team (and any absentees) provided at start of term.	
	Stage 2 (Dec)		Stage 2 > Learning walks (by SLT) see evidence of inclusive classrooms and wider environment.		
	Stage 3 (Feb)		Stage 3 > Pupil voice groups give evidence of increased feeling of inclusion and 'love'.		
Why we need to do it? Whilst Edenside is a nurturing, loving school, our recent experiences show that we are not 'experts' at supporting emotionally distressed children. We want our staff to know how best to support all children with emotional needs.					

2	What we are going to do. Provide high-quality expert training for <b>ELC staff, class teachers and pupil support</b> on de-escalation approaches (CAT session – October)	DHT I&WB team	Stage 1 (Oct)	Stage 1 > All staff have received training on de-escalation and are employing the strategies as required.	
	Stage 2 (Dec)		Stage 2 > Staff (as required) report using new approaches with success.		
	Why we need to do it. For a small number of our children, specific de-escalation approaches are required to help them through their distressed moments.		Stage 3 (Apr)	Stage 3 > Staff (as required) report increased confidence in using de-escalation approaches and positive impact on pupil wellbeing. Pupils report positive impact on own wellbeing.	
3	What we are going to do. Provide high-quality expert training for <b>ELC staff, class teachers and pupil support</b> on zones of regulation (CAT session – November)	DHT I&WB team	Stage 1 (Nov)	Stage 1 > All ELC, CTs and ANAs have received training on zones of regulation.	
	Stage 2 (Feb)		Stage 2 > All staff are using zones of regulation language in their classrooms.		
	Why we need to do it. We need to have the language to better help our learners to understand and navigate their emotional state. Zones of regulation provides a framework for this shared language and understanding.		Stage 3 (Apr)	Stage 3 > Pupil voice groups give evidence of knowing and using zones of regulation language in our school. Staff team meetings provide evidence of teachers sharing examples of using zones of regulation approach as part of their practice.	
4	What we are going to do. Provide high-quality expert training for <b>ELC staff, class teachers and pupil support</b> on restorative practices (CAT session – January)	DHT I&WB team	Stage 1 (Jan)	Stage 1 > All ELC, CTs and ANAs have received training on restorative practice.	
	Stage 2 (Mar)		Stage 2 > All staff are using restorative practices as required in their daily interactions.		

	<p>Why we need to do it.</p> <p>We want to help our learners (and adults) to better navigate the complexities and consequences of heightened situations. Restorative practices provide the tools and skills to do this.</p>		<p>Stage 3 (May)</p>	<p>Stage 3 &gt; Pupil voice groups give evidence of being part of restorative practices in our school.</p> <p>Staff team meetings provide evidence of teachers sharing examples of restorative practices.</p>	
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## Ongoing Improvements 2022-23

Process		Progress Tracker		
Improvement		Strategic lead	Measures of Success	Expected completion date
<b>1</b>	Refine our IDL and MAD / STEM programme, ensuring it aligns with our Curriculum Rationale and the Edenside Offer.	Nicola Fleming	IDL programme (Year 1) refreshed and shared with all staff. MAD / STEM programme refreshed and shared with all staff.	January 2023
<b>2</b>	In partnership with our cluster schools, refresh our L1+2 approach in line with the Scottish Government expectation.	Gillian White	Every child will have received progressive learning in French (appropriate to their age and stage). Every child in P5-7 will have been introduced to our agreed L3.	Mar 2023
<b>3</b>	Inspire Learning support and training provided and supported for all staff.	John Wood	Staff attending Inspire Academy sessions. Staff receiving bespoke support from cluster Inspire Strategic Lead.	June 2023
<b>4</b>	ELC – Refreshed and refined planning, delivery and assessment of the intentional promotion curriculum, ensuring core learning accessed every day by every child.	Nicola Moir / Lynsey McHarg	All staff confident in what is meant by intentional promotion. Clear curriculum plans in place to ensure delivery of core learning in Literacy and numeracy. Clear delivery plans in place to ensure intentional promotion learning happening every day. Clear assessment / observation plans in place to ensure core learning accessed by every child, every day.	Jan 2023