Stranmillis Primary School

SCHOOL DEVELOPMENT PLAN

2021 – 2024

'a quality education in a caring environment'

1. **School Ethos:**

   i. *Our Vision: 'a quality education in a caring environment.'*

   We believe that all the members of our school community are unique and special individuals. Our school will nurture all these individuals in their life-long journey to achieve their full and unique potential. The members of our school community will be empowered to take ownership of their role as citizens of the local and global communities. We will celebrate our self-worth, appreciate our individual talents and achievements and strive to understand and empathise with others. We will embrace diversity and individual difference and demonstrate, through our daily practice and procedures, respect for all. We will all accept our responsibility to ensuring that our vision is transparent in all that we do.

   ii. *Our Aim:*

   All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school will be designed to meet the requirements of the Primary Curriculum (NI).

   iii. *In our school we will:*

   - maintain high expectations for all members of our school community;
   - cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
   - facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
   - create and maintain an exciting and stimulating learning environment;
   - ensure that each child's education has continuity and progression;
   - ensure that there is a match between the child and the tasks he/she is asked to perform;
   - provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
   - ensure that the health and well-being of staff is a priority;
   - ensure that all members of staff are involved in the leadership of our school community;
   - continually monitor and evaluate the quality of teaching and learning in order to enable us to identify appropriate priorities for our ongoing development;
   - recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process; and
   - treat everyone in a dignified way;

iv. In our school children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;

- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;

- be happy, cheerful and well balanced;

- be enthusiastic and eager to put their best into all activities;

- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;

- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;

- care for and take pride in their school;

- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;

- be developing non-sexist and non-racist attitudes;

- know how to think and solve problems mathematically in a variety of situations using concepts of number, measurement, shape and space, and handling data;

- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;

- be developing an enquiring mind and scientific approach to problems;

- have an opportunity to solve problems using technological skills;

- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;

- be confident and competent in the use of Information and Communication Technologies (ICT);

- know about the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;

- have some knowledge of the beliefs of the major world religions;

- be developing agility, physical co-ordination and confidence in and through movement; and

- know how to apply the basic principles of health, hygiene and safety.

v. Evaluation of our School Ethos:

There is ample evidence that our desired ethos as set out above pervades all areas of school life; this includes:

- The high standards achieved by the children as evidenced in a variety of curricular observations and evaluations, PTE and PTM test results etc.
- The continued and significant improvements made by those pupils identified as underachieving.
- Formal and informal feedback from parents, pupils, and staff regarding their experience at Stranmillis.
- Feedback from parents through the survey conducted in June 2020 on provision during the period of remote learning. 78% were either entirely happy with the school's response to the lockdown or happy overall, 5% were unhappy (6 responses).
- Of those parents who submitted additional comments, most took the opportunity to point out positives.
- Of those comments pointing out areas for improvement, there was a common theme:
    - ✓ the wish for live interaction sessions with teachers.
    - ✓ Live sessions on Google Meet were introduced by all teachers during the period of remote learning in term 2, 2020/21. These sessions focused on well-being.
- Feedback from pupils through the survey conducted in school in May 2021 was overwhelmingly positive about their return to school and experiences within the restrictions due to the pandemic.
- P1- P3 pupils participated in a facilitated discussion session where class responses were collated, and P4-7 pupils participated in an online survey.
- There was a very small number of pupils who said they were anxious about being back in school. The few negative comments related to missing pets and having to get up earlier.
- There were common themes regarding what pupils wanted to experience more of:
    - ✓ Mixing classes, time outside to play and learn, PE, ICT, assembly, trips.

Suggestions from staff, pupils and parents have guided the identification of development priorities outlined in section 14 of this plan.

2. Learning, Teaching and Assessment

i. *Learning and Teaching:*

As set out more fully in our Learning & Teaching Policy, we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement. In order to achieve this, we will endeavour to:

- ensure that the tasks provided for the children are appropriately challenging in line with their abilities;
- provide regular opportunities for the children to work individually, in groups and as a class;
- develop the children's thinking skills and abilities to work independently and co-operatively;
- provide frequent and regular opportunities for active learning;
- create and sustain a stimulating learning environment;
- acquire, maintain and utilise appropriate high quality resources to support learning and teaching; and
- consistently monitor and evaluate provision and provide regular feedback at all levels, in order to ensure consistent high quality learning and teaching experiences within and across all year groups.

ii. *Assessment:*

We believe that assessment is an integral part of the learning and teaching process. It provides information with which to evaluate pupil strengths and weaknesses and the effectiveness of learning and teaching. It is then used to inform curriculum planning, the setting of children's targets and the provision of resources. A commitment to Assessment for Learning (AfL) endorses the school's participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually.

The assessment procedures used at Stranmillis are set out in our Assessment Policy. Currently we make use of:

- PTE and PTM tests;
- CAT tests;
- Diagnostic tests administered by SENCO
- regular curriculum marking; and
- teacher observations.

The variety of data generated from these assessments is used by teachers, individually, in year groups and as a whole school to:

- identify strengths and priorities for development;

- identify and provide for children who may be underachieving; and
- identify specific areas in children's understanding that need to be further developed.

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iii.   Evaluation of learning, teaching and assessment:

The available evidence, both quantitative and qualitative, supports our belief that our children are provided with quality learning experiences that lead to a consistently high level of pupil achievement. Based on this evidence governors and teachers have also identified several priorities for further development, set out in section 15 of this document.

The following is a summary of our evaluation of the evidence.

- The PTE and PTM data show that our children are achieving standards in both literacy and numeracy that are significantly higher than the national average.
- The PTE and PTM data show that underachievement is very significantly lower than the expected national average of 25% and in fact a large majority of pupils are overachieving in both literacy and numeracy.
- Targets set for the children's achievements in underachievement action plans and IEPs are consistently met.
- A range of observations, team and area of learning coordinator evaluations highlighted significant strengths in the quality of teaching and learning.
- Staff evaluation of qualitative and quantitative evidence highlighted several areas for further development.

3. SEN

As a school committed to developing all our pupils in a holistic manner, we recognise that all pupils are unique and develop at varying rates. We aim to cater for all these individuals, including the most able and those who are experiencing learning difficulties. We have high expectations of all our pupils and a determination that each child will achieve to his / her full potential, and that any barriers to learning will be identified and overcome. The arrangements for addressing special educational needs are set out in our Special Needs Policy. In particular:

- We aim to identify as early as possible, children who are experiencing difficulties with their learning. Such early identification of need will be achieved through a mix of teacher judgement and diagnostic assessment.
- We recognise that all teachers have a collective responsibility for the special needs of our pupils.
- The SENCO will liaise with and support the class teachers in the development and implementation of Individual Education Plans and to ensure that each child follows an agreed programme of work designed to address his or her educational needs.
- The support provided will be matched to the needs of the child and will be focused on tackling any barriers to learning that have been identified.
- The Principal, SENCO and SLT will ensure the provision of appropriate staff training and professional development in order to raise staff capacity to meet the needs of the children.

Currently SEN provision includes:

- the development of IEPs and group EPs;
- differentiation of work within the class;
- withdrawal support for targeted children, provided by our SENCO;
- withdrawal support for individual children displaying emotional and social anxieties, provided by our SENCO.
- withdrawal support provided by specialist peripatetic and outreach teachers
- Reading Partnerships, provided by trained classroom assistants; and
- the identification of and support for those children deemed to be under-achieving.

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SEN Evaluation 2020-21

Data Analysis

P2
May 2021
There were 12 P2 Children on the SEN Register receiving Literacy Support. 1 child receives Stage 3 Harberton Learning Support and 4 children have Statements, 2 are receiving Harberton Learning Support.

5/12 have been discontinued (SS 97-108)

2/12 Underachievers (SS 93 & 94) Support is to be continued.

5/12 Low Achievers (SS 71-91) 4 of these children have Statements the other receives Stage 3 Harberton Learning support. Check are they reaching potential

1 further child was identified for literacy support (SS 89) 1 for Numeracy support and 1 child is starting Lexia (SS 94)

9 children are currently receiving Literacy support and 1 Numeracy support.

- There are complex learning and physical needs in P2. Difficulties have been identified early and both classes have a high level of adult assistance. Managing adults also brings its own challenge.

P3
There were 6 Children receiving Literacy support.

3/6 have been discontinued (SS 99-109)

3/6 are underachievers (SS 69-92) These children are being tested by Educational Psychologist, 1 child has complex needs and we are requesting a Statement.

No further children have been identified as needing further support including those 8 children who received Stage 2 support in P1 and P2.

3 children will continue to receive Literacy support.

- The Emphasis continues to be early identification of difficulties with intensive support for reading to enable children to access the curriculum.

P4
Literacy

5 Children are on the SEN Register.

2/5 are underachieving (1 child has Dyslexia and she is receiving Stage 3 support from the Literacy Support service. She was referred to the service during the first lockdown and school scores were used to access support) The other child is also a low achiever but his CAT scores are also low. He receives Stage 3 Harberton Learning Support.

3/5 Low Achievers SS 74, 87, 87 but 2 are achieving their potential. One child has a Statement for Epilepsy and the other child is being reviewed by the Educational Psychologist.

2 children will continue to receive Stage 3 Literacy support.

Numeracy

2/2 children are low achievers, but they are reaching their potential.

P5
There were 6 children on the SEN Register (3 with Statements) 4 children receiving emotional support.

There are no children underachieving including those receiving emotional support.

1 child will continue to receive Stage 3 Literacy support.

P6
5 children were receiving numeracy support. 5/5 children are achieving their expected scores. These children can be discontinued.

1 child is receiving Stage 3 Literacy support, he continues to underachieve, his PTE score is 102. There are 2 children with Statements. Both children are underachieving in literacy, 1 child has Dyslexia.

P1

6 children commenced literacy support in February, during Lockdown and 2 children commenced in April. It was evident when they came back to school that being at home had impacted their concentration and attention but this has greatly improved and they have settled and are a real joy to teach! They are all making pleasing progress with both high frequency words and phonics.

Emotional Support

There has been an increased number of children presenting with emotional needs, ranging from anxiety to panic attacks. Covid has impacted home life for children, parents have sought help from school as they cannot access help quickly through their GP. Currently 9 children are being supported. It is vital that we continue to meet the needs of individual children as our flexible approach has always been a great strength. The sensory room is playing a vital part in the nurturing process. CA can now access the room for small groups of children.

SEN register

There are currently:
- 17 children with Statements (5 will be moving to Post primary) In September we should have 13 Statemented children and we are requesting a further 2 Statements.
- 14 children on Stage 3 – 1 off
- 34 children on Stage 2- 13 off 1 added
- 21.5% reduction

Reading Partnership

Reading Partnership has been undertaken in classrooms and continues an invaluable resource. We will look forward taking place between 2-3pm in September.

Lexia

We increased our Licences to 65 this year. Lexia has been an invaluable literacy resource, especially during Lockdown. We are using it to target low achievement, under achievement and gifted and talented children.

58 children have already come off the programme.

Currently:

35% of children are working above their YGL

40% in their YGL

16% below their YGL

Children have achieved 142 certificates for completing a Level this year, that's a great accomplishment!

As we approach the summer it is important to monitor their usage. We would like the programme to be used over the summer so if children are not completing any minutes at home, it may be worth targeting other children in the class.

Mathletics

Pupils have spent 11, 495 minutes on Mathletics this year and they have successfully answered 13, 177 questions. 79 certificates have been awarded.

IEPs

2 IEPs were written this year. There were 184 targets in the first term and 160 of those targets were achieved by April.

The Engage Programme

The Engage Programme was implemented in October 2020. It was recognised that Covid-19 and its response may have impacted on the social and emotional health and well-being of children, therefore an element of the Engage programme focused on supporting the pastoral or holistic needs of children to enable them to engage in learning.

13 children were supported in Term 1.
9 during lockdown.
Currently 12 are being supported.

The programme has met the needs of individual children and activities have included sensory time, pre reading skills, numeracy, literacy and activities planned to meet emotional needs.
The programme has successfully supported children, encouraging positive mind-sets, coping skills and resilience.

The Sensory Room

We are extremely fortunate to have such a valuable resource. Currently children with CA and others in the class are using the room alongside those receiving emotional support. This room will continue to have long term benefits for all our children.

Recommendations

- The numbers receiving support are greater in Foundation classes, early identification of difficulties and implementation of intensive reading support continues to remain key to children being able to access the curriculum.
- Standardised tests haven't identified many children who haven't already been receiving support.
- More children are presenting in school with processing difficulties which are impacting their literacy and numeracy.
- Consideration how best to support low achievers achieving their potential.

Addressing Underachievement 2021/22

In May 2021 pupils in P3-P6 completed standardised tests in English (PTE) & Maths (PTM). Pupils have had two disrupted years due to the Covid 19 pandemic, including two significant periods of remote learning. Because of this, and there being a gap of two years between assessments, reliable comparisons cannot be made with previous PTM and PTE. This year's data will therefore set a new baseline. The data provided by GL Assessment has identified the pupils who have underachieved.
We will track the progress of these children as measured by PTE or PTM results between May 2021 and May 2022.

- Total number of pupils targeted - 23

Whole School Context

P4 – P6	May 2021
Total % of Pupils Underachieving	12%
% of Pupils Underachieving in Literacy	10%
% of pupils Underachieving in Numeracy	4%

Year Group Data

Year Group	Percentage of Pupils in Each Year Group Underachieving
4	18%
5	5%
6	15%

Year Group	PTE – Mean Standardised Score May 2021	% in Stanines 7, 8 & 9 2021	PTM- Mean Standardised Score 2021	% in Stanines 7, 8 & 9 2021
3	112.9	49%	117.9	49%
4	113.8	61%	106.1	28%
5	117.8	71%	115.3	57%
6	109.4	43%	117.2	71%

Priorities

The current P5, whilst in P4, achieved slightly lower than the national average in shape & space & data handling. There is also a lower % of children who attained stanines 7, 8 & 9 compared to other year groups. There will be 2 strands to the action planning for numeracy in this year group. The first will be a whole class focus on the areas of shape & space & data handling. The second will be on the group within each class who could be achieving stanine level 9.

The present P4 will also have identified targets in shape & space & data handling.

In October 2021 action plans in numeracy, literacy and/or behaviour will be written targeting specific pupils identified as underachieving in each class.

4. Pastoral Care

i. The *policies and procedures* relating to the health and well being of children at Stranmillis are set out in the following policy documents:

- Behaviour Policy;
- Drugs Education Policy;
- Health and Safety Policy;
- Health Education Policy;
- Pupil Supervision Policy;
- Child Protection Policy and Staff Code of Conduct; and
- Anti-Bullying Policy.

ii. Evaluation of Pastoral Care:

The quality of provision for the pastoral care, health and well-being of our pupils is consistently very high. Pupil teacher relationships are observed by the Principal to be very good. Many parents have taken the opportunity to comment on the quality of these relationships and the extent to which teachers go to ensure the safety, happiness, and educational progress of the children. In the recent parent survey:

- 93% of parents agreed that their children are well looked after in school;
- 91% are satisfied that their children are safe and secure at school; and
- 92% agreed that their children are encouraged to behave well; and
- 91% agreed that their children are encouraged to respect and value the opinions of others.

A number of children have been identified by parents or teachers as displaying signs of anxiety. 9 pupils have benefitted from 1 to 1 support from the SENCO and 34 pupils were supported with emotional and social issues through The Engage Programme. Feedback from pupils has shown they value these sessions greatly in providing a comfortable space to talk and learn strategies to deal with their difficult emotions. Parents have also reported very positive outcomes from this support.

5. Attendance

Excellent pupil attendance is promoted at Stranmillis. In the 2020/21 academic year, the attendance percentage for the school was 98%.

6. Staff attendance, health and well-being

Staff attendance is managed by the full implementation of the staff attendance policy. The attendance of nearly all staff is excellent. Staff health and well-being is promoted through the implementation of all school policies, in particular the health and safety, attendance, pastoral care and safeguarding policies. Moreover, flexibility and good-will are demonstrated by both leadership and staff.

7. Professional Development

Currently the quality of teaching within the school is consistently good or better. All staff avail of high quality staff development through PRSD, curriculum review meetings, school based INSET, and external INSET. In addition, the management structure for our school is based around a team approach which encourages and provides opportunities for all teachers to be involved in providing leadership, monitoring and evaluating provision, identifying priorities, and planning and leading curriculum development sessions. Within our action plans this year we will be providing continued opportunities for professional development by establishing Learning Hubs and the sharing of good practice through peer observations within the school.

In October 2017, the Education and Training Inspectorate reported, *"There is a strategic and systematic approach to school improvement. This important work is built upon the professional development of the teachers to use effectively a range of data, provide skilful observations of learning, and share in-depth evaluations of the quality of the children's work, which lead to the identification of priorities for further improvement. There is an agreed focus placed on effective classroom practice; the staff engage appropriately as a team to set challenging targets, monitor the differentiated planning, measure progress and secure further improvements in the children's learning."*

8. Parents and the Community

The partnership between home and school is recognised as being centrally important to the life and work of the school. Effective communications between home and school are therefore given a high priority. This includes:

- year group curriculum meetings in September; (when Covid restrictions permit)
- formal parent teacher consultation meetings in October and February;
- an annual written report on children's progress, sent home in June;
- a weekly newsletter;
- a regularly updated school website;
- a texting service used to contact parents at short notice if necessary;
- teachers' school email addresses shared with parents and the facility to communicate

through the Seesaw app as mechanisms for direct contact.

- an open door policy whereby parents can address concerns to the Principal or arrange to meet with their child's class teacher.

In addition, parents contribute in many ways to the life of the school by speaking to children in particular classes, assisting on school trips, acting as classroom assistants and through the ongoing work of the Parent Teacher Association.

Excellent links exist with the local and wider community. This is encouraged through, for example:

- the involvement of the local churches in school assemblies;
- the opportunities extended to local groups and businesses to place notices in our weekly newsletter;
- the opportunities for our school choir and other musical groups to 'perform' in church services and other local events;
- ongoing sporting and curricular links between our school and other schools;
- the involvement of local business partners in the 'Time to Read' project; and
- on-going links with Social Services, Harberton School, Oakwood Assessment Centre and the BELB Peripatetic Service.

9. ICT

Every classroom, including the nursery unit is equipped with an interactive touchscreen. These are used effectively by the teachers and the children to make use of the most up to date and relevant resources, in order to make learning exciting, fun and challenging.

The Computer Suite consists of 31 computers, allowing every child the facility to work on his/her own computer. In addition to this each classroom has at least 1 computer, 2 laptop computers and 5 iPads to support learning within the children's own classrooms. Children have good opportunities to use the ICT resources for a variety of purposes such as research and communication.

A regularly updated and effectively managed school website is used to keep parents and other interested parties well informed regarding the life and work of the school. This resource is widely used resulting in numerous enquiries from potential parents and colleagues from schools across the world.

All assessment results are entered on Assessment Manager.

Evaluation of ICT provision:

- Use of touch panels is embedded in teaching and learning in all classrooms.
- Seesaw & Google meet were introduced and used successfully as platforms for remote learning and home communication.

- Professional development sessions in ICT continued throughout the disruption of covid. All teachers received training in the use of the 2 new platforms. Use of these platforms has enabled a focus on the development of the curriculum requirements for Using ICT and promoted the upskilling of teachers in this area.

- All classes took part in assemblies for Safer Internet Day based on the theme 'Our internet, our choice. FS KS1 & KS2 took part in class lessons and activities.

- E safety has been incorporated into planning notes, following the lessons from the Digital Citizenship resources provided. Some also included consolidation of our Conduct, Contact and Content principles.

- There is evidence from observations, sharing good practice and Google Drive that all classes are completing at least 2 ipad activities per block. Most classes have included these in block planners.

- During sharing good practice sessions, P3 demonstrated tasks on how they had used google maps to set tasks relating to their Cold Land topic, rather than just as a whole class resource. P7 explained how they used their ICT sessions to support and enhance Literacy, Numeracy and WAU by creating independent subject specific tasks. P6 revisited and demonstrated the C2K app – Newsdesk and its use as a valuable local resource for the purpose of Literacy and WAU teaching and learning.

- Device mirroring remains an integral part of our teaching and technology. Year groups continue to use this to show photos, videos and iMovies. It is used as an outlet to allow children to present and share their work, to help children identify and correct errors in their work, to allow teachers to give instant feedback. It can show examples of outstanding work and for the purpose of self and peer assessment. It also provides the pupils with the opportunity to project to the screen at the front from their desk.

School Finances

	Financial Year		
	2021/2022	**2022/23**	**2023/24**
Initial Budget	1,395,290	1,387,350	1,389,996
Carry Over from previous year	23,966	48,278	83,174
Total Budget	**1,419,256**	**1,435,628**	**1,473,170**
expenditure	-1,370,977	-1,352,454	-1,367,701
+ additional expenditure in running costs			
+ additional expenditure in support staff			
+ additional expenditure in permanent teaching			
+ additional expenditure in temporary teaching			
- savings in running costs not being repeated subcover			
- savings in support staff			
- savings in permanent teaching			
- savings in temporary teaching			
Total Expenditure	**-1,370,977**	**-1,352,454**	**-1,367,701**
year-end surplus/ - deficit	**48,279**	**83,174**	**105,469**
% surplus/ - deficit	**3.4%**	**5.8%**	**7.2%**

Additionally:

- the current PTA project is seeking to raise £25,000 (over three years) to fund iPads and the necessary accessories;

- £10,000 has been set aside from Private Funds for resources for WAU; and

- the Educational Trust Fund, consisting of voluntary donations from parents, is estimated to provide an additional £4,000 for Reading and Accelerated Reader Books.

- Renting of the premises which was suspended over the past 18 months due to Covid 19 will bring approximately £14, 780 should no extra restrictions be introduced.

10. Challenges and Opportunities

Challenges:

The school faces several challenges in ensuring that all our children continue to experience high quality educational experiences. These include:

a) implementing a recovery curriculum which supports pupils who have been emotionally, academically, physically and socially disadvantaged due to a disrupted experience of education in the previous two years resulting from a pandemic.

b) sustaining the excellent provision in addressing apparent under-achievement.

c) the uncertainty surrounding the arrangements for transfer to post-primary schools; and

Opportunities:

There are numerous opportunities available to the school over the lifetime of this development plan, including:

a) opportunities to share more widely the very good practice observed across all year groups;

b) harnessing the significant developments that took place in response to the pandemic, in particular in the use of technology to enhance learning and in effective communication and the use of the outdoor environment for learning.

c) our links with various schools, and the opportunities these provide for reflecting upon and sharing good practice;

d) the embedding of PRSD to further enhance staff expertise and collegiality;

e) the opportunities presented by our management structure for all staff to be centrally and significantly involved in curriculum leadership; and especially

f) the continuing professionalism, expertise and commitment of our teaching and non-teaching staff.

11. Consultation arrangements

This development plan has been the result of wide-ranging consultation; this has included:

- On-going discussions with our school council and a whole school pupil survey. Not only has this supported our observations that pupils are well-settled and happy in school, but the children have made mature suggestions regarding ways in which our school could be even better; several of these ideas will be implemented during the life of this plan.

- Parents were asked to respond to a questionnaire on their experiences of remote learning.

- All members of staff were invited to respond to a questionnaire on the life and work of the school.

- Staff and governors analysed a range of performance data and curricular observations, identifying several areas for development.

12. Reopening Plan

Aims:

i. To provide a safe and secure learning environment for pupils, staff and parents/carers.

ii. To provide a caring and supportive environment, in line with our school values and ethos, to support pupils in their 'recovery' from the two years of disruption to their education in terms of:

- their mental and emotional well-being;
- moving on in their education from where they are now.

I. To support teaching and nonteaching staff in adapting to the limitations and restrictions placed on them in delivering a full curriculum.

Key Principles:

i. Each teacher will need to identify a baseline for each group of children based on evaluations in learning undertaken in June 2020 and take them from there.

ii. All staff must make every effort to encourage children to maintain high levels of respiratory and hand hygiene and whatever social distancing requirements are currently in place. This includes ensuring that the school buildings and grounds are set up in a way to facilitate this.

A. The school week:

All children will return to school on the week beginning 30 August.

School Uniform
- Children will still be expected to wear full school uniform.
- On days when there is PE, P1-P3 children may wear trainers and P4-P7 should wear the school polo and sweatshirt with **plain** black/navy shorts, jogging bottoms or leggings.

The school office
- The office is out of bounds except for the Principal and, in her absence, the Vice-Principal.
- All contact with the secretary must be made via email.
- Should parents need to be contacted, the CA should do so from the phone in the corridor. Teachers should access emergency phone numbers from SIMMS.

Use of shared spaces
- Children will have to access the ICT Suite and the Sensory Lounge. Both areas should be cleaned after use.
- There will be no school assemblies in Sept
  - ➢ Songs and messages will be made available for use in class.

Break & Lunchtimes

- Times will revert to pre-covid arrangements. Pupils will be led outside by teachers/assistants.
- Each year group will play as a group in separate playgrounds.
- Dinners will be served in classrooms in September and then in the hall with each year group seated at separate tables.
- Pupils will eat packed lunches in year group bubbles.

Clubs and outside usage of premises
- After school clubs will be reinstated from 13th September on the completion of risk assessments & appropriate mitigations agreed with the facilitator. This includes Kidztime and Breakfast Club.

B. Dropping Off and Collecting Children

- To facilitate the management of drop off for parents with more than 1 child, there will be an extended period from 8:40-9am within which children can arrive. To avoid congestion, they will go quickly to classrooms, guided by assistants.
- All assistants will begin to collect children from 8:40. Teachers supervising in class from 8:40.
- Children go straight to their classrooms.
- Teachers to allow children to go to the lockers etc. in small numbers and in such a way as to ensure social distancing.
- Parents of children P2-P7 to leave children at the gate to minimise numbers in the playground.
  - ➢ If the child is very unsettled, the parent may stand with him/her in the playground – this should be the exception rather than the norm.
- Parents must not, except in very exceptional circumstances, come into the building.
- Parents of Nursery children are asked to line up with their child in the playground beside the nursery door. The teacher and assistant will then meet your child and bring him / her into the nursery playground.
- Parents of P1 children should leave them at the main gate; the children to go into the building with the assistant.
  - ➢ If the child is unsettled, the parent may accompany him/her to the classroom door. Hygiene measures for parents and others entering and exiting the building (hand sanitisers) will be in place.
- These arrangements may be relaxed during the early weeks when new children are settling in.
- Parents are asked to model social distancing for the children and not to gather at entrances or gates.
- Wet days (dropping off and collecting)
  - ➢ It will not be possible to bring all children quickly into the building on a wet day as the congestion would contravene social distance guidance.
  - ➢ Children should come suitably clothed.
  - ➢ They should line in their normal place.
  - ➢ Assistants will be vigilant in trying to move lines indoors as quickly as possible.

Drop Offs

All children will arrive in school between 8:40 and 9am. They will go immediately to their class line from where an assistant will usher them to their classroom. Entrance gates will be specified, and they should not arrive later than 9am.

Year	Arrangements	Action
Nursery	• Enter via pedestrian gate • Line up at intervals in the playground beside the Nursey door • Meet and greet by assistant / teacher 8:45 and 12:30	• Signs in place instructing children where to line up. • Cones for spacers – set out each morning by assistants.
P1 P2 P3	• Enter via main gates • Line up in top playground • Assistants meet and greet regularly to keep queue to a minimum	
P4 P5 P6 P7	• Enter via Cricklewood Gate • Line up in the lower playground. • Assistants meet and greet regularly to keep queue to a minimum	

Collection at the end of the day

Year	Time	Arrangements
Nursery	11:15 & 3:00	• Normal arrangements, but parents queue at door, assistant brings their child to the door
P1	1:55 – from 4th October	• Leave via main gates • Children brought to top playground • Parents wait at inner gates
P2	2.00	• Leave via main gates • Children brought to top playground • Parents wait at inner gates
P3	2.00	• Leave via Cricklewood gate • Children brought to lower playground • Parents wait at Cricklewood gate
P4 P5	2:55 3:00	• Leave via main gates • Children brought to top playground • Parents wait at inner gates
P6 P7	2:55 3:00	• Leave via Cricklewood gate • Children brought to lower playground • Parents wait at Cricklewood gate

iii.   Classrooms and Learning

Context

There is ongoing discussion and writing as to the impact of this pandemic on children.

It is vital, as before, that we take a holistic approach to teaching & learning for our pupils. Educationalists continue to talk about a 'recovery curriculum' which takes a relationship-based approach to re-engage children in learning in a school environment.

There are 5 areas that we need to acknowledge to gain some understanding of how pupils have experienced the past two years.

   i.   **Relationships –**. Building of relationships will cushion the anxieties some have about school and their experiences of the past two years. We need to plan for this to happen through PDMU.
   ii. **Home learning –** We need to recognise that this has been children's experience for a considerable time in the recent past. it will have been very varied according to circumstances and the impact of this will still be felt. We must continue to listen to their experiences and engage pupils in learning opportunities that are of a high quality and which take this experience into account.
   iii. **Curriculum-** Some pupils will worry that they have fallen behind. We need to be explicit with them in how we are addressing any gaps to give reassurance that the loss can be made up.
   iv. **Metacognition -** Children have experienced learning in different ways, in different environments so it will be important to make the skills for learning in a school environment explicit. Again, we need to plan for this to happen in PDMU.
   v.   **Space –** Children will need space to talk about their feelings, concerns, anxieties and experiences of the pandemic. To provide this it will be important to pace our curriculum and not to overcrowd our day.

Most of our children are used to the new norm in school and will return seamlessly. As they settle into another term of restrictions the above will become less of an issue. Time invested in planning the curriculum to consider all of this will pave the way for a positive re-engagement with school for children.

Outside of the classroom, social distancing between adults and between adults and children should be at 2m.

In the classroom where the pupils and adults who are together remain constant this can be *relaxed.*

Classroom Management

Issue	Actions
Hygiene Handwashing and good hygiene habits will be paramount to minimising risk for everyone. Classroom time will be disrupted by the frequent handwashing. It is essential to build this into your daily timetable.	1. Handwashing in classrooms as soon as children arrive, before break & lunch, after break and lunch, and before using any shared equipment. 2. There will be set toileting times for P1-P3 classes around break & lunchtime. It will be important to adhere to these times to avoid congestion. If children really need to go to the toilet outside of these times obviously this must be allowed. Lots of reminders to wash hands after a toilet visit will also be needed! P4-P7 children will should go as they need to. 3. The 'Catch it, bin it, kill it" rule followed by handwashing must be reinforced in the classroom. There will be a supply of disposable

	tissues in each room.
	4. Teaching resources on hand hygiene, respiratory hygiene and coronavirus are available at https://www.e-bug.eu
	5. Teachers will need to adapt the layout of the classroom to ensure, maximum space between adults and children.
Classroom Management Contact and movement around the school needs to be kept to a minimum however children passing in corridors is thought to be low risk.	1. Each class will continue to be considered as a bubble with their own resources. Resources cannot be shared between classes. Assistants will support teaching staff in delivering quality learning in a safe environment. 2. The afternoon timetable will commence immediately as it is no longer a requirement that pupils stay in one area. Children must be led to their afternoon class by a teacher or assistant. 3. Assistants will bring pupils into class in small groups as they arrive each morning. Teachers will be in classrooms from 8:40 and assistants in the playground. Dismissal time will revert to pre-covid arrangements. As two classes will be dismissed from the same gate within a short timeframe, teachers must bring their classes to the playground to ensure an orderly and safe exit. 4. Teachers should agree with assistants, where appropriate, times for their breaks. 5. Contact with pupils who are displaying Covid 19 symptoms should be minimised. All should be brought to the library to wait for collection. Adults should keep a 2m distance and wash hands thoroughly after the child has gone. Surfaces the child may have touched should be cleaned immediately, details of cleaning protocols are in a separate document. Assistants will contact parents and accompany children. Children with normal cold-like symptoms such as a runny nose do not need to go home.
Role of Assistants Where there is an assistant. P4 classes will have assistants until half term when this will be reviewed	**Assistants will take responsibility for:** 1. Looking after the needs of the individual children for whom you have specific responsibility. (see section 9.) 2. Supervising children going into class each morning. 3. Supervising pupils to facilitate teachers' morning and lunch breaks. 4. Undertaking reading partnership with pupils in their class bubble. 5. P4-P7 monitoring AR quizzes. Teachers to monitor progress as normal. 6. Taking pupils who need to move around, or those who are finding the school routine challenging, on movement breaks to the area of grass at the trim trail. 7. Marking Seesaw posts, overseen by the teacher. 8. Distributing iPads and cleaning between use. 9. Setting out, cleaning as required and putting away resources that are used. 10. Supervising movement of their pupils in corridors during class time if necessary, i.e. going to the toilet. 11. Ensuring, with the teacher, that pupils employ appropriate handwashing techniques.

	12. Dealing with pupils who are unwell, contacting parents using the phone in the upstairs corridor and waiting in the assembly hall with them.

Resources Present PHA guidance states that there is a relatively low risk of virus transmission associated with surface contacts in school. It is prudent however to take soft toys out of circulation for the present.	The risk from sharing resources such as library books or bringing schoolbags into school is extremely small. Schools are not required to advise children not to bring in items such as schoolbags or pencil cases. The small risk presented by sharing resources such as pens and computers in school can be further reduced by regular hand hygiene and regular surface cleaning practices. Schools are not required to quarantine items either after shared use in the classroom or after they have been in a pupil's home. In circumstances where an individual who has tested positive has used resources while symptomatic, taking those resources out of use for a few days further reduces the already small risk of infection from surfaces. 1. Hard to clean resources and those that won't be used should be removed or stored apart from the resources to be used in the classroom. No soft furnishings, cushions, floor mats, soft toys or toys with intricate parts that will be hard to clean are to be used. 2. Pupils should wash their hands before touching equipment. 3. A daily cleaning routine of resources will be established and carried out by assistants, cleaners, and where appropriate teaching staff.
Communication Social distancing should be observed outside of the class.	1. Staff meetings will be held in the hall with mitigations in place or via zoom. 2. Year group planning should take place with appropriate mitigations in place. 3. For emergencies each class has a red triangle which can be sent to Mrs Wilson.
Miscellaneous	1. Doors and windows should be kept open, as far as possible. 2. Children to bring an adequate supply of tissues each day 3. Keyboards / iPads and other equipment to be anti-bac wiped at end of each day by the CA.

Learning

Issue	Actions
Restoring Relationships Time needs to be invested in supporting pupils to reconnect with their peers and adults in the school setting.	Relationships form the cornerstone of every classroom Explicit PDMU sessions built into the daily timetable will be important to allow opportunities for pupils to reconnect in the restricted environment they will be experiencing. Some ideas – you will have many more. 1. Promote each class bubble as being a team & a small community. Create a team name, flag, take time to discuss and create a set of team values in line with our school values etc. 2. Take time to start & end the school day with a story, funny poem, Go Noodle activity etc. Choose an activity that encourages the idea of

	being part of a team.
	3. Provide time and space in the day for pupils to talk in the class, small groups, pairs or with adults.
Homework	1. Home works will continue to be set using Seesaw, thus reducing the need for paper / books etc. to be carried between home and school.
	2. **Home reading** will be set as previously. Reading books can be sent home without quarantine on return.
PE Sharing of equipment is to be minimised.	1. The DE Reopening Guidance stresses the importance of PE at this time and states that children should have 2hrs of curricular PE weekly.
	2. Each class will have a timetabled15 min session in the playground x2 weekly during their time in school. This can be used as teachers decide.
	3. Mr Arneill will provide guidance on PE activities that require easily cleaned equipment.
	4. Each class will have a playground kit to take out at break, lunch & for use during this outside session.

Foundation Stage

- The guidance from DE is that children within each class will not be required to social distance. The class will act as a safe bubble.
- Within these bubbles they are free to play together and share toys and equipment.
- Only hard plastic toys and play equipment that can be easily cleaned. Cleaned and disinfected, thoroughly rinsed and dried.
- Jigsaws and some other toys could be wiped /sprayed with sanitiser (depends on what each classroom has.)
- Tables to be wiped down after playtime and toys set aside to be cleaned.
- All soft toys to be removed from the class. No role play dressing up. Mat to be removed.
- Play dough – individual bubbles to have their own. It should be disposed of daily.
- Regular hand washing before and after playing
- Outdoor play to take place where possible- mental maths activity lessons etc. Possibly half the class inside and half outside.
- Back playground to be zoned off to allow classes to have lessons outside in their zone.
- Hand sanitiser in the room for the teachers to use. Sanitiser spray in the rooms to be used to wipe down the desks between playtime and activity time. Large roll of disposable paper/towels to use as cloths.

Primary 1 starting procedures
- Primary 1 pupils will start school in groups of 10 over the first 6 days and home time will be at 12:00
- From Monday 4 October P1 pupils will go home at 1:55

Nursery

- It is the intention that our nursery children have a safe, play-based learning experience, appropriate for their age and stage of development, in line with NI Curricular Guidance for Pre-School Education.
- The guidance from DE is that children within each class will not be required to social distance.
- Every effort will be made to minimise physical interaction between children in different classes.
- As we are not expected to implement social distancing within each class, after a short period of induction our nursery children will be able to attend 5 days per week in their normal classes of 26 children, sharing books, toys and equipment.
- We do however, in order to carry out a thorough clean between each group, need to adjust the length of the sessions:
  - ✓ Morning session starting time 8:45 – 11:15
  - ✓ Afternoon session starting time 12:30 – 3:00
- Arrangements for the settling in period, including starting dates and times, will be sent home separately.
- **Outdoor play** – hands washed before going out and on coming in. The climbing frame will be used and will be sanitised between groups.
- **Snack –** snack will be provided but the children will not be allowed to pour their own drink or pick from a shared plate.
- **Thermometer** – A thermometer to be used in the Nursery and by first aiders in the primary to check if there is a feeling that a child is becoming unwell.
- **Sanitiser spray** and lots of blue disposable towels/rolls of cloth will be available, to give surfaces a wipe down between children using them. (also, to be provided throughout the school.)
- **Carpet mat**- this would need daily vacuuming and regular steam cleaning
- **Touch panel** – wiped with anti bac wipes throughout the day and between sessions.

SEN Priorities

ISSUE	ACTIONS	By whom
Identifying need and prioritising support. Differing Needs: A. ***Addressing the gaps***, sharing this with pupils.	• Teachers to use information from PTE/PTM and teacher handover to baseline children. • Provide space and time for pupils to talk in the class and individuals to address any fears. • Time set for consolidation of prior learning.	Class teachers
*B. **Learning needs**.* Prioritising of P2, P3 children for support for them to gain reading skills. Support of individual children P4-P7.	• P2, P3 and individual children in P4 to P7 to be assessed using the DRA and a baseline assessment and prioritised for support. • Classwork and online learning (if required) be differentiated for individual children with	EC Teachers and CAs

• 65 children to continue the Lexia programme.	SEN. • Use of CA to support individual children.	
C. *Autism diagnosis/SEBD* – with CA.	• CA will Meet and Greet children whilst collecting their class. EC and LW to provide extra cover initially if needed. • Time to talk to CA at the beginning of each day. • Timetabled time for children with 1:1 CA to discuss issues or anxieties/ TLC.	CAs LW/ EC
D. Sensory needs.	• Timetabled outside movement breaks using Sensory Circuits. • Sensory boxes for individual children. (CAs)	A CA to put together a handout of suggested activities. CAs sensory boxes
Reading Partnership	Reading Partnership will take place in P2-P7 classroom with the CA.	Teachers and EC to compile list/ timetable
Social distancing and PPE for 1-1 CAs assigned to pupils who might pose a particular risk.	• Increased handwashing and hygiene measures. • Cleaning of surfaces more regularly by CA. • PPE Aprons/Gloves/masks if needed. • Where social distancing of 2m between staff and a pupil/s cannot be applied then bespoke approaches will be determined by individual or a group risk assessment.	Stevie to order CA
Safety of individual children	Carry out a Risk Assessment for individual children. Consider those children who had a pass for a movement break previously.	EC to compile a list Teachers/CA
Supporting the *mental wellbeing* of pupils after 2 years of disrupted schooling enabling them to feel safe and comfortable in the school environment again whilst maintaining social distancing/hygiene rules.	• Meet and Greet by CA • Movement breaks • 1:1 Time to talk to CAs daily • Bank of Social Stories eg social distancing etc. • Transition booklets for children with CAs. • PDMU lessons to annihilate fears and for	Teachers EC CA

Anxieties about falling behind in their learning.	example anxieties about falling behind in their learning.	
Relationships for all pupils are vital in settling children back to school. Invest time in supporting pupils in reconnecting with peers as well as adults.	• Promote the idea of each class bubble being a team and a small community. – create a team name (rather than cohort), flag, take time to discuss and create a set of class values. • Transition Booklet to be sent to children with CAs in June. • Start & end the day with a positive activity e.g. story time, Go Noodle, a funny poem etc. small groups, pairs or with adults.	Teachers
Enforcing *social distancing* for in school withdrawal support and Stage 3 support by external agencies.	• Use of appropriate spaces for external agencies. • EC to withdraw 1:1/ 1:2. • Children to come to Rm11 to limit contact. • Frequent cleaning of surfaces in between sessions. (Wipes/Hand S)	LW
Consideration of how to support Stage 3 children who may not receive 1:1 withdrawal from external agencies.	Liaise with Stage 3 agencies.	EC
Identifying children for Harberton support. (If this is happening)	Use DRA to prioritise children for support. Consider how best to support P2 children not yet ready to read.	EC
Absence of CAs.	A bank of CA to be compiled.	LW
Advice for CAs on managing return to school.	• CAs will receive all documents relating to return that are issued to teachers, e.g.- guidance on changes in classroom practice, cleaning protocols etc.	LW

Break and Lunchtime Arrangements / Use of Playgrounds

- Break and Lunchtimes will revert to pre-covid arrangements.
- Children will eat packed lunches in a designated classroom with their year group supervised by one of their assistants.
- Dinners will be served in classrooms until it is deemed safe for large groups to be in the hall. Children will be seated in year groups at separate tables when they return to the hall.
- At break and lunch outside time, children will play in year group bubbles supervised by their own assistant.
- Each class has a playground kit. The CA should anti-bac the equipment after each session.
- Children must be accompanied by their assistant/teacher to and from the playground, ensuring that social distancing between classes is adhered to when moving through the corridors.

Playground Zones
- one year group in each playground

  Lunchtime

P1	Back playground	P2/P3	Bottom Playground
P4	Top Playground		
P5	Back Playground	P6	Top Playground
P7	Bottom Playground		

  Breaktime

P1	Back playground	P2	Top playground
P3	Bottom playground		
P4	Back Playground	P5	Top playground

  Bottom playground – split into 2 parts for P6/P7

Break Times:

10.25-10.40	P1-P3
10.45-11:00	P4-P7

Lunch Times
- *12:00-1:00*
- *P1-P4 eat lunch from 12:00-12:35*
- *P5-P7 eat lunch from 12:35-1:00*

- *Staffrooms*
- Two staffrooms will be set up for staff use:
  - ➢ Staffroom 1:   Current staffroom
  - ➢ Staffroom 2:   Music Room (overflow)
- To aid social distancing, staff will be asked to take an allocated time in the staffroom when their class is eating lunch. This will allow all staff to use the staffroom.
- The Meeting room & Music room may be used for overflow or when staff have eaten and need a space to sit.

- Staff should use their own cup and cutlery etc. All items used should be cleaned with warm water and detergent, dried thoroughly and stored immediately.

Outside learning time (daily mile, reading etc.)

	Mon	**Tues**	**Wed**	**Thurs**	**Fri**
P1					
P2	9.45 – 10.00		9.45 – 10.00		
P3	11.45 – 12.00	11.45 – 12.00			9.00 – 12.00 (ABL)
P4	11.00 – 11.15		11.00 – 11.15		
P5		9.30 – 9.45		9.15 – 9.30	
P6		9.15 – 9.30		9.30 – 9.45	
P7		11.00 – 11.15		11.00 – 11.15	

Toilets

- As for everything else, social distancing needs to be observed when children are queuing for the toilets.
- During class time, this should not be particularly difficult so children can be allowed to go on request as at present.
- P1-P3 will have allocated times to go to the toilet in their class group.
- P4-P7 pupils will be able to access toilets during allocated timeframes and as required.

Corridors and Stairs

- The water fountains have been turned off. Children should bring their own bottles of water each day.
- Given that we have a single corridor upstairs and a single corridor downstairs, any one-way system has the potential to cause greater confusion and congestion.
- It should be fairly straightforward to keep to guidance on social distancing in corridors, providing:
  - ➢ we strictly adhere to the keeping to the left / no running rules; and
  - ➢ children are accompanied, when moving in groups, by a member of staff.
- Two classes should not go up or down stairs at the same time. One class must wait until the other class has passed.
- Signs will be placed on the floor to remind children to keep to the left.
- Social distance queuing markings will be put in place outside the toilets.

Communicating with Parents

- September Curriculum Meetings will not be able to go ahead in the normal format. Instead teachers will send home information through Seesaw / the school website.
- Parents will be given their child's teacher's work email address to pass casual information or questions to the class teacher.
- Teachers will continue to use Seesaw for communications with parents.

Staff Welfare

- *PPE*
  - ➢ PPE is only needed in a very small number of cases:
    - ✓ Administration of First Aid or medication.
    - ✓ Working with children whose care routinely currently involves the use of PPE, due to their intimate care needs. (While none of our children appear to fall into this category, a few require very intimate care or have issue with salivation etc.)
  - ➢ A supply of gloves, aprons, masks and visors will be maintained, to be used at the discretion of staff.
  - ➢ These items will be stored in the Caretaker's Room.
  - ➢ Edith will check stocks regularly to ensure an adequate supply is always available.
  - ➢ Training on the correct use of these items will be provided. (See below.)

- ***Face Coverings***
  - ➢ Given the risk mitigations in place in schools to limit and contain the spread of COVID-19, face coverings are not generally recommended for routine use in schools.
  - ➢ Staff and pupils may wish to use them during the routine school day, and this is acceptable.
  - ➢ ***Face coverings must be worn in staff rooms and during adult-to-adult meetings lasting more than 15 minutes and by adults visiting the school site.***
  - ➢ ***Face coverings are strongly encouraged for activities that entail large numbers of staff or pupils within an enclosed space where social distancing is not possible.***
  - ➢ It is acknowledged that some persons are exempt from wearing face coverings.

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Cleaning and Caretaking

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During the Corona Virus crisis thorough cleaning of the building and equipment is more important than ever. The following tasks need to be carried out every day, as well as the normal dusting, emptying of bins etc. Bins in classrooms should have a bag inserted:

Classrooms / Offices / Shared Rooms / Staff Rooms
- All surfaces to be washed down: desks, shelves, sinks, glass panels etc.
- Chairs to be washed.
- Floor to be mopped.
- Door handles (inside and out), cupboard handles etc. to be washed
- Light Switches to be cleaned with anti-bacterial wipe or solution.
- Fixed Carpets to be vacuumed each day / steam cleaned each Wednesday.

Corridors / Staircases
- Any tables / chairs or other surfaces to be washed.
- Floors cleaned in normal way.
- Glass panels, door handles etc. to be washed.
- Fire appliances to be wiped down.
- Lift doors and buttons to be wiped.
- Bannisters and other handrails to be washed.
- External door handles and push panels to be washed (inside and out).
- Door entry switches (inside and out) to be wiped down.
- Light Switches to be cleaned with anti-bacterial wipe or solution.
- Fixed Carpets to be vacuumed each day / steam cleaned each Wednesday.
- Phones to be wiped down.
- Lockers to be wiped down.

Toilets
- All surfaces to be washed down: shelves, ledges, sinks, toilets, toilet tissue holders etc.
- Cubicle doors and door handles to be washed.
- Mirrors to be cleaned.
- Light Switches to be cleaned with anti-bacterial wipe or solution.
- The building supervisor should continually clean toilets throughout the day.

Playgrounds
- Litter lifted
- All surfaces, hand rails, door handles etc. to be wiped down.

Cleaning tasks to be undertaken by classroom assistants each day

The following items should be cleaned (anti-bac wiped) at the end of each day:
- All toys and equipment
- Electronic devices including phones
- Keyboards / computer mice
- Interactive Screen

A system is in place to confirm regular cleaning (frequency and standard).

13.   **VISION**

At Stranmillis Primary School:

- Each child will be engaging in learning, across all areas of the curriculum, which is appropriately challenging & which engages his/her interests.

- The development of each child in all areas of his / her life, including the academic, physical, social & emotional, will be at the centre of all our work.

- The family ethos, where children are nurtured and feel valued will be maintained.

- All members of staff will feel valued and will be leading and directing school development confidently rather than by response to external pressures.

- Across all areas of learning a clearly articulated, common and consistent understanding of effective pedagogy will have been agreed.

- Teachers, within agreed trusted colleague networks, will be supporting and challenging each other by:
  - ✓ identifying their own strengths;
  - ✓ sharing good practice;
  - ✓ identifying their own development needs; and
  - ✓ continuing to learn from the strengths of colleagues within and beyond Stranmillis.

- New members of staff will be supported and integrated into the team, adopting successfully the 'Stranmillis Pedagogy.'

- The effective use of technology will be an integral part of the learning process.

14. Development Priorities

2021/22	2022/23	2023/24
1.The Outdoor Classroom Explore opportunities for high quality & effective learning using the outdoor environment, to include our immediate school environment and the local area. Set up a dedicated group led by Paul to include, WAU, Play, Numeracy, Literacy, PDMU and PE coordinators: • to explore opportunities for learning and to promote the outdoor classroom within their area of learning. • The Arts to work alongside. • Explore the benefits and feasibility of developing a forest school. Raise awareness in: • identifying appropriate, effective, and quality opportunities to use the outdoor environment in delivering learning. Make use of internal and external expertise to deliver this. • best practice in using the outdoor classroom as a learning environment. Developing the outdoor classroom • all coordinators should identify developing the outdoor classroom in their area of learning as a priority in their action plan. • All year groups should identify at least 1 opportunity per half term to deliver learning in their area through the outdoor environment. • Provide opportunities for staff to share best practice. Identify and purchase or access resources to support development of the outdoor classroom.	**1.The Outdoor Classroom** Embed good practice and continue to explore opportunities for high quality learning experiences in the local environment. This will include sharing of best practice. Investigate the benefits and feasibility of establishing a forest school in SPS. Develop opportunities to enrich learning during playtime at break and lunch times. Audit and provide resources.	**1.The Outdoor Classroom** Establish a forest school with the support of experts and develop a programme for all classes to engage in this. Develop the 'quiet area' as an outdoor learning space.
2. The World Around Us Skills progression document: • explore further with staff, the areas identified by coordinators requiring clarification, where there are gaps and where exemplars of best practice are necessary; • update the document with developments from the past two years; • ensure emphasis in the completed document is on the application of skills and the promotion of thinking skills. Explore and identify opportunities to deliver the WAU curriculum through the outdoors and our local environment: • agree an appropriate and manageable level of outdoor engagement in each year group. Review WAU topics: • ensure a broad and balanced experience for pupils across a year;	**2.The World Around Us** Embed best practice in delivering WAU teaching and learning through the outdoor environment.	**2.The World Around Us**

• and from P1-P7. Deliver awareness raising sessions showcasing: • effective use of the outdoors in delivering the WAU curriculum. Review and update the WAU policy document to include: • a final draft of the pilot agreement; • developments over the past two years.		
3. UICT Raise awareness of best practice in: • use of Just 2 Easy – c2k app; • teaching keyboard skills Review & update curriculum tasks for appropriate challenge and breadth. Research a platform for video conferencing with parents Resources • Purchase a further 43 iPads to facilitate Lexia, Mathletics, AR and curriculum iPad tasks. • Update purchased apps and ensure pupils' experience progression and challenge in chosen apps across year groups.	**3. UICT** Review skills progression across the school ensuring: Review and update ICT Curriculum Map and levels of progression Continue to develop the use of iPads. Staff awareness raising sessions in: use of iPad apps to enhance learning and updated desirable features and levels of progression. Share best practice Augment iPad bank and suite of apps. Create a pilot agreement for teaching and learning using ICT.	**3. UICT** Develop, and raise awareness of best practice in use of touch panels to enhance pupils' teaching and learning experiences Embed best practice. Review and agree final agreement Update ICT policy.
4. Professional Development Provide opportunities within the time budget for i. Whole School: specific good practice to be shared and discussed with colleagues, eg- the outdoor classroom; high quality experiences for pupils to develop skills in WAU, … ii. Learning Hubs: teachers in learning groups of 4 to: • agree an area identified as a priority in our SDP to develop, to include learning from educational research papers. • share, (via a dedicated classroom for their group on Seesaw) examples of high-quality learning experiences for pupils; and • participate in professional dialogue stimulated by what is shared & identification of effective pedagogy.	**4.Professional development** Continue to use the Learning Hub model to facilitate professional development within school linked to the school development priorities. Investigate other high achieving schools with a similar ethos to establish a learning community with. Make contact and participate in discussion which would lead to proposals for establishing an effective learning community.	**4.Professional development** Establish a learning community with 2 other schools to provide learning opportunities which challenge and support SPS staff in professional development.

Each hub to build in *two sessions* of direct classroom observation for each member, 1 in term 1 & 1 in term 2; for example
 	
    • observations focusing on developing WAU skills, use of technology to enhance learning experiences or effective use of the outdoor environment for learning; and
 	
    • a discussion in the hub exemplifying the good practice observed and the leanrig from research papers.
 	
Classroom Assistant Training and Awareness Raising Programme:
 	
Linda and Elaine to complete the programme delivered for the professional development of Classroom Assistants in 2019.
 	
This will include:
 	
• a session on effective use of the sensory room to meet individual pupils' needs.;
 	
• clarifying and discussing
    ✓ expectations;
    ✓ the qualities and characteristics of effective practice.
 	
Staff Wellbeing
 	
Keep teaching and nonteaching staff wellbeing at the fore as they deal with:
 	
    ✓ increasing issues identified in pupils as a result of the pandemic.
    ✓ Restrictions placed on delivery of a broad and balanced curriculum due to the pandemic.		

5.SEN Develop further the support we provide for children with a range of special needs. In particular, we aim to • raise awareness of the implications of the SEND Act on policy and practice; • support individual pupils who have presented with significant emotional issues resulting from their experiences throughout the pandemic. • Identify & support pupils who have significantly more gaps in their learning compared to their peers, resulting from their experiences during the periods of remote learning		
6.PDMU Keep pupil wellbeing and mental health at the fore of all teaching and learning in school: • provision of whole school Wellbeing lessons and resources on school return as we continue to experience restrictions due to Covid 19. • research high quality resources to support teachers in the delivery of dedicated PDMU themes in the classroom. • Identify opportunities to promote whole school wellbeing. • Review policy documents. Keep the well-being of all staff at the fore, ensuring they are well supported in: • Delivering the curriculum in a restricted environment due to mitigations in place during and post pandemic. • Supporting pupils academically, socially and emotionally in dealing with issues resulting from the pandemic. • Looking after themselves as they come to terms with issues resulting from the pandemic.		
7. Home School Communications • ***reports:*** set up a working group to look at ideas for making the reports more meaningful for parents and less labour intensive		

Stranmillis Nursery School – School Development plan 2021-24 [continuation 0f 18-21 plan due to covid and targets not met]
A reflective working document highlighting staff priorities and our self-evaluation process for the next three years.

	Year 1 2021-22	Year 2 2022-23	Year 3 2023-24
School Ethos • *Links with parents* • *Pastoral care*	• GRTL – Ages and stages – funding provided to make home learning packs • Workshops on ages and stages if allowed for parents to attend and if not online ideas and handouts • Resources will be purchased to create ages and stages learning packs • We continue as a Nursery to improve our school website including the Nursery page. • Seesaw will be used to connect parents to see their children at play • The welcome booklet for EAL children will be updated. • Review our pastoral care policy and procedures. • Yearly Anaphylaxis training to be attended by staff online • We continue to aim to improve the children's learning environment through creating areas which will encourage independence, imagination and learning ensuring the environment is safe, nurturing and accessible for all children.	• Add to resources • Create a workshop to encourage parental involvement in their children's physical development • Parental questionnaire • Evaluate our safe guarding and child protection measures. Ensure staff, students, parents and children are aware of practices and procedures. • Review policies to keep them updated and relevant.	• Create a workshop encouraging early maths at home • Continue to Build a bank of resources for borrowing • Based on findings of questionnaire address the areas to reflect upon/change etc. • Look at the development of technology and how it can be used to pass on information to parents/p1. • Consider how we know that our policies, procedures and intervention ensure that the learning needs of every child in our setting are identified as early as possible and barriers to progress are reduced.

Learning and teaching			
• *Planning the curriculum*	• We will create new working weekly planners and upload these to computer instead of handwritten weekly planners. • We will look at adding 'in the moment' planning and assess how this can work or if useful. • We will continue to focus our self-evaluations on the ETI framework .. • We will ensure our observations impact on our planning and that we have evidence of each child's progression. • Seesaw will be used as part of our observation process	• Assess if we are using a broad enough range of evidence to ensure that children are making progress in line with our expectations and the parents. . • Time management to be considered for staff.	• Staff will reflect on our planned activities to see if they promote the development of all aspects of learning and if we are using our indoor/outdoor space to the maximum potential to enhance learning. • How well are we developing the children's physical skills – fine and gross motor? • Evaluate how we as staff are actively involving the children and parents in the life of the setting and what we can do to make the year inclusive to all and celebrate achievements. • Assess the usefulness of the information we provide to parents at interviews and send a short questionnaire asking parents what they expect to know/find about. How can our information sharing process be improved so its effective to help parents be partners with school in their child's education?
• *Staffs interactions*		• Do we provide adequate and accurate information at the key transition stage to p1 to ensure the children's learning pathway is unimpeded**?** • How well are we still recognising and valuing the personal achievements of all the children?	• Consider changes in technology and how we can use it as an assessment /recording tool. • Look at how we include the children's ideas and interests in our planning process.
• *Assessing, recording progress in learning*	We will use handwritten observations to track children, observe and move forward. Observations will be reflected in planning		

Staff development	• Cluster support • RISE support and advice on language • EYIT– training on language development	• Create a bank of strategies/resources to improve behaviour considering individual needs/backgrounds/time of day .	• Training for staff and time to build upon the adult's interactions and engagement with the children to promote their language and thinking. Consider if we are developing the children's independence, confidence and decision making.
Building and resources	• Kitchen area – painted/improved so parents can meet with staff if necessary/interviews etc. • Look at our environmental health and seek guidance surrounding storing food, food hygiene, staff training if needed • Build on our musical resources • Broken resources replaced – water/sand tray/bikes	• Build upon imaginative resources • Music/physical – look at the visitors we currently have and look into new ones to enhance opportunities for children to develop • Assess how we are using our indoor/outdoor space and it can be used more effectively.	• Improve role play resources • Look for visitors that enhance the children's creative side • Assess the safety of equipment and need for replacing any resources
Environment	• Improve outdoor exploration/scientific opportunities • Health and safety focus this year indoors and outdoors reviewing the risk assessments to ensure still relevant or if changes are needed • Ensure Covid restrictions etc. being met and how best to ensure a safe environment for staff, parents and children	Do a risk assessment and audit of resources, areas and environment to ensure safety, progression in materials and if space is being utilised in the best possible way.	• Create a creative learning environment outdoors • Consider the opportunities provided to develop the children's scientific skills and knowledge of the world around them**.**

ACTION PLANS

Priority Areas

(The Outdoor Classroom, WAU, UCIT & Professional
Development)

STRANMILLIS PRIMARY SCHOOL

Action Plan for: The Outdoor Classroom   **Issue & Focus: Developing outdoor learning**   **Year 2021 22**

Present position **Baseline**	What we want to achieve. **Target**	What will we do to achieve the targets? **Actions**	How we will know if we are succeeding. **Success criteria**	When will it be done? **Time**	Who will do it? **Staff**	What do we need? **Resources**
Children have some opportunities to learn in the outdoor environment in P1-P7.	1. To provide high quality learning experiences for all pupils using the outdoor environment. 2. To raise awareness of appropriate, effective, and quality opportunities to use the outdoor environment in delivering learning. 3. To provide opportunities for staff to share best practice in outdoor learning experiences for children.	A - Set up a cross curricular team to research and develop opportunities for outdoor learning in their area. B - Deliver staff awareness raising sessions to identify high quality learning opportunities in the outdoor environment including maximising use of the local area- Stranmillis village, The YMCA grounds and Lagan Meadows. C- Facilitate opportunities in directed time, although not solely, for staff to discuss, research and agree quality learning experiences for their year groups. D - Whole staff meetings to share best practice identified by area coordinators or SLT. Evidence of best practice to be shared in Learning Hubs via the Seesaw platform. E - Cross curricular team to complete a curriculum map.	Are the children being given opportunities to explore, test and see themselves as discoverers and investigators within the outdoor environment? Do the children report enthusiasm and a sense of enjoyment from their learning experiences? Is there evidence that all classes are making significant use of the Lagan Meadows, Stranmillis College, school grounds and other local resources?	Sept 2021 Aug 2021 Nov 2021 and Feb 2022 Dec 2021 Ongoing Sept 2021 – June 2022 Feb/ Mar 2021	Lynn, Joanne, Deirdre, Ethan and Karen All teachers All teachers Lynn, Joanne, Deirdre, Ethan and Karen	Baker Day X 2 Monday sessions X 2 sessions in Twilight
Children have visited Lagan Meadows for walks and some structured activities.	4. To embed appropriate use of the outdoor environment to deliver learning experiences in classroom	A - Research the benefits of a forest school and talk to other schools and forest school organisations.	How will becoming a forest school enhance the children's learning experiences?		Paul and Linda	None

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Monitor the staff's recording of outdoor learning activities and learning focus in a Curriculum Map.	Nov 2021 Feb 2022 May 2022	• • • • • • • • • • • **Areas for further development** • • • • • **'New' issues for consideration** • • •
Review photographs and evidence of outdoor learning in Google Drive	Dec 2021 April 2022	
Ask for pupil feedback	Dec 2021 April 2022	
Staff survey for feedback using Google Forms	May 2022	

STRANMILLIS PRIMARY SCHOOL

Action Plan for: World Around Us
Year 2021-22

Issue & Focus: completion of areas identified in 2018/19 plan, halted due to pandemic

Present position **Baseline**	What we want to achieve. **Target**	What will we do to achieve the targets? **Actions**	How we will know if we are succeedi **Success criteria**	When will it be **Time**	Who will do it? **Staff**	What do we need **Resources**

Good practice in science, Geography and History has been explored and a whole school approach to teaching and learning in WAU was agreed by the staff
 	
All staff have participated in awareness raising sessions of best practice in STEM and the other areas of WAU.
 	
Each year group has developed a number of topics for the WAU which are presented in a yearly overview.
 	
Practical experiences are embedded in all topics.
	To review the topics covered in each key stage and address any gaps in the learning
	
	To review topics covered in each year group and ensure the statutory requirements in all areas of WAU are fulfilled
	
	To identify appropriate opportunities to deliver WAU learning intentions in the outdoor classroom in each topic.
	
	To include opportunities to develop skills in STEM in each topic.
	
	To agree best practice in STEM To share good practice in each element of the WAU.
		1. **Skills progression document**
		   - Staff discussions to *establish the baseline* for each year group:
		
		2. **Review topics**
		
		   - KS/Year groups to meet and agree topics to be covered and any additional opportunities ensuring all statutory requirements are covered.
		
		   - Year groups to meet and identify any gaps in the learning and ensure a balance across the areas of WAU. To complete an overview of all the topics covered
		
		   - Year groups to identify appropriate opportunities to deliver WAU learning intentions in the outdoor classroom in each topic.
		
		   - Review the delivery of STEM in the WAU and identify opportunities to include stem in each topic.
		
		3. **Review and update resources as necessary**
		   - Teacher made resources
		   - Commercial resources
		
		4. **Sharing Good Practice Sessions**
		   - Sharing best practice in the outdoor classroom
		
		5. **To review and update the WAU policy**
			A scheme of work showing the topics covered in each year group with a balance across all the areas of WAU.
			
			Is there evidence in the children's school work of investigative activities, and practical experiments.
			
			Evidence of outdoor learning-photographic
			
			Best practice will have been identified and shared.
				Term 1
				
				Term 1
				
				Term 2
					Whole staff
					
					Key stage groups
					
					Year group meeting
					
					1 session
					
					Whole staff session to share proposals
						1-hour session (Baker Day)
						
						1-hour session
						
						2 x 1-hour sessions
						
						1 session

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Monitoring of World Around Us planners	Term 1/Term 2	
Book scoop/Pupil voice Twilight – best practice	Term 2	
Each year group to upload evidence of WAU activities to google Drive including outdoor learning	Term 2	**Areas for further development** **'New' issues for consideration**

STRANMILLIS PRIMARY SCHOOL

Action Plan for ICT Issue & Focus: **Year 2021-22**

Present position	What we want to achieve.	What will we do to achieve the targets?	How we will know if we are succeeding.	When will it be done?	Who will do it?	What do we need?
Baseline	**Target**	**Actions**	**Success criteria Questions to consider:**	**Time**	**Staff**	**Resources**
Previously we have conducted face to face interviews and then telephone interviews during Covid Pandemic. Appointments are booked through the school website Currently we have a UCIT overview and Curriculum map developed. in 2017. No experience of Just2Easy. Children and staff are familiar with Microsoft Office. There is no keyboard course in place. Younger children have had little experience of the Keyboard	**1.** Choose a video conferencing platform for the purpose of Parent – Teacher consultations **2.** Update yearly overview to include new UCIT tasks. **3.** To investigate new platform provided by C2K - Just2Easy range of apps **4.** To develop keyboard skills across the school.	Trial with P7 zoom interviews Feedback from P7 Teachers SLT to agree a step by step protocol including looking at potential problems and solutions ICT co-ordinator to research other platforms for future Meetings Review yearly over view and eliminate any tasks which have become obsolete Explore CCEA Task library to replace any obsolete tasks staff awareness raising sessions and year group collaboration Familiarization session Staff to try at least one app from the just2easy range Feedback and sharing good practice session Staff Awareness raising session of appropriate courses and lessons Each teacher will allocate a set time each week to keyboard skills. Teacher feedback session	Is there a written set of protocols? Has each teacher completed a successful set of consultations? Have the staff omitted obsolete tasks on document? Do we have a new yearly over view that include new tasks from the CCEA task library? Has year group used at least one app on Just2easy and provided evidence via network ICT evidence folder or Google Drive? Have the teachers observed an improvement in keyboard skills?	October 2021 (review year2) April 2022 August 2021 Novembe r 2022 January 2022 April 2022 (Briefing) Jan 2022 April 2022 (Briefing)	P7 Staff SLT Whole staff JMcK & Whole staff JMcK & Whole staff JMcK & Whole staff JMCK Whole staff	2 x SLT Meeting Agenda 1x1 hr session 1x1 hr session - Aug 21 staff developm ent day 1x1 hour Monday session 1 x1 hour Monday session (share with Keyboard skills) 2x Tuesday Briefing

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Monitoring of Network evidence folder and Google Drive evidence	Dec '21 April '21 June '21	• • • •
Sharing good practice and Feedback session on Just2Easy & keyboard skills	April/May '22	• • • •
Sharing good practice of ipad Activties and apps.	June 2022	**Areas for further development** • • • •
Monitoring of Planners – looking for ICT tasks present in block planners across the curriculum – WAU, Literacy, Numeracy, PBL and Outdoor activities?	Termly	• **'New' issues for consideration** • • •

STRANMILLIS PRIMARY SCHOOL

Action Plan for Professional Development   **Year 2021-22**

Present position	What we want to achieve.	What will we do to achieve the targets?	How we will know if we are succeeding.	When will it be done?	Who will do it?	What do we need?
Baseline	**Target**	**Actions**	**Success**	**Time**	**Staff**	**Reso**
All teachers are involved actively in curricular leadership through their work as members of the curriculum team. All teachers have participated in a range of sharing good practice sessions and curriculum based developments. Teachers have previously participated in Teaching Networks with three other schools which included classroom observations. 20/21 whole school professional development happened within our school and moved online. All teaching assistants participated in a bespoke professional development programme delivered in 2018/19. The final session did not take place due to the pandemic.	To re-establish a network of learning hubs in order to develop the professional learning community. To facilitate professional discussions where teachers reflect on their practice and support and challenge each other by discussing and developing approaches and practice w.r.t. the SDP priorities and shared issues. To support and challenge teachers to engage in professional development which is action and research based. To give teachers a platform where they can share ideas, ask questions and celebrate successes.	1. Introduce Learning Hubs ✓ make the model teacher friendly; ✓ provide participating teachers with an agreed framework for the development; and ✓ promote student learning and achievement. 2. Meet with all teachers to agree the revised approach. 3. Teachers to meet in the established teams to agree a theme to be developed (chosen from our SDP priorities), a schedule for peer classroom observations and plan the work to be undertaken. This should include learning from educational research papers. A planning pro-forma to be provided. 4. Teachers to use directed time, although not exclusively, for some scheduled development time to implement and evaluate the programme. 5. Teachers to be provided with time to meet in the Learning Hubs for professional discussions on their learning; to share learning from research, ideas and to support each other in their development. 6. All staff to meet and evaluate the effectiveness of the programme. 7. Learning Hub classrooms to be set up on Seesaw for teachers to share ideas, ask questions and celebrate successes. 8. Deliver a development session for teaching assistants on effective use of sensory room resources to meet specific sensory needs identified in pupils.	**Questions to consider in June**: Do classroom observations of teaching and learning in the identified areas show that children are engaging in challenging and stimulating activities, aimed at deepening the learning? Are teachers able to demonstrate a clear understanding of what makes teaching effective? To what extent are teachers able to use the agreed pedagogy to exemplify effective practice? To what extent do Learning Hub team reports give evidence of improved pedagogy, approaches to teaching and learning, or structures? Teaching Assistants To what extent are assistants guiding pupils towards specific activities to address sensory needs?	Terms 1 & 2 October October Terms 1 & 2 Once each half term after initial meeting Term 3 (Debrief) On-going Term 2	PA/Teachers LW / teachers Teachers Teachers Teachers All staff Teachers LW/EC/all teaching assistants	Baker Day and on-going 1 session in October 1 session On-going 3 sessions 1 session

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Group discussions between staff	On-going as part of the programme	• • •
Classroom observations (Peer)	November - April	• • •
Whole staff evaluation	April	• • •
Teaching assistant audit On how they have used the sensory lounge	April	• • **Areas for further development** • •
		• • •
		'New' issues for consideration • •

ACTION PLANS

Maintenance Plans

(All other Teams)

Coordinator Action Plan (non-priority area)

Coordinator: Joanne Moore   **Area of responsibility: Literacy**   **Year: 2021-22**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
Relaunch AR **Have a higher percentage achieve targets** **Purchase additional reading books for P6 and P7** **Monitor planning** **Responses to reading moderation** **Investigate how to best integrate Literacy into outdoor learning planning**	**Raise profile of Literacy- link to World Book day** **Encourage more NF books in GR** **Monitor planning, practice and pupil books** **Writing moderation** **Explore continuing use of book bags in FS** **Explore opportunities for literacy in outdoor classroom and look for evidence in planning**	**P3 to have experience of AR quizzing** **Retain Masterclass and Master school status** **Monitor use of outdoor learning in planning** **Evaluate success of Literacy in outdoor learning**
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Highlight and promote Honour Roll of children getting targets Publicize rewards on board and newsletter. Develop new rewards and competitions for each block Remind staff and pupils of rules- no audio books, no taking tests in quick succession (from watching film) (JM to let teachers know which children to focus on from last year) Supplement KS2 books. Teachers and pupils to give wish list and JM to order Literacy team meeting to monitor planning Key stage/ Year group meeting. Teachers will level the children's response to reading and bring samples for discussion with colleagues in collaborative agreement trialling / moderation sessions. Literacy team meeting to discuss expectations for outdoor learning and develop examples for staff	World Book day activities and competition Non Fiction comp on AR board- reminding using books when completing NF quizzes Literacy team meeting to monitor planning, book scoop. Classroom observations. Key stage/ Year group meeting. Teachers will level the children's writing and bring samples for discussion with colleagues in collaborative agreement trialling / moderation sessions Investigate the cost and management of beginning book bags in P1 and replacing current library system in P2 with book bags. Audit use of library books in P3 Share ideas to promote literacy in outdoor classroom. JM set up folder in Google drive to collect photographic evidence Highlight 2 LIs on block planners identifying skills to be delivered through the outdoor classroom	JM to set up passwords to allow P3 to take class quizzes and demonstrate to teachers JM to monitor scores, inform teachers and apply when appropriate Literacy team meeting to monitor planning Highlight 2 LIs on block planners identifying skills to be delivered through outdoor classroom Outdoor learning team/ hubs working on outdoor learning- sharing best practice with rest of staff from Google drive photographs

Coordinator Action Plan

Coordinator: L. Morton   **Area of responsibility: Numeracy**   **Year: 2021-22**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
• Audit resources • Investigate ideas for Outdoor Learning • Evaluate Mental Maths – are there any gaps? E.g. times tables in P4 • Monitor planning	• Make staff aware of available resources to promote the outdoor classroom. • Develop ideas for Outdoor Learning – evidence of 1 Numeracy lesson using the outdoor environment per term • Identify any gaps in mental maths resources - focusing on times tables • Monitor planning, practice and pupil books	• Plan Outdoor Maths Day event • Monitor planning

How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*
Maths Store: - dispose of old & unused resources - liaise with teachers to identify resources are needed for central store - distribute resources to classrooms - augment new resources as necessary - Numeracy team meet to discuss expectations for outdoor Maths and develop examples for staff - Staff complete short questionnaire to identify gaps in Mental maths	- Numeracy team meet to explore opportunities for learning and to promote the outdoor classroom within Numeracy. Discuss opportunities teachers have identified – share ideas with staff. - Encourage staff to use available resources to promote learning - Photographic evidence of Numeracy outdoors saved to Google Drive - Highlight 2 Learning Intentions on block planners identifying skills to be delivered through the Outdoor Classroom. - Audit staff to identify if there are any gaps in Mental Maths and what, if anything, needs to be put in place - Book scoop, classroom observations.	- Liaise with Numeracy Team to plan and organise a Maths Day Event

Coordinator Action Plan

Coordinator: Elaine Cromie   **Area of responsibility: SEN**   **Year: 2020-21**

Coordinator Action Plan

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
1.Staff Awareness of the implications of the SEND Act, to include the new Code of Practice, Responsibilities of the Teacher, PLPs, SEN Register, SEN Categories, Reasonable Adjustment Register, Whole School Special Educational Needs Provisional Mapping and The Dyslexic Friendly Classroom. 2. Prioritising children for referral to the Educational Psychologist. 3. The use of educational testing and liaison with teachers to prioritise children for Harberton Outreach and In-school support. 4. Liaising with Clarawood, Peripatetic Support Service, Harberton, Learning/ Harberton Behaviour RISE team etc. 5. Consider re introducing Reading Partnership. 6. Use data to identify underachievers, write targets. (VP) 7. Arrange Annual Reviews for children with Statements. 8. Update SEN Register with consideration to SEND. 9. Support individual pupils who have presented with significant emotional issues resulting from their experiences throughout the pandemic. Engage Programme. 10. Identify and support pupils who have significantly more gaps in their learning compared to their peers, resulting from their experiences during the periods of remote learning. Engage programme. 11. Maintain the Register of pupils who need Reasonable Adjustments. 12. Continue to use CAT test to build up a learning profile of P6 children. 13. Consider Accelerated Reading test scores. 14. Update the Lexia programme roll and consider new children to commence the programme. 15. Consider how best to reintroduce the Sensory Lounge to individuals and small groups. 16. Attend further SEND training and organise dissemination to staff. 17. Update Mathletics roll. Identification of pupils who will benefit from the programme. 18. Liaison with class teachers, pupils, parents and CA to write IEPs and ensuring the provision is closely matched to the needs of the child.	1. Primary 2 children to be tested using the Verbal, Non Verbal Ability and Group Reading Tests. Use data to give a learning profile of each pupil and consider low achievement in Literacy. 2. Use DRA test with individuals in Primary 3 to prioritise for Harberton outreach (Feb.) and referral to Educational Psychologist. 3. Liaise with Primary 1 teachers and identify pupils who would benefit from Stage 2 learning support. 4. Write outcomes for IEPs/ PLPs and new targets. 5. Reading Partnership- children tested with Salford Test to assess progress. New children identified. 6. Liaise with Nursery about referrals to Educational Psychologist. 7. Update SEN Register. 8. Primary 3 children tested using NGRT and NNRIT. Use data to identify low/ underachievers. 9. Consider AR test scores and progress of children. 10. Continue to monitoring Lexia and Mathletics in school. 11. Consider using P7 Buddies to support P3 reading (Depending on the COVID situation)	1. Identify children for referral to Educational Psychologist to test for Peripatetic support. 2. Analysis of PTE, PTM, CAT scores Consider SEN evaluation- Tracking of children on the SEN register, children coming off the register, the progress in the IEP targets. 3. Write outcomes for Term 2 IEPs and new targets. 4. Testing for Harberton Outreach September 2022. 5. Update SEN Register. 6. Reading Partnership- children tested with Salford Test to assess progress. 7. Track progress for Primary 7 children who were Stage 3 and above. CAT v PTE/ PTM/ Level. 8. Consider AR test scores and progress of children. 9. Continue to monitoring Lexia and Mathletics in school. Consider children who will benefit from the programmes in the Summer. Consider Lexia for P1 pupils.

How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*
1. Staff Awareness Training Session- August 2021. 2. Meeting with Educational Psychologist in September to prioritise children for referral and arrange transfer reviews. 3. Using Educational Tests data, for example PIE, PIM, DRA, NNRIT/ NVR, NGRT, CAT. Liaise 3. Meeting with teachers (3 days) to write IEPs. 4. Liaise with Outreach Teachers. 5. Consider PTE scores to identify pupils for Reading Partnership, liaise with Principal. 6.Teachers to meet with VP use data to identify underachievers and write targets. 7. Arrange Annual Reviews and Transfer Reviews in consultation with Ed Psyc. 8 Update SEN register. 9/ 10. Consider using the Engage programme funding to support children with significant emotional needs/ gaps in their learning. 9. Meet with teachers and CA for specific pupils, share Ed Psyc. Reports/ Statements outline their needs etc. 11. Teachers to consider the Reasonable Adjustments needed for individual children to access the curriculum. 12. Administer CAT test to P6. Consider scores. Underachievement. 13. Look at AR scores consider actions for low scores. 14.Update Lexia class lists, CA to assist with monitoring the programme. 15. Timetable to be drawn up for Sensory room. 16. Attend SEND training sessions and disseminate information to staff. 18. Update Mathletics Roll and forward information to class teachers. 19. Meet with class teachers to write IEPs.	1. Class teachers to administer V, NV and NGRT tests to P2. Consider scores/ support. 2. Liaise with Harberton Teacher. Administer DRA Prioritise children for Stage 3 support. 3. Consultation with Primary 1 teachers. Identify pupils for Stage 2 support. 4. Teachers and SENCO to meet and write IEPs PLPs with outcomes. 5. Reading Partnership teachers use Salford to assess progress, consider progress and new list. 6. Liaison with Educational Psychologist and Outreach teachers. 7. Update SEN register. 8. Administer NGRT to P3. Use NNRIT to identify low/ underachievement. 9. Meet with teachers and look at AR test scores. 10. Monitor how Lexia / Mathletics are working in the classroom and at home and how often children are participating in the programme. 11. Consult P3 teachers to select children to read with P7 Buddies. Consult with P7 teachers to select P7 Reading Buddies. (Depending on the COVID situation)	1. Use PTE/ NGRT/CAT scores and teacher consultation to select children who may meet criteria for Peripatetic support. (Refer to Ed. Psyc.) 2. Using data from PTE/ PTM/ CAT Tests to track progress of children on the SEN Register and underachievers. (Begin to identify low/ underachievers for next year.) 3. Teachers and SENCO to meet and write IEPs/ PLPs. 4. Use DRA to prioritise children for Harberton Outreach for September 2019. 5. Update SEN register. 6. Reading Partnership teachers use Salford to assess progress. 7. Track progress for Primary 7 children who were Stage 3 and above. CAT v PTE/ PTM/ Level. 8. Meet with teachers and look at AR test scores. 9. Evaluate and continue to monitor how Lexia and Mathletics is working in the classroom and at home, how often children are participating in the programme and the progress they are making.

Monitoring strategies SEN 2021-22		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
Analysis of AR/ PTE/ PTM/ NNRIT/ CAT/ NGRT / Verbal/ Non Verbal Reasoning Test scores to identify underachievers and low achievers in P2-P7. Use data to track progress of low and underachievers.	Sept. 2021 (AR) Oct. 2021 (P3 NNRIT) Jan. 2022(P3 NGRT) Feb 2022 (P2 V, NV Reasoning and NGRT- GL) May 2022 PTE/PTM P3-P7.	
Writing SMART IEP/ PLP targets with outcomes each term. (Are the children achieving the targets?)	September 2021 January 2022 April 2022	
Reading Partnership – Analysis of Salford scores.	September 2021 and every 10 weeks.	
Analysis of school SEN register- number of children moving to Stage 1 or coming off the register.	May 2022	**Areas for further development**
Using Key Milestones in Foundation years and the DRA Reading test to track progress of children who are withdrawn for in school support.	Ongoing	
Data and IEPs from Harberton and Peripatetic support to track progress of children receiving Stage 3 support.	May 2022	**'New' issues for consideration**
LEXIA and MATHLETICS Monitor the progress of individual children- Teachers, CA, SENCO.	Ongoing	
Engage Programme How effective was the programme in supporting children with emotional issues or gaps in their learning resulting from the pandemic?	6 weekly	

Coordinator Action Plan (non-priority area)

Coordinator: Mr. Arneill   **Area of responsibility: PE**   **Year: 2021 22**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
Give children higher quality PE experiences by increasing the quantity and quality of PE resources Review after-school sports provision and staffing, which has been affected by Covid restrictions, to ensure the children have a wide range of sporting opportunities. Establish a baseline for the coverage of all five aspects of the NI Curriculum in P1-P7, so that pupils are developing their skills in each area. (1)	Establish a baseline for the coverage of all five aspects of the NI Curriculum in P1-P7, so that pupils are developing their skills in each area. (2) Evaluate our Sports Day from 2019 and plan Sports Day for 2022. Give children an opportunity to use a wider range of sports equipment by having an activity hour at the end of each block.	Establish a baseline for the coverage of all five aspects of the NI Curriculum in P1-P7, so that pupils are developing their skills in each area. (3) Have a successful second year at Mary Peters Track for our school sports day. Plan a second year of "sporting fun days" at the YMCA for all classes.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Purchase new resources for use in PE and for after school sports. To include: new footballs, rugby balls, netballs, basketballs, and class sets of balls and other equipment. Re-establish football, hockey, basketball and cross country clubs and allocate staff to each club. Evaluate the coverage of **Swimming** and **Games** in KS1 and KS2. Complete a draft Curriculum Map for each area.	Evaluate the coverage of **Athletics** and **Dance** in KS1 and KS2. Complete a draft Curriculum Map for each area. Ask for feedback from parents and staff as to how we could develop and improve our Sports Day in 2022. P.E team to meet to plan the event. Plan an "activity hour" for each class at the end of each block. Children to use a wide range of sports equipment.	Evaluate the coverage of **Gymnastics** in KS1 and KS2. Complete a draft Curriculum Map for each area. Run our Sports Day at Mary Peter's and also organise "sporting fun days" for each class at the YMCA.

Coordinator Action Plan (non-priority area)

Coordinators: K Hamilton, L Kane, D Kelly   **Area of responsibility: PD&MU/RE/DIVERSITY**   **Year: 2021/22**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
PD&MU - Introduce staff and pupils to the 'Five Key Ways to Wellbeing' - *Connect, Notice, Be Active, Keep Learning, Give* - Investigate resources for enhancing children's wellbeing through Outdoor Learning - Embed 'Value of the Month' by making the values more visible - Provide staff with resources for '*Odd Socks Day'* (Anti-Bullying Week 15 -19 Nov) **RE** - Review the Northern Ireland Curriculum non-statutory Guidance Materials. - Promote 'Value of the Month' and teaching of Bible stories through the provision of assembly material for P1-3 classes (online stories and songs) - Outside gatherings for special assemblies such as Harvest - Storehouse Harvest Collection **DIVERSITY** - Encourage teachers to begin every morning with a multicultural greeting to pupils. Every month, a simple phrase ('Hello') from a new language will be used to greet class (pupils should be encouraged to repeat the phrase)	**PD&MU** - Develop the 'Five Key Ways to Wellbeing' - *Connect, Notice, Be Active, Keep Learning, Give* within the classroom and during Outdoor Learning - Provide staff with resources for Children's Mental Health Week (7-13 Feb) - Research a 'Values' graphic for the school community **RE** - Ask each Key Stage to highlight the areas in the non-statutory Guidance Materials which are currently covered in the teaching of RE - Continue to provide assembly material (including 'Value of the Month') for P1-3 classes (online stories and songs) **DIVERSITY** - Promote Diversity awareness by encouraging pupils from different cultures in Foundation, KS1 & KS2 to share an aspect of their culture with their class/video for peer class. (This was started last year in the P1-3 assemblies but had to be cut short due to Lockdown)	**PD&MU** - Continue to develop pupil experience of the 'Five Key Ways to Wellbeing' - *Connect, Notice, Be Active, Keep Learning, Give* within the classroom and during Outdoor Learning - Organise visit by RNLI (Covid permitting) **RE** - Play it by Ear Drama group visit in assembly hall/outside (Covid permitting) - Review the seven areas in the non-statutory Guidance materials and note how they are being covered across the Key Stages - Continue to provide assembly material if Covid restrictions do not allow classes to meet in the hall **DIVERSITY** - School based celebration prior to Summer Fair Liaise with PTA (Covid permitting)

How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*	How am I going to do this? *(What steps do I need to take?)*

PD&MU
   - Ask staff to introduce the term 'Wellbeing' to pupils during PDMU lessons
Wellbeing focus for Block 1 *Connect*
     Block 2 *Notice*
(Include in planning)   - Weekly opportunity to meet the Principal for children receiving 'Star Pupil' award   - Liaise with PD&MU team to organise 'Odd Socks Day'   - Ask staff to upload photographic evidence of 'Class Charters' and 'Odd Socks Day' in Google Drive
RE
   - PD&MU team to meet to review guidance materials   - Research online resources for P1-3 assemblies
DIVERSITY
   - Make resources/charts of key phrases for each class   - September: "Hello" (English)   - October: "Salut" (French)   - November: "Buenos dias" (Spanish)   - December: "Ciao"(Italian)   - January: "Zdravo" (Croatian)   - February: "Huanying" (Chinese)   - March: "Dia dhuit" (Irish)   - April : "Guten tag" (German)   - May: "Dzen dobry" (Polish)   - June "Goed dag" (Dutch)
	PD&MU
	   - Ask staff to discuss 'Wellbeing' with pupils during PDMU lessons - Wellbeing focus Block 3 *Be Active*
	     Block 4 *Keep Learning*
	(Include in planning) - Ask staff to upload photographic evidence to Google Drive of outdoor activities during Children's Mental Health Week - Liaise with principal and vice-principal re graphic design
	RE
	   - Liaise with staff and provide copies of the Aims, Objectives and Key Elements of RE for each Key Stage
	DIVERSITY
	   - Contact parents of pupils selected and obtain consent - Organise rota for classes
		PD&MU
		   - Liaise with staff re pupils' understanding of the importance of Wellbeing - Wellbeing focus Block 5 *Give*
		Pupils in KS1 & 2 create their own 'Wellbeing Wheel' - Contact RNLI
		RE
		   - Contact Play it by Ear drama group - Review and collate information received from staff
		DIVERSITY
		   - Contact and liaise with parents from different cultures

Monitoring strategies		Evaluation (How well did we do?)
Task	**Proposed Date**	**Successes / Positives**
PD&MU Photographic evidence in Google Drive **DIVERSITY / RE** Language phrase of the month/ Values Pupil Voice	December 2021	**Areas for further development** **'New' issues for consideration**
PD&MU Monitoring of PD&MU planners **DIVERSITY** Photographic evidence of Pupils sharing their culture	February 2022	
PD&MU Discuss pupil understanding of 'Wellbeing' with staff **Diversity** Liaise with PTA re an event prior to Summer Fair (Covid permitting) **RE** Evaluation of how the areas in the Guidance materials are being covered	April/May 2022	

Coordinator Action Plan (non-priority area)

Coordinator: Mrs Hill   **Area of responsibility: Play based learning**   **Year: 2021**

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
To use the outdoor environment to have more structured learning activities across the curriculum during play To explore and identify opportunities to deliver WAU through play both inside and in the outdoor environment. Look at apps for the active panels that can be used at playtime .	Identify areas of good practice in play using the outdoor environment. To explore and develop the opportunities for outdoor learning during play in P3 ensuring a wide range of curricular leaning intentions are covered.	I Review the outdoor/indoor equipment and replace as necessary.
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
Each year group to identify and develop activities during outdoor play to cover a range of cross curricular learning intentions. Meet with staff to look at apps that are being used. To review the resources for delivering WAU through play.	To share good practice within the KS Each year group to review their play planning and to highlight the opportunities for learning in the outdoors.	Meet with the teachers and discuss what areas need resourced.

Coordinator Action Plan (non-priority area)

Coordinator: C Robinson
          M Menary
          Area of responsibility: Art and Design
          Music
          Year: 2021/2022

Term 1	Term 2	Term 3
What do I want to achieve this term? *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*	**What do I want to achieve this term?** *(What are my short term goals/targets?)*
ART and DESIGN • Showcase work of the children (all year) • Research resources/ideas for creative activities using the outdoor environment **MUSIC** (Re-introduction of music in school) • Recorder for P4,5 and 6 to be resumed • Charanga purchased and available to all classes • Choir resumed • Orchestra and brass to commence again. • Christmas concert preparations	**ART and DESIGN** • Art Week: "Let's take Art Outside" • Monitor block planners **MUSIC** • All staff to become familiar with Charanga	**ART and DESIGN** • Research resources/ideas for creative activities using the outdoor environment • Monitor block planners - look for examples of using the outdoor environment for Art sessions **MUSIC** • Evaluation of Charanga and sharing of good practice
How am I going to do this? *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*	**How am I going to do this?** *(What steps do I need to take?)*
ART and DESIGN Some examples of children's work/photos of activities from each class to be displayed on the A & D noticeboard Monthly rota for each year group to showcase their creative work on the display board in the Hall **MUSIC** • Reorganisation of recorder lessons to allow social distancing. Discussion with relevant staff. • Choir for P6 and 7 only • Charanga – brief written overview provided for all staff • Discussion with staff over potential for Christmas concert possibly recorded items?	**ART and DESIGN** Each class to plan an Art session during the week using the outdoor environment Some examples to be given to teachers to consider using examples of possible creative activities using the outdoor environment One team release session to monitor Block planners **MUSIC** Discussion with staff/explanantion of how to use Charanga in the classroom (1 hour)	**ART and DESIGN** Research resources for Art and the outdoor environment **MUSIC** • Gather ideas from staff as to how they have used Charanga in the classroom