



# **Stranmillis Primary School**

## **SCHOOL DEVELOPMENT PLAN**

**2021 – 2024**  
*(Year 2 Revised 2022-23)*

*'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 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 pupils and 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.
- The very high percentage of pupils receiving learning support who are achieving their expected level and above in Literacy and Numeracy.
- Formal and informal feedback from parents, pupils, and staff regarding their experience at Stranmillis.
- 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.
- 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.
- Verbal feedback from ETI survey on delivery of the Engage Programme in our school.
  - ✓ “Beginning with children’s needs is an ethos of the school, demonstrates authenticity and is a real strength.”
  - ✓ The pupil voice is very strong in this school. Pupils are listened to and it is clear that staff constantly check in with the children.”

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, including learning outdoors;
- 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 LSC;
- 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.

*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.
- Underachievement in Literacy & Numeracy has once again been significantly reduced from May 2021 to May 2022.
- 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.
- 95% of our year 7 pupils secured a place in a grammar school.
- 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 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 LSC 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, LSC 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 LSC and an additional experienced teacher through the Engage programme;
- withdrawal support for individual children displaying emotional and social anxieties, provided by our LSC and appropriately qualified and experienced therapists;
- access to a fully equipped sensory lounge for those children who benefit from sensory input with the support of a classroom assistant or our LSC.
- 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.

## SEN Evaluation 2021-22

This year we were fortunate to have additional SEN budget in order to implement the SEND Act. Funding enabled us to have an additional Learning Support teacher 2-3 days per week. As well as targeting children on the SEN Register, timetabled support was given to P2-P4 teachers when the teacher was available.

Additional support has included: Literacy withdrawal, Numeracy withdrawal, withdrawal of small groups, Reading Partnership, P7 Reading Buddies, The Engage Programme, Lexia, Mathletics and Counselling Service.

Support has not only met the learning needs of individuals, but the emotional needs of the pupils as well. The impact of support has been obvious in the results below and in the happiness and wellbeing of our children as they have integrated back into a more normal school life.

### Primary 2

P2	Sept 2021	Jan 2022	June 2022
Pupils Receiving Literacy Support	8	62.5% off + 4	6
Pupils Receiving Harberton Learning	1	1	2

### Data Analysis Primary 3- Primary 7

<b>P3</b> <b>LITERACY</b> NGRT /PTE 22	% Progress Expected to Much Higher	% Achieving Potential to Higher Than Expected	<b>P3</b> <b>NUMERACY</b> PTM 21-22	% Very low attainment	% Low attainment
Pupils Receiving Literacy Support (7)	100%	100%	Pupils Receiving Numeracy Support (3)	75% SS 77/78	25%
Underachieving (1)	100%	100%			
Pupils Receiving Harberton Learning (2)	100%	100%			

<b>P4</b> <b>LITERACY</b> PTE 21-22	% Progress Expected to Higher than Expected	% Achieving Their Potential to Higher Than Expected
Pupils Receiving Literacy Support (4)	100%	100%
Pupil Receiving Literacy Support Service (1)	100%	100%



<b>P5</b> <b>LITERACY</b> PTE 21-22	% Progress Expected to Much Higher	% Achieving Their Potential		<b>P5</b> <b>NUMERACY</b> PTM 21-22	% Progress Expected to Higher	% Achieving Their Potential
Pupils Receiving Literacy Support (3)	100% (Range +1 to +23)	100%		Pupils Receiving Numeracy Support (4)	100% (Range -5 to +13)	100%
Pupils Receiving Harberton/ Literacy SS (2)	100% (Range 3 to +23)	50%				

<b>P6</b> <b>LITERACY</b> PTE 21-22	% Progress Expecte d to Higher	% Achieving Potential to Higher Than Expected		<b>P6</b> <b>NUMERACY</b> PTM 21-22	% Progress Expected to Much Higher Progress	% Achieving Potential to Much Higher
Pupils Receiving Literacy Support (2)	100% (Range +2 to +8)	100%		Pupils Receiving Literacy Support (3)	100% (Range +3 to +17)	100% (Range +2 to +19)
Pupil Receiving Literacy Support Service (1)	100% (+2)	100%				

### **Emotional Support**

Supporting children's mental health and their emotional well-being continues to be prioritised. Enabling pupils to regulate their emotions ensures that they are ready and able to learn in the classroom. Our children have had to cope with an increasing number of pressures throughout the year.

Twelve children have attended 1:1 sessions.

Difficulties have ranged from family circumstances and parenting, mental health, sensory and emotional regulation, friendships and anxiety.

### **The Sensory Lounge**

The Sensory Lounge continues to play a vital role in the nurturing process; it is used to calm children first thing in the morning, as a 'safe place' for de-escalation and as a time for relaxation and enjoyment.

Classroom Assistants play a key role in using the room, not only with their Statemented child, but with others from their class or year group that would benefit. Those Classroom Assistants who take children for Reading Partnership have also taken small groups into the room in afternoon sessions. Teachers have also used the Sensory room as they teach topics, for example, Space and WW2. We were given extra funding which has enabled us to purchase some additional equipment and replace broken items, for example, a range of building materials, a hammock and a rocker chair.

## The Counselling Service

Happy Minds, a pilot of Therapeutic & Counselling was launched in November 2021. There were challenges with sourcing suitably qualified counsellors at short notice, but after researching our options, we decided to employ Space and New Life Counselling Services to deliver the sessions. Parents were invited to the initial and final consultation with the therapist and the children received 6 sessions (8 in total). Drop-in sessions were available when pupils were absent. Teachers selected children who were experiencing difficulties due to: grief, ASD, Disability, anger management, sensory issues, selective mutism and trauma.

- A total of 33 children received Counselling and there were 12 drop-in sessions.

Primary	P1	P2	P3	P4	P5	P6	P7	'Drop In'
Children Receiving Counselling	4	3	4	3	7	7	5	12 Sessions

## The SEN Register

- There are currently 16 children with Statements on the SEN Register. 2 children in Nursery are waiting on a Statement. 2 pupils will be moving to Post Primary in September and 2 to a Speech and Language Unit.
- In September 2022, we will have 14 Statemented children and we are requesting a Statement for a P2 child.
- There were 56 children on the SEN Register in September- 12% of the total school population.
- By the end of June, there will be 48 children on the Register – 10.3% of the total school population a 1.7% reduction.

## Reading Partnership

Reading Partnership has had a considerable impact on 15 children in relation to their progress and reading outcomes.

PTE 21-22	% Expected Progress	% Higher Than Expected Progress	% Much Higher Progress	% Overall: Expected-Much Higher Progress
Reading Partnership (15 Pupils)	47%	6%	47% (Range +13 to +34)	100%

## P7 Reading Buddies

P7 Reading Buddies started in January. We initially targeted P2 children as there are a significant number who do not read regularly at home with parents. Currently 10 P7 pupils are reading 5 days per week with 4 P3 children and 6 P2 children. This 1:1 reading is having a huge positive impact on reading and it has no doubt contributed to the success of the P3 reading scores. children.

## Lexia

We continue to use the 65 Lexia licences to target low achievement, under achievement and gifted and talented children.

YLM (Year Level Material)

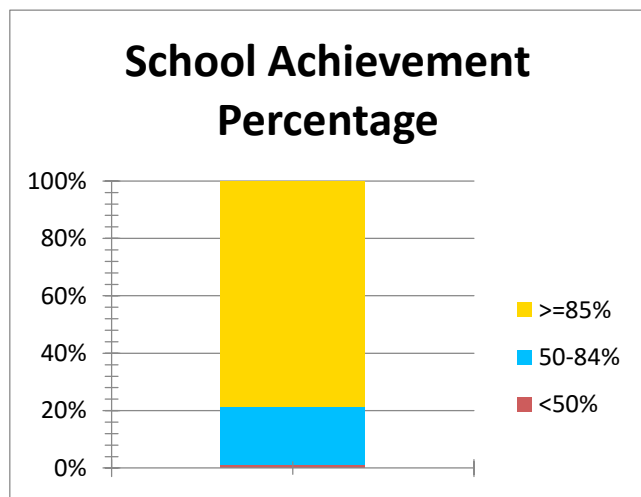
	% of pupils below YLM	% of pupils in YLM	% of pupils above YLM
Sept 2021	38%	51%	11%
May 2022	13%	54%	33%

Our pupils have achieved 138 certificates for completing a Level this year, which is a great accomplishment! As we approach the summer it is important to monitor home usage in order to maximise its impact over the summer.

## IEPs

- Three IEPs were written this year.
- There were 379 targets in Terms 1 and 2.
- 70% of targets were achieved and 30% were ongoing.

## Mathletics



## The Engage II Programme

Funding for the Engage Programme continued this year and a Nursery allocation was included. Greater flexibility with how the money could be spent has meant that more children have benefitted from the programme. The Engage programme has evolved as we have learned more about children's needs and from constant evaluation of provision.

Support included:

- Relax Kids - Nursery to P7.
- Literacy and Numeracy support- 13 children.
- Emotional wellbeing support- 30 children.
- Purchasing additional resources for the sensory room.
- Developing a Sensory Space in the Nursery.

We adapted a holistic approach, aimed at identifying appropriately the barriers to learning for individuals or small groups across the school and having flexibility in the programme to meet learning, social, emotional or behavioural needs.

The range of needs identified and supported include:

- Literacy and numeracy support and pre writing & writing skills (FS) for those who had gaps in their learning.
- Support to help children engage in classroom learning and develop skills, for example, sharing, working independently and developing positive attitudes to school.
- Emotional support and sensory room time for children dealing with grief or serious illness at home, children with low self-esteem and those who have suffer anxiety.

Support has been tailored to the children's needs and delivered over 6 sessions initially. Some continued support, some made sufficient progress to be discontinued after 6 weeks

### Tracking of progress

Engage teacher, LSC and class teacher – review of pupil engagement, quality of work, provision. (qualitative)

PTM/PTE/ CAT(quantitative)

### Engage Data Analysis P3-P7 2021-22

<b>PTE 21-22</b>	% Achieving Expected Progress	% Achieving Higher to Much Higher Progress	% Achieving Expected to Much Higher Progress	<b>C A T</b>	% Achieving Lower Than Their Potential	% Achieving Their Potential	% Achieving Higher to Much Higher Than Their Potential	% Total Achieving Their Potential to Much Higher
17 Pupils	53% (9/17)	47% (8/17)	100% (17/17)		6% (1/17)	65% (11/17)	29% (5/17)	94% (16/17)

<b>PTM 21-22</b>	% Achieving Lower Than Expected Progress	% Achieving Expected Progress	% Achieving Higher to Much Higher progress	% Expected to Much higher progress	<b>C A T</b>	% Lower than expected	% Achieving Their potential	% Achieving Higher to Much Higher Potential	% Total Achieving Potential to Much Higher
21 Pupils	5% (1/21)	52% (11/21)	43% (9/21)	95% (20/21)		5% (1/21)	48% (10/21)	48% (10/21)	95% (20/21)

### SEN - Consideration and Recommendations:

- The allocation of SEN funding to support the implementation of SEND and consideration as how to target funding 2022-23.
- Commencement of PLP (Personal Learning Plans) training this term, to include:
  - Engagement sessions with discussion and sharing of good practice.
  - How to create and review a PLP in C2K Sims.
- Harberton Learning Outreach sessions continued this year at one session per week rather than two. We have been assured that we will return to our pre- Covid allocation in September.
- Support for Numeracy:
  - PTM scores highlighted a number of children in P3 achieving their potential but with very low attainment.
  - We are encouraged with the Literacy scores in P3 in what we have identified as a year group with complex needs.

## Addressing Underachievement: 2021/22

In May 2021, twenty-seven children were identified as underachieving in Numeracy or Literacy. Twelve children were underachieving in Literacy, fourteen children were underachieving in Numeracy, and one child was underachieving in both. Each class teacher wrote an underachievement action plan for the children in their class. These action plans were reviewed in January 2022 and again in May 2022.

The children were identified as under achieving based on their standardised tests scores in English (PTE) and Maths (PTM). These scores were compared with their CAT scores (P5-P7) or their NRIT (P4).

Data for Years 4-7:

<b>P4 – P7</b>	<b>May 2021</b>	<b>May 2022</b>	<b>Difference +/-</b>
<b>Total % of Pupils Underachieving</b>	14%	3%	-11%
<b>% of Pupils Underachieving in Literacy</b>	9%	2%	-7%
<b>% of pupils Underachieving in Numeracy</b>	5%	0.5%	-4.5%
<b>% of Pupils Underachieving in Literacy &amp; Numeracy</b>	0.5%	0.5%	-

Of the thirty-four children identified as underachieving in May 2021, twenty-seven children are no longer underachieving, and seven children are still underachieving. This is 3% of the pupils in Years 4-7, a decrease of 11% in May 2021.

Data for each year group in Numeracy and Literacy:

<b>Year Group</b>	<b>Percentage of Pupils in Each Year Group Underachieving – May 2021</b>	<b>Percentage of Pupils in Each Year Group Underachieving -May 2022</b>	<b>Difference</b>
<b>4</b>	15%	3%	- 12%
<b>5</b>	16%	2%	- 14%
<b>6</b>	15%	3%	- 12%
<b>7</b>	12 %	4%	-8%

There has been a very significant decrease in underachievement in all year groups.

#### 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.

As a school community our continued focus on promoting a school value each month and the five ways to well-being is equipping pupils with the tools and strategies to understand and support their own well-being.

A number of children have been identified by parents or teachers as displaying signs of anxiety. Some pupils have benefitted from 1 to 1 support from the LSC. 30 pupils were supported with emotional and social issues through The Engage Programme and 34 pupils received counselling delivered by a play therapist through funding from the Healthy Happy Minds project.

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. Despite the disruption of Covid 19 and restrictions placed on attendance due to this in the 2021/22 academic year, the attendance percentage for the school was 96.1%.

## **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 through Learning Hubs established in 2021/22 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;
- formal parent teacher consultation meetings in October and February;
- an annual written report on children's progress, sent home in June;
- a weekly newsletter & information shared via the school Twitter account;
- 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;
- use of local amenities to enhance children's learning opportunities and experiences (The PEC, The Boat Club, The Mary Peters Track, Stranmillis College Drama Theatre, The Ulster Museum, Lagan Meadows, The YMCA Playing Fields)
- the involvement of local business partners in the 'Time to Read' project;
- on-going links with Social Services, Harberton School, Oakwood Assessment Centre and the EA Peripatetic Service; and
- rental of our building to various local community groups to facilitate activities.



## 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 Manage

### *Evaluation of ICT provision:*

- Research and pricing were completed for 3 different platforms to use for parent interviews and a list of pros and cons discussed. A decision is to be made in year 2 as to whether an online platform will be offered as a means of conducting parent consultations and if so which platform. Zoom interviews were carried out by P7 teachers and the Principal for transfer interviews.
- All staff have omitted obsolete tasks and updated the yearly overview for their class.
- A successful session sharing good practice of J2E took place.
- Evidence demonstrates the use of Just2Easy across all year groups.
- An awareness raising session was held on various online keyboard programmes.
- Evidence in Seesaw demonstrates marking and feedback to encourage more accuracy in pupil's typed work.
- 43 iPads were bought and distributed to all classes, SEN and Nursery.
- Children have demonstrated, been observed and submitted evidence using iPads to support and enhance their learning.

### **Recommendations**

- Complete and review the curriculum map to include all tasks and levels of progression for the 5Es and Desirable Features and ensure progression from P1 – P7.
- Increase the number of iPads per class (PTA Project).
- Embed the use of ipads for teaching and learning into daily classroom practice.
- Complete a pilot agreement document to ensure a consistent approach to teaching and learning of ICT (Year 3).
- Embed the use of touch panels for teaching and learning into daily classroom practice.

## School Finances

	Financial Year		
	2022/2023	2023/24	2024/25
Initial Budget	1,360,754	1,380,001	1,377,836
SEN Funding	19,006	19,006	19,006
<b>Total Budget</b>	<b>1,379,760</b>	<b>1,399,007</b>	<b>1,396,842</b>
<b>Total Planned Expenditure</b>	<b>-1,379,213</b>	<b>-1,409,403</b>	<b>-1,439,241</b>
<b>In Year Underspend/Overspend</b>	547	-10,396	-42,399
Carry Over from Previous Year	65,936	66,483	56,087
Closing Cumulative Surplus/Deficit	66,483	56,087	13,688

Additionally:

- the current PTA project is seeking to raise £25,000 (over three years) to fund iPads and the necessary accessories; £12,500 has been donated so far.
- £10,000 has been set aside from Private Funds for resources for; Outdoor Learning, ICT and Wellbeing as the priorities identified for development.
- the Educational Trust Fund, consisting of voluntary donations from parents, is estimated to provide an additional £4,000 for a scheme to support teaching in Numeracy and Accelerated Reader Books.
- Renting of premises will be increased from £10 to £20 per hour to meet some of the huge increase in utility costs. This will raise approximately £22,000 should all the organisations continue to avail of our premises and 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 continue to display signs of emotional, academic, physical and social disadvantage due to a disrupted experience of education resulting from a pandemic.
- b) sustaining the excellent provision in addressing apparent under-achievement;
- c) sustaining the current high level of SEN support whilst supporting the hugely increased number of pupils presenting with significant emotional issues.
- d) mentoring and support of 4 newly appointed staff ensuring there are many high-quality professional development opportunities provided leading to high quality teaching and learning provision in their classrooms.

### *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) harnessing the unique skills, talents and experience of new staff to enhance the broad curriculum in place.
- g) 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.

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.

### 13. Development Priorities

2022/23	2023/24
<p data-bbox="73 185 472 213"><b>1.The Outdoor Classroom</b></p> <p data-bbox="73 240 1256 328">Embed the good practice identified and shared in 20221/22 and continue to explore opportunities for high quality learning experiences in the local environment.</p> <ul data-bbox="125 355 1256 951" style="list-style-type: none"><li data-bbox="125 355 1256 443">• all coordinators should identify the outdoor classroom in their area of learning action plan as a continued priority.</li><li data-bbox="125 470 1256 608">• all year groups should identify at least 1 further opportunity per half term to deliver learning through the outdoor environment in addition to those recorded.</li><li data-bbox="125 635 1256 663">• opportunities for staff to share best practice will be built into the time budget.</li><li data-bbox="125 691 1256 778">• specific resources to support development of the outdoor classroom will be purchased where required.</li><li data-bbox="125 805 1256 834">• the curriculum map for outdoor learning should be built upon and completed.</li><li data-bbox="125 861 1256 951">• in consultation with all staff, a pilot agreement for outdoor learning will be put in place.</li></ul> <p data-bbox="73 1031 1151 1059">Investigate the benefits and feasibility of establishing a forest school in SPS.</p> <ul data-bbox="125 1086 1178 1233" style="list-style-type: none"><li data-bbox="125 1086 1178 1174">• what experiences and opportunities will a forest school offer that add to current provision in outdoor learning?</li><li data-bbox="125 1201 658 1233">• What training, funding is required?</li></ul> <p data-bbox="73 1313 1227 1342">Develop opportunities to enrich learning during playtime at break and lunch times.</p> <ul data-bbox="125 1369 1200 1457" style="list-style-type: none"><li data-bbox="125 1369 1200 1457">• conduct a survey to identify pupils needs and wishes with regards to play facilities.</li></ul>	<p data-bbox="1290 185 1688 213"><b>1.The Outdoor Classroom</b></p> <p data-bbox="1290 240 2101 328">Review the curriculum map and approve final agreement for outdoor learning as part of an outdoor learning policy.</p> <p data-bbox="1290 408 2119 496">Establish a forest school with the support of experts and develop a programme for all classes to engage in this.</p> <p data-bbox="1290 552 2063 580">Develop the ‘quiet area’ as an outdoor learning space.</p>

<ul style="list-style-type: none"> <li>• identify best practice</li> <li>• School Council take a lead in developing and implementing a plan and bidding for funding with the support of Mrs King, Mr Arneill and the SLT. (up to a maximum of £5000, including equipping the new playhouse)</li> </ul>	
<p><b>2.UICT</b></p> <p>Review skills in UCIT across the school ensuring:</p> <ul style="list-style-type: none"> <li>• all skills are covered and;</li> <li>• there is appropriate pace of development and progression across the school.</li> </ul> <p>Review and update the UICT Curriculum Map ensuring:</p> <ul style="list-style-type: none"> <li>• all tasks are included and;</li> <li>• there is progression in the 5Es and desirable features across the school.</li> </ul> <p>Develop, and raise awareness of best practice in use of touch panels to enhance pupils' teaching and learning experiences Use of ipads to enhance teaching and learning</p> <p>Staff awareness raising sessions in:</p> <ul style="list-style-type: none"> <li>• Use of touch panels to enhance learning.</li> </ul> <p>Share best practice</p> <p>Create a pilot agreement for teaching and learning using ICT.</p>	<p><b>2. UICT</b></p> <p>Embed the use of ipads in teaching and learning into daily classroom practice.</p> <p>Increase the number of iPads per class (PTA Project).</p> <p>Research and augment the suite of apps available</p> <p>Embed best practice.</p> <p>Review and agree final UCIT agreement</p> <p>Update UICT policy.</p>
<p><b>3.Wellbeing</b></p> <p>Keep pupil and staff wellbeing and mental health at the fore of all teaching and learning in school:</p>	<p>3.Wellbeing</p> <p>Review resources and approach to wellbeing.</p> <p>Write a wellbeing policy.</p>

- provision of whole school Wellbeing lessons and resources as we continue to support children in developing strategies to care for their emotional needs.
- Supporting pupils academically, socially and emotionally in dealing with issues resulting from the pandemic.
- continue to promote our school values with a focus on a different one each month and encouraging the school community to keep these at the heart of how they interact and communicate with each other.
- Embed the '5 Ways to Wellbeing' initiative with a whole school emphasis on 1 way each half term.

#### **4. Professional Development – Maintenance Plan**

Continue to use the Learning Hub model to facilitate professional development within school linked to the school development priorities.

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 UCIT, ...
- 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.

Each hub to build in *two sessions* of direct classroom observation for each member, 1 in term 1 & 1 in term 2; for example

#### **4. Professional development**

Review the groups in the Learning Hubs and this model of professional development. Update, make changes to the model as appropriate for improvement.

Establish a learning community with 2 other schools to provide learning opportunities which challenge and support SPS staff in professional development

- observations focusing on developing UCIT 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 learning from research papers.

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.

***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.

**5.SEN- Maintenance Plan**

Develop the support we provide for children with a range of special needs. We aim to

- continue to work towards implementation of SEND; raising awareness of PLPs and their impact on practice;
- support individual pupils who are continuing to present with significant emotional issues resulting from their experiences throughout the pandemic.
- support pupils who have significantly more gaps in their learning compared to



<p>their peers, resulting from their experiences during the periods of remote learning.</p> <ul style="list-style-type: none"> <li>• provide intensive support in Numeracy to P4 to address the significantly lower attainment in this year group, identified through PTM assessments, in comparison to the other year groups.</li> </ul>	
<p><b>6.Maths – Maintenance Plan</b></p> <ul style="list-style-type: none"> <li>• Implementation of new Maths scheme focusing on ‘Using Maths’;</li> <li>• Raising awareness of quality Mental Maths sessions.</li> <li>• Provide resources for parents to support learning in Maths and understanding methods in written Maths.</li> <li>• Use of Mathletics to extend the most able pupils.</li> </ul>	<p><b>6.Maths</b></p> <p>Review the language of Maths ensuring pupils know, understand and use the correct terminology to describe their mathematical learning from P1 – P7</p> <p>Explore resources for P1-P3</p> <p>Update the Maths policy to include the new scheme.</p>
<p><b>7.The World Around Us – Maintenance Plan</b></p> <p>Embed best practice in delivering WAU teaching and learning through the outdoor environment</p> <p>Review and update the WAU policy document to include:</p> <ul style="list-style-type: none"> <li>• a final draft of the pilot agreement;</li> <li>• developments over the past two years.</li> </ul>	

**Stranmillis Nursery School – School Development plan 2021-24 – Year 2**  
**A reflective working document highlighting staff priorities and our self-evaluation process**

**Priorities 2022/23 Stranmillis Nursery**  
**Year 2**

**Based on the evaluation and school development plan –**

**Links with parents:**

- 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.
- Continue with big bedtime read and ages/stages if funding from EA provided

**Learning and teaching**

- 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.
- Evaluate how and if we provide adequate and accurate information at the key transition stage to P1 to ensure the children's learning pathway is unimpeded.
- Evaluate how well we are recognising and valuing the personal achievements of all the children.
- Work on improving weekly planners with the cluster group

**Staff development**

- Create a bank of strategies/resources to improve behaviour considering individual needs/backgrounds/time of day/logs.

**Building/resources**

- 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.
- 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.
- Still to improve kitchen area
- Purchase new bicycles

# **ACTION PLANS**

## **Priority Areas**

(The Outdoor Classroom, UCIT, Wellbeing)

## STRANMILLIS PRIMARY SCHOOL

**Action Plan for:** Outdoor Learning

**Issue & Focus:** Embedding outdoor learning and developing the playground spaces.

**2022 23**

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	Time	Staff	Resources
Children in P1-P7 have regular opportunities to learn in the outdoor environment in lessons.	1. To embed further appropriate use of the outdoor environment to deliver learning experiences	A- Facilitate opportunities in directed time, although not solely, for staff to discuss, research and agree quality learning experiences for their year groups.  B - Whole staff meetings to share best practice. Evidence of best practice to be shared in Learning Hubs via the Seesaw platform or on Google Drive.  C – Staff to finalise the outdoor learning curriculum map and a pilot agreement.	Are the children being given opportunities to explore, test and see themselves as investigators within the outdoor environment?  Is there evidence of a wide range of outdoor learning experiences for our children?	Ongoing Sept 2022 – June 2023	All teachers	X 2 Monday sessions  X1hr on an Exceptional Closure Day in Term 2 to complete the curriculum map
Children in P1-P7 have access to limited equipment in the playgrounds at break and lunch. The “Quiet Area” hasn’t been used since 2019 and is no longer used as a playground space.	1. To develop the three playground spaces to give children improved opportunities to learn, exercise and play at break and lunchtimes.	A – Establish a team of staff to evaluate the use of the current playground spaces, and to suggest improvements in terms of infrastructure and equipment.  B – Ask the School Council to meet and contribute ideas as to the development of the playgrounds.  C - Source and purchase equipment or structures required to develop the playgrounds.	Are children engaged and happy in the playgrounds at break and lunchtime?  Do the children have sufficient choice of equipment when in the playgrounds?	Ongoing Sept 2022 – June 2023	Team: Paul, Carl, Orlaith, Joanne, Lisa Marie, Lisa R and the School Council	A budget to purchase equipment for the playgrounds
Less than 10% of children in our school cycle to school and around 50% travel by car.	1. To increase the number of children walking and cycling to school each day. Active travel to school will become part of our school culture.	A – Work in partnership with Sustrans to deliver a series of assemblies, workshops, initiatives and lessons which promote active travel.	Are more children choosing active travel when travelling to school?	Assembly Sept 2022  Cycle to School Week Oct 2022	Angela and Paul are “Travel Champions”. All teachers will be involved in delivering lessons	A budget to replace the roof of the bicycle shed
We do not have a forest school link	1. To explore the benefits and feasibility of a forest school at SPS (Not completed in 2021 22)	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	Various other events during the year  Feb/Mar 2023	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 2022 Feb 2023 May 2023	• •
Review photographs and evidence of outdoor learning in Google Drive	Dec 2022 April 2023	• •
Playground monitoring	May 2023	• •
Completion of end of year 1 survey with Sustrans.	June 2023	• • • • • •  <b>Areas for further development</b> • • • • •  <b>'New' issues for consideration</b> • • •

**Action Plan for ICT**

**Issue & Focus: Coverage & progression of levels of development**

**Year 2022-23**

Present position  <b>Baseline</b>	What we want to achieve.  <b>Target</b>	What will we do to achieve the targets?  <b>Actions</b>	How we will know if we are succeeding.  <b>Success criteria</b> <b>Questions to consider:</b>	When will it be done?  <b>Time</b>	Who will do it?  <b>Staff</b>	What do we need?  <b>Resources</b>
<p>Yearly overview/ curriculum map - Each block has 1 CCEA Task, 1 E-safety lesson &amp; other ICT tasks noted. 5Es have been identified for CCEA task</p> <p>Skills and Activities that are completed in the ICT suite, class PCs and iPads are recorded in Block planners All P1 –P2 classes have 1 session per week in the ICT suite. All P4 –P7 classes have 2 sessions per week in the ICT suite</p> <p>All classes have access to outdoor learning spaces to enhance cross curricular teaching a learning</p>	<p><b>1a.</b> To provide opportunities to develop and explore 5 Es (Explore, Express, Exchange, Evaluate and Exhibit) through the desirable features in each block.</p> <p><b>b.</b> To ensure appropriate progression in skills from P1-P7.</p> <p>To use ICT during outdoor learning to enhance learning experiences.</p>	<p>Using provided pro-forma, For each task:</p> <ul style="list-style-type: none"> <li>Identify desirable feature area and level using 'Primary Using ICT Desirable Features Update 2019' Document</li> <li>Identify The Es covered and the lines of progression in the appropriate level using 'Expansion of the Levels of Progression in Using ICT' Document</li> </ul> <p>ICT Team to review curriculum maps for each year group looking at the Skills levels of progression from FS – KS2. Check for full coverage of all the skills.</p> <p>Use iPads to record outdoor learning Use iPads as an integral part of outdoor learning activities</p>	<p>Are the five Es being covered in each year group at appropriate level?</p> <p>Is there evidence of tasks in both Shared folder (PC and ICT suite) and Google drive (iPad activities/photos &amp; recordings)?</p> <p>Are all the skills and Desirable features covered? Is there appropriate progression from P1 – P7?</p> <p>Evidence in Google Drive Activities recorded on Outdoor planning overview</p>	<p><i>Block 1 &amp; 2 Nov/Dec 2022</i></p> <p><i>Block 3 &amp; 4 Feb 2023</i></p> <p><i>Block 5 April 2023</i></p> <p>August 2023</p> <p>May 2023</p>	<p>JMcK &amp; Whole staff</p> <p>ICT Team</p> <p>Whole school</p>	<ul style="list-style-type: none"> <li>1x1hr staff development (Oct)</li> <li>3 x1 hour staff development (1 per term)</li> <li>Access to PC/Laptop</li> <li>Access to block planners</li> <li>3 XTeam release (1 per term - max two staff)</li> <li>Block Planners</li> </ul>

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	Time	Staff	Resources
Every classroom has a touch panel which is used daily as a resource for teaching and learning	<p><b>2a.</b> To embed the use of touch panels for teaching and learning into daily classroom practice</p> <p><b>b.</b> To upskill teachers on use of touch panels</p>	<p>Whole staff training with promethean</p> <p>Sharing good practice</p>	<p>Are touch panels being used as more than a white board in all classrooms?</p> <p>Are children using the touch panels?</p> <p>Pupil Feedback on use of touch panels</p>	<p>December 2022</p> <p>April 2023</p>	<p>JMcK &amp; SM</p> <p>JMcK &amp; Whole staff</p>	<ul style="list-style-type: none"> <li>Twilight session – 2hrs (Dec)</li> <li>1 X 1hr staff development (Mar/apr)</li> </ul>
<p>Currently each class has approximately 7 iPads</p> <p>Each class requires a number of new cases due to wear &amp; tear</p>	<p><b>3a.</b> To increase the number of iPads to 10 per class</p> <p><b>b.</b> To ensure there are iPad chargers and cases in each classroom</p>	<p>Audit of number iPads, viable cases &amp; chargers in each class</p> <p>Collation of audit</p> <p>Costings to present to PTA project</p> <p>Purchase of resources</p>	<p>Each class has 10 iPads all with cases and chargers</p>	<p>August 2022</p> <p>November 2022</p> <p>Feb March 2023</p>	<p>JMcK, TC &amp; EC</p>	
Currently we are developing a UCIT overview and Curriculum map. We have an updated e-safety policy.	<b>4.</b> To create a pilot agreement document to ensure a consistent approach to the teaching and learning of ICT	<p>As a staff create a pilot agreement to include:</p> <ul style="list-style-type: none"> <li>• UICT tasks</li> <li>• Cross curricular tasks</li> <li>• 5 Es</li> <li>• Desirable features</li> <li>• Different resources</li> <li>• E-safety</li> <li>• Homework</li> <li>• Evidence</li> </ul>	<p>Is there a document to agree a consistent approach to teaching of ICT?</p> <p>Was this agreed by the whole staff?</p>	May 2023	ICT Team & Whole staff	<ul style="list-style-type: none"> <li>• 1xteam release (Term 3)</li> <li>• 1x 1hr Staff development session (Term 3)</li> </ul>

<b>Monitoring strategies</b>		<b>Evaluation (How well did we do?)</b>
<b>Task</b>	<b>Proposed Date</b>	<b>Successes / Positives</b>
Collation of Proformas by year groups identifying 5Es' levels of progression & desired features	Dec '22	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><b>Areas for further development</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul> <p><b>'New' issues for consideration</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
	April '23	
	May '23	
Monitoring of Network evidence folder and Google Drive evidence	Nov '22	
	March '23	
	June '23	
Sharing good practice session	April/May '23	
	Termly	



## STRANMILLIS PRIMARY SCHOOL

**Action Plan for Wellbeing**

**Issue & Focus: Promoting and supporting mental health and wellbeing**

**Year 2022/23**

Present position  <b>Baseline</b>	What we want to achieve.  <b>Target</b>	What will we do to achieve the targets?  <b>Actions</b>	How we will know if we are succeeding.  <b>Success criteria</b>	When will it be done?  <b>Time</b>	Who will do it?  <b>Staff</b>	What do we need?  <b>Resources</b>
<p>The 5 Ways to Wellbeing – connect, be active, keep learning, take notice and give - have been introduced to the school community as a means to supporting good mental health</p>	<p>To provide opportunities for the school community to engage in each of the 5 Ways to Wellbeing to improve and look after their mental health and wellbeing.</p>	<p>Focus on 1 way each half term, whilst encouraging all 5, through the following:</p> <ul style="list-style-type: none"> <li>➤ One assembly dedicated to the way of wellbeing.</li> <li>➤ One wellbeing afternoon giving the opportunity to engage in an activity promoting that way of wellbeing.</li> <li>➤ One activity per block during directed time for staff to engage in a wellbeing activity.</li> <li>➤ Friday treat/end of term take away lunch for staff.</li> <li>➤ End of term reward/treats for pupils e.g. ice cream van.</li> <li>➤ PDMU activities</li> </ul> <p><b>Main Activities</b>  <b>Connect</b> – pupils/staff reconnect through joint activities on return to school.  <b>Keep Learning</b> – staff and pupils will learn basic BSL (British Sign Language) and sign a song or phrase during the Christmas Concert and the Nativity Plays for parents.  <b>Take notice</b> – outdoor activities.  <b>Give</b> – a charity will be chosen in term 2 and an event organised for the school community to support.  <b>Be active</b> – Sports Day at the Mary Peters Track.</p>	<p>Pupils will be able to identify the 5 Ways to Wellbeing and talk about what they do in each of them.</p> <p>Staff will feel supported and engage in each of these ways</p> <p>Pupils &amp; staff will acknowledge and appreciate the treats as SLT valuing them in our school community</p>	<p>Each half term</p> <p>End of each term</p>	<p>Principal/Vice Principal/PDMU Co-ordinator/staff</p>	<p>Funding for Friday treat, end of term take away lunches &amp; end of term reward for pupils</p>

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	Time	Staff	Resources
Staff have an open line of communication with the principal & Vice Principal but no organised time dedicated to discussing how they feel in their role.	To allocate a 1 to 1 session for each member of staff with the Principal or Vice Principal to discuss opportunities and challenges in their roles.	<ul style="list-style-type: none"> <li>➤ Allocate a 1 to 1 session for each member of staff with the Principal (teaching staff, secretary &amp; caretaker) or Vice Principal (Classroom assistants).</li> </ul>	Staff will know they have a voice in school, feel informed, supported and valued.	Term 1/2	Principal/Vice Principal	P- 18 sessions x15mins VP – 18 sessions x15mins
The school has 10 agreed values which underpin how we behave as part of the school community. These values are actively promoted each month in assemblies and through PDMU activities.	To continue to uphold the school values as a model for all our behaviour and attitudes to others.	<p>Values</p> <ul style="list-style-type: none"> <li>➤ One assembly each month dedicated to the school value for that month.</li> <li>➤ Star Pupil rewards for demonstrating the school values.</li> </ul>	Pupils will know, demonstrate and be able to talk about our values	Monthly assemblies/ across all areas of school life	All staff	
There is no wellbeing policy or agreement with staff and the school community as to how we support mental health and wellbeing.	To evaluate the impact of this action plan to feed into a wellbeing agreement.	Whole staff session to evaluate the evidence and come to an agreement as to how we support mental health and wellbeing.		Term 3	All Staff	1 session x1hr

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Discussion with pupils	December April	• • •
1 to 1 staff discussions	October/November	• • • •
Whole staff evaluation session	April	• •
		<b>Areas for further development</b> • • •
		<b>'New' issues for consideration</b> • • •

# **ACTION PLANS**

## **Maintenance Plans**

(All other Teams)

## Coordinator Action Plan

**Coordinator: Linda Wilson**

**Area of responsibility: Professional Development/Learning Hubs**

**Year:2022/23**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p>Amend the Learning Hub teams in line with staff movement.</p> <p>Launch the current model of Learning Hubs to develop the professional learning community for 2022/23.</p> <p>Each Learning Hub should:</p> <ul style="list-style-type: none"> <li>➤ Agree a theme in line with the priorities set out in our SDP to impact positively on classroom practice.</li> <li>➤ Plan the development which must include action and educational research.</li> <li>➤ Meet in the given time to discuss developments.</li> <li>➤ Use Seesaw for sharing photographic evidence and for group discussion.</li> <li>➤ Evaluate and reflect on the impact of the development on classroom practice.</li> </ul> <p>Amend Learning Hub classes on Seesaw to reflect changes in membership.</p> <p>Set time aside within directed time dedicated to professional development.</p>	<p>Support staff in engaging in professional development</p> <p>Set time aside within directed time dedicated to professional development.</p>	<p>Provide opportunity for hubs to evaluate their learning and the quality of professional development in 2022/23.</p> <p>Provide an opportunity for hubs to learn from each other.</p>
<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<p>Lead a session to launch the development and set time aside within this for staff to agree a theme in each hub. (August 2022)</p> <p>Provide a template to plan for the development.</p> <p>Facilitate 2 sessions for teachers to meet within directed time to:</p> <ol style="list-style-type: none"> <li>1. Plan the development and action research to be undertaken, and schedule classroom observations.</li> <li>2. Professional discussions on their learning, including sharing of good practice.</li> </ol>	<p>Facilitate 2 sessions for teachers to meet within directed time for:</p> <p>Professional discussions on their learning, including sharing of good practice, any learning from action research undertaken and educational research.</p>	<p>Facilitate:</p> <p>1 session for each hub to evaluate &amp; reflect on their learning, and the impact of this on their classroom practice.</p> <p>Provide a template to guide evaluation and reflection of learning.</p> <p>Lead:</p> <p>1 session with all staff to share learning across hubs and provide a summary of each hub's evaluation of the learning that took place.</p>

## Coordinator Action Plan (non-priority area)

**Coordinator: Joanne Moore**

**Area of responsibility: Literacy**

**Year: 2022-23**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p><b>Continue promotion of AR</b></p> <p><b>Set up new focus on handwriting</b></p> <p><b>Monitor planning</b></p> <p><b>Responses to reading moderation</b></p> <p><b>Continue to develop literacy through outdoor learning</b></p> <p><b>Build a bank of resources to support the teaching of linguistic phonics.</b></p>	<p><b>Raise profile of Literacy- link to World Book day</b></p> <p><b>Encourage more NF books in GR</b></p> <p><b>Literacy Book scoop</b></p> <p><b>Writing moderation</b></p> <p><b>Lesson observations- handwriting</b></p> <p><b>Continue to develop literacy through outdoor learning</b></p> <p><b>Build a bank of resources to support the teaching of linguistic phonics.</b></p>	<p><b>Retain Masterclass and Master school status</b></p> <p><b>Evaluate success of handwriting focus</b></p> <p><b>Review Policy</b></p> <p><b>Continue to develop literacy through outdoor learning</b></p> <p><b>Build a bank of resources to support the teaching of linguistic phonics.</b></p>
<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<p>Publicize rewards on the board and in the newsletter.</p> <p>Develop new rewards and competitions for each block.</p> <p>Literacy team meeting to monitor planning.</p> <p>Key stage/ Year group meeting. Teachers will bring samples of children's response to reading for discussion with colleagues for moderation and to review standards.</p> <p>Discussion with teachers about handwriting focus</p>	<p>World Book day activities and competition</p> <p>Non Fiction comp on AR board- reminding using books when completing NF quizzes</p> <p>Key stage/ Year group meeting. Teachers will bring samples of children's writing for discussion with colleagues for moderation and to review standards.</p>	<p>JM to monitor scores, inform teachers and apply when appropriate</p> <p>Literacy team meeting to look at photos of displays, discussion with pupils about impact of handwriting focus</p> <p>JM to ensure policy is updated and added to Private 7</p>

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Book Scoop	Block 3	•
		•
		•
Lesson observations focus on handwriting	Block 3	•
		•
		•
Data analysis	Block 1 and 5	•
		•
		•
Collection of evidence-writing samples, 2 top, 2 middle, 2 bottom.	Block 2 and 4	•
		<b>Areas for further development</b>
		•
		•
		•
Planning review	Block 2 and 5	•
		•
		<b>'New' issues for consideration</b>
		•
		•
		•

## Coordinator Action Plan (non-priority area)

**Coordinator: L. Morton**

**Area of responsibility: Numeracy**

**Year: 2022-23**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<ul style="list-style-type: none"> <li>• Begin to implement new maths scheme, Abacus maths, from P3-P7</li> <li>• Consistent neat presentation across all year groups with underlined LI at the top of each new piece of work (P4-P7) and 1 digit per square.</li> <li>• All pupils in P4 &amp; P5 to use Mathletics</li> <li>• Continue to promote Maths in outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor teaching of mental maths to ensure all strategies are being taught</li> <li>• Review Policy</li> <li>• Continue to promote Maths in outdoor learning</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Outdoor Maths Day event</li> <li>• Continue to promote Maths in outdoor learning</li> </ul>

<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<ul style="list-style-type: none"> <li>- Numeracy Team to carry out book scoop to look for evidence of work from textbooks.</li> <li>- Numeracy team use book scoop to check for consistent presentation <i>(1 afternoon session for team)</i></li> <li>- Meet with P4 &amp; P5 teachers to discuss implementation of Mathletics <i>(1 afternoon session for P4 &amp; P5 teachers)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Check planners for evidence of teaching mental maths strategies across all year groups and key stages <i>(1 afternoon session for team)</i></li> <li>- Classroom observations focusing on the teaching of mental maths strategies <i>(1 day for coordinator)</i></li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with Numeracy Team to plan and organise a Maths Day Event</li> </ul>



Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Google Drive Evaluation of Outdoor Learning involving Numeracy	January / February	
Classroom observations focusing on Outdoor Learning Monitor books	February	
Monitor planners - focus on Mental maths LIs	April / May	

## Coordinator Action Plan (non-priority area)

**Coordinator: Elaine Cromie Area of responsibility: SEN**

**Year: 2022-23**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p>1. CA Training 'The Role of the CA'. Training for teachers 'CEFR on SIMS'</p> <p>2. Prioritising children for referral to the Educational Psychologist- ongoing.</p> <p>3. The use of educational testing and liaison with teachers to prioritise children for Harberton Outreach and In-school support. - Literacy and booster groups.</p> <p>4. Liaising with SEN support staff, Clarawood, Harberton, Learning/ Harberton Behaviour, RISE team etc.</p> <p>5. Identification of children for Reading Partnership, reading with 2x adults and P7 Reading Buddies.</p> <p>6. Use data to identify underachievers, write targets. (VP)</p> <p>7. Arrange Annual and Transfer Reviews for children with Statements.</p> <p>8. Update SEN Register with consideration for SEND.</p> <p>9. Support individual pupils who have presented with emotional issues Engage Programme and Counselling Service.</p> <p>10. Maintain the Register of pupils who need Reasonable Adjustments.</p> <p>11. Continue to use CAT test to build up a learning profile of P6 children.</p> <p>12. Consider Accelerated Reading test scores.</p> <p>13. Update the Lexia programme roll and consider new children to commence the programme.</p> <p>14. Sensory Lounge timetable.</p> <p>15. Attend further SEND training and organise dissemination to staff.</p> <p>16. Update Mathletics roll. Identification of pupils who will benefit from the programme. - Consider P4/P5 Year groups.</p> <p>17. Liaison with class teachers, pupils, parents and CA to write IEPs and ensuring the provision is closely matched to the needs of the child. Introduce PLPs to P2 AK and P4 OMcL (Statemented children)</p> <p>18. Liaise with Nursery about support needed.</p>	<p>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.</p> <p>2. Use DRA test with individuals in Primary 3 to prioritise for Harberton outreach (Feb.) and referral to Educational Psychologist.</p> <p>3. Liaise with Primary 1 teachers and identify pupils who would benefit from learning support. (Write Booster plans)</p> <p>4. Write outcomes for IEPs/ PLPs and new targets.</p> <p>5. Reading Partnership- children tested with Salford Test to assess progress. New children identified.</p> <p>6. Liaise with Nursery about referrals to Educational Psychologist.</p> <p>7. Update SEN Register.</p> <p>8. Primary 3 children tested using NGRT and NNRT. Use data to identify low/ underachievers.</p> <p>9. Consider AR test scores and progress of children.</p> <p>10. Continue to monitoring Lexia and Mathletics in school.</p> <p>11. Review of the SEND policy with consideration to The SEND Act.</p>	<p>1. Identify children for referral to the Literacy Support Service.</p> <p>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.</p> <p>3. Write outcomes for Term 2 IEPs/PLP and new targets.</p> <p>4. Testing for Harberton Outreach September 2023.</p> <p>5. Update SEN Register.</p> <p>6. Reading Partnership- children tested with Salford Test to assess progress.</p> <p>7. Consider AR test scores and progress of children.</p> <p>8. Continue to monitoring Lexia and Mathletics in school. Consider children who will benefit from the programmes in the Summer. Consider Lexia for P1 pupils.</p> <p>9. Evaluation of SEN provision, prioritising SEN areas for development.</p>

<p><b>How am I going to do this?</b> <i>(What steps do I need to take?)</i></p>	<p><b>How am I going to do this?</b> <i>(What steps do I need to take?)</i></p>	<p><b>How am I going to do this?</b> <i>(What steps do I need to take?)</i></p>
<ol style="list-style-type: none"> <li>1. CA Awareness Training Session- August 2022. Teacher Training session CEFR.</li> <li>2. Meeting with Educational Psychologist in September to prioritise children for referral and arrange transfer reviews.</li> <li>3. Using Educational Tests data, for example PTE, PTM, DRA, NNRIT/ NVR, NGRT, CAT.</li> <li>4. Liaise with external agency staff.</li> <li>5. Use of Data from May 2022 to identify pupils for support.</li> <li>6. Liaise with Outreach Teachers.</li> <li>5. Consider PTE scores to identify pupils for Reading Partnership, liaise with Principal.</li> <li>6. Teachers to meet with VP use data to identify underachievers and write targets.</li> <li>7. Arrange Annual Reviews and Transfer Reviews in consultation with Ed Psyc.</li> <li>8 Update SEN register.</li> <li>9/ 10. Consider using the Engage programme funding to support children with significant emotional needs/ gaps in their learning.</li> <li>9. Meet with teachers and CA for specific pupils, share Ed Psyc. Reports/ Statements outline their needs etc.</li> <li>10. Teachers to consider the Reasonable Adjustments needed for individual children to access the curriculum.</li> <li>11. Administer CAT test to P6. Consider scores. Underachievement.</li> <li>12. Look at AR scores consider actions for low scores.</li> <li>13. Update Lexia class lists, CA to assist with monitoring the programme.</li> <li>14. Timetable to be drawn up for Sensory room.</li> <li>15. Attend SEND/ PLP training sessions and disseminate information to staff.</li> <li>16. Roll over Mathletics and add P4/P5 year groups.</li> <li>17. Meeting with teachers (3 days) to write IEPs/ PLPs/ Booster plans.</li> <li>18. Liaise with Nursery teacher to support transition.</li> </ol>	<ol style="list-style-type: none"> <li>1. Class teachers to administer V, NV and NGRT tests to P2. Consider scores/ support.</li> <li>2. Liaise with Harberton Teacher. Administer DRA Prioritise children for Stage 3 support.</li> <li>3. Consultation with Primary 1 teachers. Identify pupils for Stage 2 support.</li> <li>4. Teachers and SENCO to meet and write IEPs PLPs with outcomes.</li> <li>5. Reading Partnership teachers use Salford to assess progress, consider progress and new list.</li> <li>6. Liaison with Educational Psychologist and Outreach teachers.</li> <li>7. Update SEN register.</li> <li>8. Administer NGRT to P3. Use NNRIT to identify low/ underachievement.</li> <li>9. Meet with teachers and look at AR test scores.</li> <li>10. Monitor how Lexia / Mathletics are working in the classroom and at home and how often children are participating in the programme.</li> <li>11. Writing the school SEND policy, using the provisional mapping.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use PTE/ NGRT/CAT scores and teacher consultation to select children to refer to the Literacy Support Service.</li> <li>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.)</li> <li>3. Teachers and SENCO to meet and write IEPs/ PLPs.</li> <li>4. Use DRA to prioritise children for Harberton Outreach for September 2023.</li> <li>5. Update SEN register.</li> <li>6. Reading Partnership teachers use Salford to assess progress.</li> <li>7. Meet with teachers and look at AR test scores.</li> <li>8. 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.</li> <li>9. Evaluate provision and prioritise SEN area for next year.</li> </ol>

## Coordinator Action Plan (non-priority area)

**Coordinator: Mrs McLaughlin**

**Area of responsibility: World Around Us**

**Year: 2022/23**

Term 1	Term 2	Term 3
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p>To rebrand the WAU topic names across all key stages to evoke pupil interest and make the names more age appropriate and child centred.</p> <p>To launch our WAU topic overview on our school website.</p> <p>To make initial contact with our parents to inform them of the topics covered in each year group and to request the help of any parents with specialities.</p> <p>Continue to embed best practice and promote learning in WAU through the outdoors</p>	<p>To update our yearly overviews &amp; block planners where required (1).</p> <p>To promote the delivery of WAU in our school curriculum amongst parents.</p> <p>To establish links with parents/members of our local community and to involve them in the delivery of WAU lessons.</p> <p>To meet with WAU team to decide how to mark 'Earth Day' (22 April 2022) across all Key Stages.  <i>(One Thursday Meeting with WAU Team required.)</i></p> <p>Continue to embed best practice and promote learning in WAU through the outdoors</p>	<p>To update our yearly overviews &amp; block planners where required (2).</p> <p>To continue to establish links with parents/members of our local community and involve them in the delivery of WAU lessons this year and in subsequent years.</p> <p>Review WAU policy</p> <p>Continue to embed best practice and promote learning in WAU through the outdoors</p>
<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<p>Email topic name suggestions to all staff. Ask year group partners to meet and decide on any topic name changes.</p> <p>Update the whole school topic overview and upload to website.</p> <p>Send a message (including topic overview) to all parents via our school newsletter &amp; Seesaw, requesting that anyone with specialities or connections linked to our WAU topics contact their child's teacher or Mrs McLaughlin directly. Teachers to pass on any parent details to WAU team.</p>	<p>Teachers to update <b>yearly overviews</b> to include; any new topic names &amp; updated learning intentions (to be lifted directly from WAU Scheme document - copy and paste onto yearly overview).  <i>One Monday meeting required.)</i></p> <p>Teachers to save photos to Google Drive. Upload one 'PicCollage' to the school newsletter containing photographs of WAU lessons. Use this to prompt parents to become more involved in the delivery of our topics.</p> <p>To liaise with teachers to organise and facilitate parent involvement.</p>	<p>Teachers to update connected <b>block planners</b> to include; any new topic names &amp; updated learning intentions (to be lifted directly from WAU Scheme document - copy and paste directly onto yearly overview).  <i>One Monday meeting required.)</i></p> <p>To continue to liaise with teachers to organise and facilitate parent involvement.</p> <p>To form a contact list of parents with expertise to approach next year.  <i>(One Thursday meeting with WAU Team required.)</i></p>

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Rebrand topic names & update topic overview	September 2022	•
Upload topic overview to school website	October 2022	•
Initial contact with parents via Seesaw & website	October 2022	•
Monitor block planners Update yearly overviews	January 2023	•
Prompt parents via newsletter	February 2023	•
Monitor and update block planners	April 2023	•
Plan Earth Day with WAU team and deliver across key stages	April 2023	•
Form parent contact list	May 2023	•
		<b>Areas for further development</b> • • • • <b>'New' issues for consideration</b> • • •

## Coordinator Action Plan (non-priority area)

**Coordinators:** K Hamilton, A King, C Bell, L Kane **Area of responsibility:** PD&MU/RE/DIVERSITY

**Year:** 2022/23

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p><b><u>PD&amp;MU</u></b></p> <ul style="list-style-type: none"> <li>• To embed the ‘Five Key Ways to Wellbeing’ - <i>Connect, Notice, Be Active, Keep Learning, Give</i></li> <li>• To source a Values graphic for the school community</li> <li>• To celebrate Language of the Month</li> <li>• Promote Anti-Bullying Week (14-18 November) with the theme ‘Reach Out’</li> <li>• Storehouse Harvest Collection and assemblies</li> <li>• To review the PDMU policy and yearly PDMU planners</li> </ul>	<p><b><u>PD&amp;MU</u></b></p> <ul style="list-style-type: none"> <li>• To continue to embed the ‘Five Key Ways to Wellbeing’ - <i>Connect, Notice, Be Active, Keep Learning, Give</i></li> <li>• Promote participation in Children’s Mental Health Awareness Week (6-12 February)</li> <li>• To create videos exhibiting children’s progress in sign language</li> <li>• To monitor Block planning</li> </ul>	<p><b><u>PD&amp;MU</u></b></p> <ul style="list-style-type: none"> <li>• To review PDMU online evidence in Google Drive</li> <li>• To evaluate pupil’s understanding of The Five Ways to Wellbeing through Pupil Voice and Wellbeing diaries</li> </ul>
<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<p><b><u>PD&amp;MU</u></b></p> <ul style="list-style-type: none"> <li>• Ask staff to include a Wellbeing focus in Block planning</li> <li>• Assemblies linked with PDMU revolving around wellbeing and mental health</li> <li>• Liaise with principal and vice-principal re Values graphic</li> <li>• Create videos of bilingual pupils speaking in their home language to be shared in class or assembly</li> <li>• Provide ideas/resources for ‘Odd Socks Day’ (involve School Council)</li> <li>• Ask staff to upload photographic evidence for Anti-Bullying Week in Google Drive</li> <li>• Liaise with Storehouse re assemblies</li> </ul>	<p><b><u>PD&amp;MU</u></b></p> <ul style="list-style-type: none"> <li>• Ask staff to include a Wellbeing focus in Block planning</li> <li>• Team meet to discuss and plan for Children’s Mental Health Week</li> <li>• Ask staff to upload photographic evidence of outdoor and indoor activities for Children’s Mental Health Week in Google Drive (Focus on 5 Ways)</li> <li>• Visit classes in each Key Stage to observe and record children signing</li> </ul>	<p><b><u>PD&amp;MU</u></b></p> <ul style="list-style-type: none"> <li>• Ask staff to include a Wellbeing focus in Block planning</li> <li>• Pupils in FS &amp; KS1 create their own Wellbeing Plan</li> <li>• Pupils in KS2 complete a wellbeing diary</li> <li>• Meet with pupils from P4-7 to discuss their understanding of the importance of the Five Ways to Wellbeing and what they enjoy doing to keep well.</li> </ul>

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
<p><b>PD&amp;MU</b> Monitor Classroom Displays <i>(Class Charters)</i></p> <p>Classroom observations <i>(Learning Hubs)</i></p>	<p>End of Block 1 (Oct '22)</p> <p>End of Block 2 (Dec '22)</p>	<p><b>Areas for further development</b></p> <p><b>'New' issues for consideration</b></p>
<p><b>PD&amp;MU</b> Block Planner Evaluations <i>FS &amp; KS1</i></p> <p>Samples of pupil's work <i>(Children's Mental Health Week)</i></p>	<p>End of Block 3 (Feb '23)</p>	
<p><b>PD&amp;MU</b> Digital Monitoring <i>(Videos of Children's learning of Sign language)</i></p> <p>Block Planner Evaluations <i>KS2</i></p>	<p>End of Block 4 (April '23)</p>	
<p><b>PD&amp;MU</b> Discussions with pupils <i>(School Council)</i></p> <p>Digital Monitoring <i>(PDMU/Wellbeing in Google Drive)</i></p>	<p>Beginning of Block 5 (May'23)</p>	

## Coordinator Action Plan (non-priority area)

Coordinator: Mr. Arneill

Area of responsibility: PE

Year: 2022 23

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p>Give all pupils in P4-P7 opportunities to develop knowledge, understanding and skills in <b>dance</b>.</p> <p>Provide children in P1-7 with a wide range of sporting after school clubs.</p> <p>Develop a curriculum map for dance in PE from P1-P7.</p>	<p>Give all pupils in P1-P3 opportunities to develop knowledge, understanding and skills in <b>dance</b>.</p> <p>Evaluate our Sports Day from 2022 and plan Sports Day for 2023.</p> <p>Deliver salsa dancing sessions for all pupils in Nursery-P7.</p> <p>Develop a curriculum map for dance in PE from P1-P7.</p>	<p>Give all pupils in P1-P7 opportunities to develop knowledge, understanding and skills in <b>athletics</b>. (Linked to Sports Day 2023)</p> <p>Have a successful third year at Mary Peters Track for our school sports day.</p> <p>Plan a second year of “sporting fun days” at the YMCA for all classes.</p> <p>Plan a school Park Run event.</p>
<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<p>Explore dance resources for use in PE lessons from P4-P7. Explore links with the College or a link school.</p> <p>Share good practice in dance across year groups P4-P7.</p> <p>Plan after school clubs in football, netball, cricket, golf, basketball, tennis and judo.</p> <p>Complete a curriculum map for dance in Term 1.</p>	<p>Explore dance resources for use in PE lessons from P1-P3. Explore links with the College of a link school.</p> <p>Share good practice in dance across year groups P1-P3.</p> <p>Organise a salsa teacher to take sessions for all pupils in Nursery-P7.</p> <p>Plan Sports Day for 2023, which includes throwing and catching events, and uses the grass area of the venue for non-competitive activities.</p> <p>Complete a curriculum map for dance in Term 2.</p>	<p>Share athletics resources for use in PE lessons in the lead up to Sports Day.</p> <p>Run our Sports Day at Mary Peter’s and also organise “sporting fun days” for each class at the YMCA.</p> <p>Organise a sporting fun day for each class at the YMCA in June.</p> <p>Team up with an established Park Run event and take part in the event with a group of parents and pupils from the school.</p> <p>Complete a curriculum map for athletics in Term 3.</p>



Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Assess range of sporting after school clubs	September 2022 January 2023	• •
Monitor teaching of dance in P4-P7	November/December 2023	• •
Monitor teaching of dance in P1-P3	February/March 2023	• •
Evaluate Park Run and sporting fun days	June 2023	• •
Evaluate Sports Day	End May 2023	• •
Monitor planning	Dec 2022/March 2023	<b>Areas for further development</b> •
Monitor photographs in Google drive	March January 2023	• • • • <b>'New' issues for consideration</b> • • •

## Coordinator Action Plan (non-priority area)

Coordinator:  Mrs Hill

Area of responsibility:  Play based learning

Year:  2022

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p>The restart of structured outdoor play across the foundation stage. P1 and 2 classes to be responsible for their own outdoor play</p> <p>To review the outdoor play planning and bring it up to date with the new revised outdoor learning document on CCEA</p> <p>Re-establish all areas of indoor play after covid and to ensure teachers are all developing challenging activities Organise P4 classes to use the back playground for a session of outdoor play</p>	<p>Continue to review the outdoor play planning and bring it up to date with the new revised outdoor learning document on CCEA</p> <p>Good quality indoor and outdoor play activities that are challenging and engaging for the children</p> <p>Review of the play policy</p>	<p>Review the present resources and do a safety check of the equipment</p> <p>Review of the play policy</p>
<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<p>Encourage the P2 classes to take ownership of their own outdoor planning. P1 and P2 classes playing on different days set up taking place during the assembly time.</p> <p>Meet with the foundation stage teachers to review the planners</p> <p>Evidence of activities to be uploaded to google drive.</p> <p>Review the pictures uploaded to seesaw.</p> <p>Meet with the P4 teachers to discuss what activities would be suitable and when the sessions could take place</p>	<p>Meet with the foundation stage teachers to review the planners.</p> <p>To use team release to bring the teachers together to update the notes on the computer.</p> <p>Share good practice within the foundation stage</p>	

Monitoring strategies		Evaluation (How well did we do?)
Task	Proposed Date	Successes / Positives
Look at outdoor play notes – Private 7	Each block	• • • • •
Sharing good practice in outdoor and indoor play.	Term two	• • • • •
		• •
		<b>Areas for further development</b> • • • • •
		<b>‘New’ issues for consideration</b> • • •
		• • •

## Coordinator Action Plan (non-priority area)

**Coordinator: C Robinson  
M Menary**

**Area of responsibility: Art and Design  
Music**

**Year: 2022/2023**

Term 1	Term 2	Term 3
<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>	<b>What do I want to achieve this term?</b> <i>(What are my short term goals/targets?)</i>
<p><b>ART and DESIGN</b></p> <ul style="list-style-type: none"> <li>Showcase work of the children (all year)</li> <li>Encourage staff to incorporate an Outdoor Art task in Term</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>Ensure progression and continuity in the coverage of the curriculum. (1)</li> <li>Showcase the choir, orchestra, recorder and woodwind groups and orchestra by participating in concerts.</li> <li>Redevelop and refurbish the music room to make it fit for purpose. (1)</li> </ul>	<p><b>ART and DESIGN</b></p> <ul style="list-style-type: none"> <li>Monitor block planners – range of art techniques being used in year groups</li> <li>Continue to research resources/ideas for creative activities using the outdoor environment</li> </ul> <p><b>MUSIC</b></p> <ul style="list-style-type: none"> <li>Review the music curriculum in terms of learning intentions and activities throughout each year group. (2)</li> </ul>	<p><b>ART and DESIGN</b></p> <ul style="list-style-type: none"> <li>Review Art and Design policy</li> <li>Look at range of Art work on classroom display boards and in Google Drive</li> </ul> <p><b>MUSIC</b> <b>Review assembly songs and add new ones.</b></p>
<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>	<b>How am I going to do this?</b> <i>(What steps do I need to take?)</i>
<p><b>ART and DESIGN</b> Examples of children's work/photos of activities from year groups to be displayed on the A &amp; D noticeboard</p> <p>Monthly rota for each year group to showcase their creative work on the display board in the Hall</p> <p>Create a folder in Google Drive in which year groups save photos of Outdoor Art tasks along with some examples of classroom based tasks.</p> <p><b>MUSIC</b> Meet with all staff to ensure progression and continuity in the coverage of the music curriculum.</p> <p>Have various groups perform at the Christmas concert.</p> <p>Meet with a small team to refurbish the music room. In term 1 the music room will be painted.</p>	<p><b>ART and DESIGN</b> One team release session to monitor Block planners</p> <p><b>MUSIC</b> Monitor the block planners and meet with staff teaching music.</p> <p>Order music stands and other items, graphics etc</p>	<p><b>ART and DESIGN</b> Look at photos in Google Drive</p> <p><b>MUSIC</b> Meet with Mr Bell to research songs.</p>

