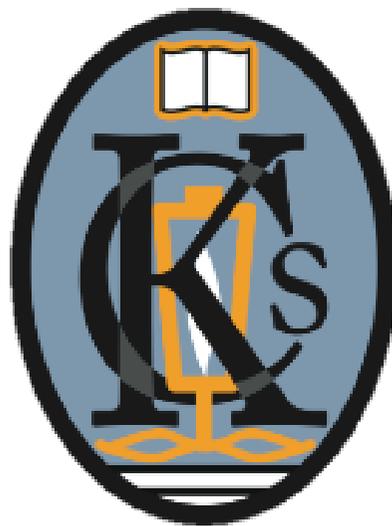


# CARRICK KNOWE PRIMARY SCHOOL

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School Improvement Plan 2019-20



Our School Improvement Plan sets out our priorities for improvement for session 2019-20 in Carrick Knowe Primary School. These priorities have been identified through robust self-evaluation and reflect the priorities set out in the National Improvement Framework (NIF) and those of the City of Edinburgh Council (CEC).

### 2019 – 2022 School Plan for Engagement with NIF and CEC Priorities

NIF Priority	Year		
	2019-20	2020-21	2021-22
1. Improvement in attainment, particularly in literacy and numeracy	✓		
2. Closing the attainment gap between the most and least disadvantaged children	✓	✓	✓
3. Improvement in children's and young people's health and wellbeing	✓		
4. Improvement in employability skills and sustained positive school leaver destinations for all young people	✓		

## Carrick Knowe Primary School

<p>Priority 1</p>	<p>To improve attainment in writing by 5% in P3-P7 overall by ensuring effective and consistent approaches to the teaching of writing and improving the engagement of learners in the writing process.</p> <p>To narrow the gap in attainment in writing between the most and least disadvantaged children at each stage to 12.5% or below.</p>	<p>Overall Responsibility</p>	<p>HT- Mrs MacLean/PT(PEF) – Miss Inglis</p>
<p>Measurable Outcomes</p>	<p>By the end of the session there will be an increase in</p> <ul style="list-style-type: none"> <li>• Numbers of learners engaged in writing lessons (exact % to be identified once the initial measure has been taken)</li> <li>• Numbers of children achieving the expected levels in writing by at least 5% from the previous session. E.g. P3 to P4 etc.</li> <li>• Numbers of children in SIMD 1-3 achieving the expected levels in writing, therefore reducing the attainment gap to 12.5% or below.</li> </ul>		
<p>Outcomes</p>	<p>By the end of session there will be</p> <ul style="list-style-type: none"> <li>• Updated school policy/guidance on the teaching of writing in P3-7, ensuring consistency of approach</li> <li>• Increased staff confidence in teaching writing</li> <li>• Updated, progressive writing planners linked to the Benchmarks</li> <li>• Range of home and family learning activities identified and shared with families</li> </ul>		

<b>NIF Priority 1</b> <b>Improvements In Attainment, Particularly In Literacy And Numeracy</b>		<b>QIs/Themes</b> <b>1.1 Analysis And Evaluation Of Intelligence And Data</b> <b>2.3 Effective Use Of Assessment</b> <b>2.3 Planning, Tracking And Monitoring</b> <b>3.2 Attainment In Literacy And Numeracy</b>	
Tasks	Resources	Time	Progress & Impact
<ul style="list-style-type: none"> <li>Following a Literacy audit during 2018-19, all staff to attend full day training in writing with Andrew Clements</li> </ul>	<ul style="list-style-type: none"> <li>In-Service day</li> <li>Andrew Clements training</li> </ul>	<ul style="list-style-type: none"> <li>August 2019</li> </ul>	
<ul style="list-style-type: none"> <li>Using the Leuven Scale, SLT to measure levels of involvement/engagement of children during a writing task.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>By September 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Ensure that the current progression planners in writing are updated to support this approach.</li> <li>Agree a consistent approach to the planning, recording and tracking of assessment in writing.</li> </ul>	<ul style="list-style-type: none"> <li>GM/LI</li> <li>Andrew Clements training session/CAT session</li> </ul>	<ul style="list-style-type: none"> <li>By September 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Planning session with staff to discuss any concerns etc regarding the implementation of new approach.</li> </ul>	<ul style="list-style-type: none"> <li>CAT session</li> </ul>	<ul style="list-style-type: none"> <li>By September 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Team teaching opportunities with stage partner/ SLT to support and discuss new teaching approaches</li> </ul>	<ul style="list-style-type: none"> <li>Cover to release CTs</li> </ul>	<ul style="list-style-type: none"> <li>September/October</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"> <li>• Session for staff to come together and reflect on /problem solve with each other.</li> <li>• SLT to feed back to staff regarding the observed levels of engagement in writing in classes.</li> </ul>	<ul style="list-style-type: none"> <li>• CAT session</li> </ul>	<ul style="list-style-type: none"> <li>• By October 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss with Parent Council and agree appropriate home learning activities and awareness raising</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey and meetings - LI</li> <li>• Parent Council survey and tasks – GM</li> <li>• 1 hour of CAT session</li> </ul>	<ul style="list-style-type: none"> <li>• By January 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Consider use of digital resources to engage and motivate learners</li> </ul>	<ul style="list-style-type: none"> <li>• SM to identify resources which may support and enhance the writing process and share these with CTs</li> </ul>	<ul style="list-style-type: none"> <li>• By December 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Tracking &amp; Monitoring Meeting to focus on attainment in writing and evidence of this</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking &amp; Attainment Meetings with SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Identify groups/ individuals for targeted interventions – including challenging our most able learners</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking &amp; Attainment Meetings with SLT.</li> <li>• LI to coordinate with CTs and other relevant staff</li> </ul>	<ul style="list-style-type: none"> <li>• Initial identification by October 2019 and then monitored throughout the year via Tracking &amp; Attainment Meetings</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• Staff to visit other CEC schools to observe this approach in practice and host teachers from these schools in Carrick Knowe to observe and learn from each other.</li> </ul>	<ul style="list-style-type: none"> <li>• RCCT</li> <li>• Cover for classes</li> </ul>	<ul style="list-style-type: none"> <li>• By March 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<ul style="list-style-type: none"> <li>• SLT/CTs to repeat observation of engagement and participation of learners in the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• SLT/CTs</li> </ul>	<ul style="list-style-type: none"> <li>• By end of April 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>• SLT to meet with CTs to discuss levels of attainment, relating to Benchmarks and supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking &amp; Attainment Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• May 2020</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Carrick Knowe Primary School

Priority 2	<b>Assessment &amp; Moderation</b> To continue to improve and develop assessment and moderation practice to evidence progress and plan next steps in learning.		Overall Responsibility	HT- Mrs MacLean/PT – Mrs Clark
Measurable Outcomes	By the end of the session there will be <ul style="list-style-type: none"> <li>Reported increase in confidence in staff planning and using assessment to identify next steps</li> <li>Clear and robust assessment information for each learner</li> <li>An increased range of assessment for each learner linked closely to learning intentions/outcomes, consistent across stages and set out in our Assessment &amp; Moderation Strategy</li> <li>Increased attainment in core subjects</li> </ul>			
Outcomes	By the end of the session there will be <ul style="list-style-type: none"> <li>A Carrick Knowe PS Assessment and Moderation Strategy which will complement the new CEC Assessment and Moderation Strategy</li> </ul>			
<b>NIF Priority 1 Improvements In Attainment, Particularly In Literacy And Numeracy</b>			<b>QIs/Themes</b> 1.1 Analysis And Evaluation Of Intelligence And Data 2.3 Effective Use Of Assessment 2.3 Planning, Tracking And Monitoring 3.2 Attainment In Literacy And Numeracy	
<b>Tasks</b>		<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>Staff 'confidence/skill in assessment &amp; moderation' survey.</li> </ul>		<ul style="list-style-type: none"> <li>Within CAT session (A&amp;M1)</li> </ul>	<ul style="list-style-type: none"> <li>By Sept 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Review current assessment and moderation, identifying areas of strength/good practice and areas for development practice across the school and cluster.</li> </ul>		<ul style="list-style-type: none"> <li>Within CAT session (A&amp;M1)</li> </ul>	<ul style="list-style-type: none"> <li>By Sept 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"> <li>Revisit ES Moderation Cycle – and review evidence from self-evaluation tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Within CAT session (A&amp;M1)</li> </ul>	<ul style="list-style-type: none"> <li>By Sept 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Consider CEC newly published Assessment and Moderation Strategy. Development of Carrick Knowe PS Assessment and Moderation Strategy to include assessment and moderation calendars; guidance regarding planning for assessment closely linked to outcomes and the range and types of evidence gathered.</li> </ul>	<ul style="list-style-type: none"> <li>October In Service Day (half –day)</li> </ul>	<ul style="list-style-type: none"> <li>October 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Consideration of the use of summative assessments at stages where SNSAs are not used.</li> </ul>	<ul style="list-style-type: none"> <li>GM/CI</li> </ul>	<ul style="list-style-type: none"> <li>October 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Introduce the EDICT tracking tool to staff and provide training on use of this in CKPS</li> </ul>	<ul style="list-style-type: none"> <li>October In-service Day(half-day)</li> </ul>	<ul style="list-style-type: none"> <li>October 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Collate examples of effective holistic assessment.</li> </ul>	<ul style="list-style-type: none"> <li>GM/SC</li> </ul>	<ul style="list-style-type: none"> <li>December 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Develop skill/confidence in moderation through clear guidance and support during the process and protected time to plan and moderate.</li> <li>Moderation carried out within school and across the cluster</li> </ul>	<ul style="list-style-type: none"> <li>3 x CAT sessions</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Development of frameworks to provide structure for moderation meetings to ensure they are meaningful and purposeful.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>By the first moderation session</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Introduction of learning conversations ‘Carrick Knowe Conversations’ – initially with pilot</li> </ul>	<ul style="list-style-type: none"> <li>Pilot CTs/Steph Clark</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

classes/class teachers with a view to developing across the school			
<ul style="list-style-type: none"> <li>• Staff 'confidence/skill in assessment &amp; moderation' survey redone</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> </ul>	<ul style="list-style-type: none"> <li>• End of April 2019</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

## Carrick Knowe Primary School

Priority 3	<b>Outdoor Learning</b> To ensure all children receive their entitlement to high quality outdoor learning, increasing engagement in learning and improving wellbeing	Overall Responsibility	DHT- Mrs Iley
Measurable Outcomes	By the end of the session there will be <ul style="list-style-type: none"> <li>Increased confidence and understanding in staff planning and delivering outdoor learning</li> <li>An increased understanding of the role of outdoor learning in improving the wellbeing of ALL children</li> <li>Delivery of high-quality outdoor learning across the school</li> <li>Improved physical, mental, social and emotional wellbeing of children</li> </ul>		
Outcomes	By the end of the session there will be <ul style="list-style-type: none"> <li>An Outdoor Learning Framework/ guidance for Carrick Knowe PS</li> </ul>		
<b>NIF Priority 3</b> <b>Improvements In children and Young People’s Health And Wellbeing</b>		<b>QIs/Themes</b> 1.3 Implementing improvement and change 1.5 Management of resources and environment for learning 2.2 Curriculum 2.3 Learning and engagement 3.1 Wellbeing 3.2 Equity for all learners	
<b>Tasks</b>	<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>Ensure CEC Health &amp; Wellbeing framework is being used consistently across the school.</li> </ul>	<ul style="list-style-type: none"> <li>CEC Final Health &amp; Wellbeing framework/learning pathways</li> </ul>	<ul style="list-style-type: none"> <li>August 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Develop and promote the use of the wellbeing indicators with all children and parents.</li> </ul>	<ul style="list-style-type: none"> <li>CAT session x1</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<ul style="list-style-type: none"> <li>All staff to attend 'Emotion Talks' training.</li> </ul>	<ul style="list-style-type: none"> <li>CAT session x1</li> </ul>	<ul style="list-style-type: none"> <li>By October 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>**Develop outdoor learning across the school –</b></p> <ul style="list-style-type: none"> <li>Interested staff to form a working group to lead this aspect of improvement</li> <li>Working Group to develop plan for Outdoor Learning priority</li> <li>WG to contact Andrew Bagnell (Outdoor Learning Team) to discuss our vision for the development of outdoor learning in Carrick Knowe</li> <li>CLPL from Andrew Bagnell – Oct 2019 (and others depending on plan for development)</li> </ul>	<ul style="list-style-type: none"> <li>WG Time from 35 hours CLPL</li> <li>October In-service Day(half-day) initially</li> </ul>	<ul style="list-style-type: none"> <li>October 2019</li> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Development of an Outdoor Learning Framework/guidance for Carrick Knowe PS</li> </ul>	<ul style="list-style-type: none"> <li>WG Time from 35 hours CLPL</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>By May 2020</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Introduction of Wellbeing pupil group promoting Health &amp; Wellbeing across the school</li> </ul>	<ul style="list-style-type: none"> <li>Miss Inglis to lead</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Family Learning opportunities – x2 – information session and sharing learning around Health &amp; Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>SLT/CTs</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Children to complete wellbeing survey</li> </ul>	<ul style="list-style-type: none"> <li>Online survey</li> </ul>	<ul style="list-style-type: none"> <li>May 2020</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>** With regards to the Outdoor Learning aspect of this priority – this will be further developed by the Working Group.</b></p>			

## Carrick Knowe Primary School

<p><b>NIF Priority 2</b> <b>Closing the Attainment Gap Between the Most And Least Disadvantaged Children</b></p>	<p><b>QIs/Themes</b></p> <ul style="list-style-type: none"> <li>1.1 Impact on learners successes and achievements</li> <li>2.4 Targeted support</li> <li>2.4 Removal of barriers</li> <li>2.5 Engaging families in learning</li> <li>2.5 Early intervention and prevention</li> <li>2.6 Collaborative planning and delivery of transitions</li> <li>3.1 Ensuring wellbeing, equality and inclusion</li> <li>3.2 Attainment in literacy and numeracy</li> <li>3.2 Equity for all learners</li> </ul>
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Priority 4:	To reduce the poverty related attainment and achievement gap in our school	Overall Responsibility	PEF Development Officer	
Outcomes:	<ul style="list-style-type: none"> <li>• Raised attainment in Literacy and Numeracy within targeted group</li> <li>• Improved mental, social and emotional wellbeing for targeted pupils</li> <li>• Review of whole school writing strategy</li> <li>• Improved parental engagement within target families</li> <li>• Improved attendance rates for PEF pupils</li> <li>• Positive transitions for P1 + P7</li> </ul>			
<b>Tasks</b>	<b>By Whom</b>	<b>Resources</b>	<b>Time</b>	<b>Impact/ Progress</b>
<ul style="list-style-type: none"> <li>• Baseline assessments/analysis of CfE levels to be completed for targeted groups in Numeracy and Literacy</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> <li>• EYP</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking and attainment spreadsheet</li> <li>• Baseline assessments</li> </ul>	<ul style="list-style-type: none"> <li>• August/September 2019</li> <li>• May/June 2020</li> </ul>	

<ul style="list-style-type: none"> <li>• PEF Development Officer/CT/ASL consultations regarding targeted pupils</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> <li>• Class teachers</li> <li>• ASL teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>• November 2019</li> <li>• March 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• Groups to be formed and run weekly for Literacy and Numeracy within targeted groups (focus on transferable skills which can be applied across learning)</li> <li>• Progress to be tracked through regular assessments</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> <li>• EYP</li> </ul>	<ul style="list-style-type: none"> <li>• Base assessment results</li> <li>• Class timetables</li> <li>• Mental agility pathways</li> <li>• Literacy pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 1 and 2</li> </ul>	
<ul style="list-style-type: none"> <li>• Weekly one to one support for targeted pupils who are not on target to achieve expected levels</li> <li>• Progress to be tracked through regular assessments</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' individual targets</li> </ul>	<ul style="list-style-type: none"> <li>• Terms 3 and 4</li> </ul>	
<ul style="list-style-type: none"> <li>• School Nurture Hub to be established in Annexe 1</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for resources</li> </ul>	<ul style="list-style-type: none"> <li>• August/September 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• Pupils to be identified for Nurture groups (to meet several times per week)</li> <li>• Daily one to one check-ins where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> <li>• Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>• CIRCLE document</li> <li>• Meeting time</li> <li>• Established knowledge of pupils</li> </ul>	<ul style="list-style-type: none"> <li>• August/September 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• Playtime and lunchtime nurture 'drop in' to be established (referral system)</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> <li>• EYP</li> <li>• Staff volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Staffing/volunteers (timetabled)</li> </ul>	<ul style="list-style-type: none"> <li>• September 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• Breakfast club to be offered to all pupils from 8.55am-9.15pm daily (4 days)</li> </ul>	<ul style="list-style-type: none"> <li>• PEF Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly snack order</li> </ul>	<ul style="list-style-type: none"> <li>• August 2019</li> </ul>	

<ul style="list-style-type: none"> <li>Weekly P6 and P7 DYW group to be set up, focusing on skills for learning, life and work, as well as looking at their aspirations for the future</li> </ul>	<ul style="list-style-type: none"> <li>PEF Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>Links with local trades and business'</li> <li>Links to World of Week</li> <li>My World of Work online resource</li> </ul>	<ul style="list-style-type: none"> <li>Term 2 and Term 3</li> </ul>	
<ul style="list-style-type: none"> <li>Attainment of targeted pupils to be tracked across the session through assessments, SNSA results</li> <li>Attainment gap to be tracked for each year group to help inform PEF planning</li> </ul>	<ul style="list-style-type: none"> <li>PEF Development Officers</li> <li>EYP</li> </ul>	<ul style="list-style-type: none"> <li>Assessment results</li> <li>CfE levels</li> </ul>	<ul style="list-style-type: none"> <li>December 2019</li> <li>March 2020</li> <li>June 2020</li> </ul>	
<ul style="list-style-type: none"> <li>Opportunities for wider achievement for targeted pupils</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>Active Schools Co-ordinator</li> <li>Class teachers</li> </ul>	<ul style="list-style-type: none"> <li>Active Schools timetable</li> <li>Various free after school clubs (netball, drama, coding...)</li> <li>P6-P7 school show</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Support to be put in place for new P1s in class during initial days/weeks (playground/transition times ...)</li> </ul>	<ul style="list-style-type: none"> <li>EYP</li> </ul>	<ul style="list-style-type: none"> <li>Class timetables</li> <li>PEF pupils class lists</li> </ul>	<ul style="list-style-type: none"> <li>August 2019</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Enhanced transition sessions for P7 PEF pupils</li> </ul>	<ul style="list-style-type: none"> <li>Assigned High School staff</li> <li>Pets for Therapy</li> <li>PEF Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>May/June 2020</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Parental engagement to be reviewed/ strategies to be put in place to engage families in learning</li> </ul>	<ul style="list-style-type: none"> <li>PEF Development Officer</li> <li>Home Link Officer priority</li> </ul>	<ul style="list-style-type: none"> <li>Letters to parents</li> <li>Coffee mornings</li> <li>Open mornings /afternoons</li> <li>Information meetings</li> <li>Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

		<ul style="list-style-type: none"> <li>• Cook School (Second Level)</li> </ul>		
<ul style="list-style-type: none"> <li>• Home Link post to be created to support targeted families (remit to include tracking of attendance)</li> </ul>	<ul style="list-style-type: none"> <li>• Home Link Officer</li> <li>• PEF Development Officer</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

# FORRESTER HS CLUSTER IMPROVEMENT PLAN SESSION 2019-20

Priority 1	Raising Attainment in Numeracy (and Maths)	Overall Responsibility	Cluster HTs	
Measurable Outcomes:	Improved links across the cluster Numeracy gaps identified across the cluster Plan developed to address identified gaps			
<b>NIF Priority 1 – Improvement in attainment, particularly in literacy and numeracy</b> <b>NIF Priority 2 – Closing the attainment gap between the most and least disadvantaged children</b>		<b>QIs/Themes</b> <b>3.2 Raising Attainment and Achievement</b>		
<b>Tasks/Owner</b>		<b>Resources</b>	<b>Time</b>	<b>Progress &amp; Impact</b>
<ul style="list-style-type: none"> <li>Identify links for each school and a cluster lead (Cluster HTs)</li> </ul>		<ul style="list-style-type: none"> <li>Meeting time</li> </ul>	<ul style="list-style-type: none"> <li>August 2019</li> </ul>	
<ul style="list-style-type: none"> <li>Identify and share gaps at second and third level (CL Maths/Forrester Numeracy Link)</li> </ul>		<ul style="list-style-type: none"> <li>SNSA Data</li> <li>Achievement at a level data</li> <li>INSIGHT Data</li> <li>Meeting/planning time</li> </ul>	<ul style="list-style-type: none"> <li>October 2019</li> </ul>	
<ul style="list-style-type: none"> <li>Joint planning of learning and teaching focused on identified gaps (P7 teachers and Forrester links)</li> </ul>		<ul style="list-style-type: none"> <li>CAT time</li> <li>Lesson Study Support (Edinburgh Learns)</li> </ul>	<ul style="list-style-type: none"> <li>October in-service 2019</li> </ul>	

<ul style="list-style-type: none"> <li>• Shared classroom experience focusing on planned lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Time released from timetable to visit and jointly reflect on lesson</li> </ul>	<ul style="list-style-type: none"> <li>• October – December 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• Share learning in individual schools using QI 2.3 to collate information, identify strengths and areas for development (learning collated by Cluster Lead and Forrester link)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting time as part of the visit</li> </ul>	<ul style="list-style-type: none"> <li>• October – December 2019</li> </ul>	
<ul style="list-style-type: none"> <li>• January In-service Cluster Event</li> </ul>	<ul style="list-style-type: none"> <li>• In-service</li> <li>• Inspirational Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• January 2020</li> </ul>	