



Bun-sgoil Taobh na Pairce

Plana Leasachaidh 2017-18

School Priority 1: **Raising attainment:**

Targets	Tasks
<ul style="list-style-type: none"> <li>To raise attainment in literacy, and particularly in Gaelic reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Draft reading programme completed and piloted at all stages, shared and clarified with parents.</li> <li>English reading interventions extended</li> <li>Recordings of Gaelic stories completed and made available online to families.</li> <li>Staff, parents and pupils reminded of philosophy of the immersive approach and the benefits of multilingualism</li> <li>Gaelic SfL teacher focus on supporting learners at level 1 in order to raise attainment in Gaelic literacy</li> <li>specific language development remit agreed upon for c1 PSA team</li> <li>Approaches to teaching writing revisited ; good practice shared and writing moderation sessions a focus</li> <li>New C.E.C. Literacy trackers introduced and used to good effect in the nursery class</li> </ul>
<ul style="list-style-type: none"> <li>To raise attainment in maths and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>New infant staff trained in SEAL approach; SEAL 'champion' in place to lead c1-3</li> <li>Specialist teacher approach employed c4-7</li> <li>Regular assessments and evaluation of data used by all teachers and managers to identify needs and next steps</li> <li>New C.E.C. maths trackers introduced and used to good effect in the nursery class</li> </ul>
<ul style="list-style-type: none"> <li>To introduce a more play-centred approach in P1, with a focus on literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Professional reading/input · Visits to see existing good practice ·</li> <li>Discussions with colleagues re. Philosophy and good practice</li> <li>Links made with sgoil-araich practice</li> <li>P1 curriculum adapted to fit new approach</li> <li>P1 classes re-located, rooms organised to reflect approach ·</li> <li>Data collected to show impact</li> </ul>
<ul style="list-style-type: none"> <li>To raise attainment and enjoyment in French and Spanish language.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver Spanish language in c6, and French language in c5 and c7, using immersion approach.</li> <li>Meet with 1+2 QIO to update French and Spanish programmes, with assessment</li> <li>Continue with Spanish club and introduce French club</li> </ul>

### School Priority 2: Closing the Gap

target	tasks
<ul style="list-style-type: none"> <li>To reduce the attainment and achievement gap in each class</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and managers clear re. gap in each class, progress and strategies discussed at attainment meetings.</li> <li>Strategies for closing the gap as a focus for discussion at staff meetings throughout session</li> <li>Strategies for closing the gap planned, delivered, evaluated</li> <li>Staff engage in professional reading and dialogue</li> <li>Communication system in place between home and school, for children not on track.</li> </ul>
<ul style="list-style-type: none"> <li>To create a nurture class for identified learners who are not currently on track</li> </ul>	<ul style="list-style-type: none"> <li>2 key staff attend CEC 2 day training</li> <li>Audits completed.</li> <li>Whole staff training in nurture approach</li> <li>Nurture classroom set up and resourced</li> <li>Progress tracked and monitored.</li> </ul>

### School Priority 3: Children's levels of health and wellbeing will improve

target	tasks
<ul style="list-style-type: none"> <li>To progress with creating an inclusive learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Whole school Autism training session delivered</li> <li>Procedures for moving around school, behaviour in lunch hall, assemblies and bus lines are agreed upon and applied by all, consistently.</li> <li>Whole school trained in and engaged in Visual Support project</li> <li>'Up, up and away' training for nursery staff; staff engage with document in nursery setting</li> <li>Refresher training re.Circle Document for all class teachers; resource used to create inclusive classroom environments</li> <li>Equalities coordinator in place to take forward Equalities agenda in school and to work with colleagues on programme of events</li> </ul>
<ul style="list-style-type: none"> <li>To fully implement PE programme, and to maintain progress with regular outdoor experiences, including Daily Mile.</li> </ul>	<ul style="list-style-type: none"> <li>Baseline fitness measured for all pupils</li> <li>All teachers follow P.E. programme, in poartnership with PE specialist</li> <li>Weekly Forest School delivered to all c1s, throughout session.Programme in place for c2-7</li> <li>Additional activities introduced to curriculum: Parkour; Rugby</li> <li>P.E. champion in place to support all staff and work with P.E. specialist</li> <li>Continued focus on Daily Mile to improve and maintain good levels of fitness.</li> </ul>

### School Priority 4: Improvement In Employability Skills And Sustained, Positive School Leaver Destinations For All Young People

target	task
<ul style="list-style-type: none"> <li>staff will begin to engage with new Technologies curriculum, with the aim of achieving progression in skills.</li> </ul>	<ul style="list-style-type: none"> <li>Staff training delivered in computational thinking</li> <li>Technologies programme created, in context of maths and literacy</li> <li>Two apps to be used agreed upon, and training provided</li> <li>Programme piloted and evaluated</li> </ul>
<ul style="list-style-type: none"> <li>explicit links will be made between in-school learning and career pathways/world of work , making learning across the curriculum more meaningful.</li> </ul>	<ul style="list-style-type: none"> <li>Agreement across staff re. How best these links can be made and promoted</li> <li>New approach incorporated into lessons and planning for session</li> <li>Engagement in cluster priority</li> </ul>