

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
<b>School/Establishment</b>	Killermont Primary School
<b>Head Teacher</b>	Elspeth Smith
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School Statement: Vision, Values & Aims and Curriculum Rationale
<a href="#">Vision, Values and Aims</a>  <a href="#">Killermont Values</a>  <a href="#">Curriculum Rationale</a>

Session	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
	2023/24	2024/25	2025/26
<b>Priority 1</b>	Impact our Learning & Teaching through increased knowledge & understanding of ASN	Learning and Teaching	Learning and Teaching
<b>Priority 2</b>	The Curriculum: IDL & Pupil Led Learning	The Curriculum	The Curriculum
<b>Priority 3</b>	Learning for Sustainability: Outdoor Learning	Learning for Sustainability: Outdoor Learning	Learning for Sustainability: Outdoor Learning

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Section 2: Improvement Priority 1	
<b>School/Establishment</b>	Killermont Primary School
<b>Improvement Priority 1</b>	Impact our Learning & Teaching through increased Knowledge & Understanding of ASN
<b>Person(s) Responsible</b>	DHT's in collaboration with Educational Psychologist, pupils, parents and other agencies

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Closing the attainment gap between the most and least disadvantaged children	parent / carer involvement and engagement teacher professionalism school leadership	QI 3.1 Wellbeing, equality & inclusion QI 2.4 Personalised Support QI 2.3 Learning, Teaching & Assessment	Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education Closing the attainment gap between the most and least disadvantaged

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Staff contribute to leading collegiate sessions	Collegiate sessions Professional reading Attendance at authority ASN forum Attendance at EDC Self Harm Training	Seesaw Parent meetings/communication TAC meetings
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional Reading, dialogue & collaboration: <ul style="list-style-type: none"> <li>• EDC Including Every Learner policy</li> <li>• EDC Supporting Specific Learning Difference: Guidance for Assessment and Intervention</li> <li>• EDC Mental Health Strategy</li> <li>• SHINE resources</li> <li>• EDC multi-agency guidance for personnel working with young people at risk of self-harm and suicide</li> <li>• EDC Learning, Teaching and Assessment policy</li> </ul>	Pupil learning support & challenge groups in Numeracy, Literacy and Health & Wellbeing	£305 x25 days Teacher cover

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Learners needs will be met through further staff engagement, knowledge, understanding and implementation of ' <i>Including Every Learner policy and provision for children with additional support needs</i> '.	Staff read, discuss, reflect and implement EDC Including Every Learner Policy linked to articles 1,2, 3, 12, 13, 16, 23, 28, 29, 42.	Professional dialogue Completion of documentations/ assessments etc.	On-going throughout session	
Staff will use this increased knowledge and understanding to ensure effective learning and teaching approaches for all learners	Staff will increase their knowledge and understanding of how to identify and support specific learning differences: <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Dyscalculia</li> <li>• ASD</li> <li>• ADHD</li> </ul> through professional reading of EDC guidance and support from Educational Psychologist & SLT.	Professional dialogue Forward planning meetings with SLT Assessment, tracking and monitoring meetings TAC meetings PSG meetings	Collegiate time throughout 2023/24	

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<p>Learners strengths and individual approaches to learning are recognised and nurtured, and barriers to learning are identified and addressed timeously.</p>	<p>Teachers will work in partnership with SLT, parents, educational psychologist and other agencies to clarify their role &amp; responsibilities and follow EDC assessment process.</p>	<p>Professional dialogue                      TAC meetings                      PSG meetings</p>	<p>On-going throughout session.</p>	
<p>Learners will benefit from effective differentiation and intervention strategies which supports and challenges their learning.</p>	<p>Staff will consider evidence based differentiation and intervention strategies and ensure effective learning, teaching and assessment strategies are in place to support and challenge all learners.</p>	<p>Professional dialogue                      Support plans                      CT/SLT Forward planning meetings                      Assessment, tracking monitoring meetings                      TAC meetings                      PSG</p>	<p>On-going throughout session</p>	
<p>Evidence gathered over time will be used to ascertain if difficulties for learners persist despite access to appropriate intervention and learning opportunities.</p>	<p>Teachers will understand the significance of gathering evidence over time for learners with ASN and ensure that the impact of differentiation and intervention is regularly tracked, monitored and evaluated.</p>	<p>Professional dialogue                      Support plans                      Assessment, tracking and monitoring meetings with SLT                      TAC meeting                      PSG</p>	<p>Collegiate sessions throughout 2023/24</p>	

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<p>Learners views will be actively sought and they will be involved in decision making. Learners will be encouraged to freely express their opinion on all matters which affect them enabling them to become active participants in their learning and promotes confidence, a sense of agency and responsibility in determining what will help them progress.</p>	<p>Staff will ensure pupil voice is held central in our processes, with pupils involved in both discussions, decision making and the identification of support strategies.</p> <p>Staff will develop their knowledge of Alternate Augmented Communication and will make use of a variety of approaches to collect pupil voice.</p>	<p>Teacher/pupil/parent dialogue. Pupil voice recorded in TAC meetings, support plans. Health and Wellbeing questionnaires.</p> <p>Staff use a variety of approaches to gather and record pupil voice.</p>	<p>On-going throughout session</p>	
<p>Learners behaviours and what lies behind them will be explored and better understood to enable appropriate interventions to be put into place.</p>	<p>Staff will develop their knowledge, understanding of Strengths &amp; Difficulties questionnaire and the use of The Boxall profile for children and young people with ASN along with talking teaching profiles as appropriate.</p>	<p>Professional dialogue                  Staff complete appropriate documentation by teachers and analyse results to inform next steps.</p>	<p>Collegiate sessions throughout 2023/24</p>	
<p>Learners mental health and wellbeing issues will be identified, explored and supported.</p>	<p>Staff and pupils will reflect on results from our SHINE survey. Benchmark to cluster/EDC average results. Consider actions points and use assembly to share whole messages.</p>	<p>Health and wellbeing pupil and staff group</p>	<p>September/October 2023</p>	

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Learner’s anxiety will be better understood, recognised and supported through appropriate interventions and involvement in decision making on the most effective strategies to use.	Raising staff awareness of the signs of anxiety of children and understanding of the causes.	Professional dialogue TAC meetings Forward planning meetings with SLT Assessment, tracking and monitoring meetings with SLT	Collegiate sessions	
	Staff will use EDC Mental Health Strategy to inform consistent practice throughout school.			
	Review effective strategies with staff to support children experiencing high levels of anxiety during the learning and teaching process and life of the school.			
Learners who are at risk of self-harm or suicide will be well supported by school staff and outside agencies.	Awareness raising with staff on children and young people at risk of self-harm and suicide. Staff will be guided on the appropriate pathway to support learners at risk of self-harm or suicide in line with EDC child protection procedures.	Professional dialogue EDC Self harm & Suicide staff training led by Educational Psychologist	Collegiate sessions throughout 2023/24	
	Staff will follow multi agency guidance from EDC on self-harm and suicide.			

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Section 2: Improvement Priority 2	
<b>School/Establishment</b>	Killermont Primary School
<b>Improvement Priority 2</b>	The Curriculum: IDL & Pupil Led Learning
<b>Person(s) Responsible</b>	HT & DHT in collaboration with Pupil learning forum, class teachers, community partnerships/specialists, EDC STEM lead, Science Ambassadors and parents.

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in attainment, particularly in literacy and numeracy.  Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment teacher professionalism school improvement	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged



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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupils leading own learning Pupil Learning focus groups Principal Teacher sharing good practice	Collegiate sessions Pupil focus group time	Seesaw Sharing the learning opportunities Partners in learning
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional reading Education Scotland: IDL Learning: ambitious learning for an increasingly complex world Pupil Led Learning professional reading including CIRCLE resource to support Inclusive Learning and Collaborative Working National Thematic Inspection Curriculum Design Publication		

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Learners will continue to benefit from well-planned high quality Interdisciplinary learning approaches within relevant and engaging contexts.	Staff will further develop their knowledge and understanding of IDL and continue to use this approach when planning effective learning and teaching within relevant and motivating contexts. Relevant links to global goals 7, 12, and 13.	Evaluative dialogue with staff	Collegiate sessions	
Learners will continue to use and reflect on the Killermont Learning Powers to support their learning and increase their metacognitive knowledge and thinking of how they learn.	Teachers will continue to embed the Killermont Learning Powers into learning, teaching and assessment and support learners in their understanding of metacognition and self-regulation.	Pupil focus group Pupil survey on learning powers Professional dialogue with teachers	On-going throughout session.	
Learners will further develop their competencies, aptitudes, knowledge and skills through well planned IDL experiences which incorporates partnership working.	Staff will collaborate with colleagues and level partners when planning IDL opportunities and reflect on ways to involve community partnerships including specialists, parents and EDC STEM officer/Science Ambassadors to support IDL learning.	Professional dialogue Forward planning dialogue with SLT	Collegiate sessions	

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Learners will continue to have increased voice about their learning and will be given key opportunities to lead their own learning through well planned IDL experiences.	Pupil focus group will share views on IDL and the importance of having pupil and teacher shared goals and co-designing the IDL project.	Pupil focus group Forward plan dialogue with SLT & CT Sharing the learning with peers and parents	On-going throughout session	
	Teachers will include opportunities for pupil voice within IDL planning, including responsive planning and co-designed the project. Learning will be celebrated and shared with peers and parents.			
Learners will be given opportunities to lead their own learning across the curriculum & life of the school.	Pupil focus group will share their views on pupil led learning through auditing existing opportunities and discussing ways to further increase this.	Class observations Teacher trio observations Pupil focus group discussions	Collegiate sessions Inset day	
	Teachers explore effective approaches for pupils to lead their own learning in terms of: curriculum design, environment, structure & routines, resources, motivation and skills.			
Learners will benefit from effective feedback from teachers to be able to judge accurately how effectively they are learning.	Teachers to reflect on discussions and in consultation with learners, provide effective opportunities for pupils to lead their learning.	Pupil focus group Forward plan dialogue with SLT & CT	Collegiate sessions Inset day	

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<p>Learners leading their own learning will be enhanced through sharing of good practice.</p>	<p>Teachers and pupils to share examples of good practice in pupils leading their learning.</p>	<p>Professional dialogue Pupil focus group</p>	<p>Collegiate sessions Inset day</p>	
<p>Learners will benefit from effective learning and teaching informed by assessment through professional reflective dialogue.</p>	<p>Further opportunities for staff to collaborate during planning, assessment and moderation of learning. Opportunities for staff to collaborate during planning, assessment and moderation of writing across stages/levels. This will include moderation with colleagues in Locality Planning Group to collaborate and moderate particularly at the end of the early, first and second level.</p>	<p>Moderation/professional dialogue. Teacher collaborative groups &amp; class visits</p>	<p>Collegiate sessions</p>	

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Section 2: Improvement Priority 3	
<b>School/Establishment</b>	Killermont Primary School
<b>Improvement Priority 3</b>	Learning for Sustainability: Outdoor Learning
<b>Person(s) Responsible</b>	DHT in collaboration with Class teacher leads, Learning Through Landscapes, Sustrans, community partnerships, ECO committee and parents

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people’s health and wellbeing	school leadership teacher professionalism curriculum and assessment	QI 1.4 Leadership and management of staff QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people’s mental health and wellbeing

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Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Class teacher leadership Pupil leadership: Eco committee & play leaders roles of responsibility	Learning Through Landscapes membership Collegiate sessions Visits to other school (staff cover)	Parental involvement in school grounds developments including November outdoor classroom day & parental invitations to experience/observe loose parts play with child once established
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional Reading: Play Scotland; Playful schools, The playtime revolution, Loose parts Play Toolkit by Theresa Casey and Juliet Robertson, CFE through Outdoor Learning Professional dialogue Staff training with partners Staff visits to other schools		

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	Activities in Working Time Agreement, Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Outdoor learning will continue to have a positive impact on learner’s skills, well-being and development supported by adult observations, reflections and planning.	Staff to continue to have a shared clear rationale and vision for outdoor learning and continue to demonstrate a strong commitment for inclusive outdoor learning experiences for all learners linked to Articles 12, 28, 29, 31 and global goals 3 & 4. This will continue to be supported through SLTs strategic approach.	Professional dialogue Level planning meetings and SLT forward plan discussions	On-going throughout session	
Learners will benefit from an increase in staff knowledge, understanding, skills and confidence levels in outdoor learning.	Staff to continue to engage in professional reading to inform their planning and practice and to allow them to reflect critically on their own and peers provision.	Professional dialogue TLC	August-June 2024	
	Lead teachers and SLT to visit other schools of good practice to inspire and share practice with staff.		August- November 2023	
Learners will benefit from loose part play, developing skills including creativity, collaboration, and cooperation.	Staff further develop their understanding of Loose Parts Play Toolkit, engage with & reflect on relevant professional reading to impact practice.	Observations/feedback from staff on quality of Loose parts play.	On-going	

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Learners will experience high quality outdoor learning experiences through increased confidence of teachers.	Lead teachers will create resources to facilitate collaborative professionalism including planning and moderation of outdoor learning experiences including the use of micro-teaching video clips.	Professional dialogue TLC Pre and post video clips	Sept-May 2024	
Learners will benefit from well-planned outdoor learning experiences within relevant and engaging contexts.	Teachers will engage in further training and work collaboratively with their stage partners to plan learning experiences across the curriculum including November Outdoor classroom day.	Forward planning meetings and SLT dialogue	On-going  Outdoor classroom day 2.11.23	
Learners will have their voice heard and will feel valued and empowered.	Gather pupil views on outdoor learning experiences and use of playground space.	Pupil focus group	Sept 23 Jan 24 April 24	
Learners will take ownership of playground space and use of playtimes Developing school playtimes to support the curriculum and nurture happy, healthy children.	Continued support staff training based on The Playground Revolution to develop a consistent approach to positive interactions in the playground.	Pre and post staff questionnaires Professional dialogue	Aug-May 2023	
	Outdoor learning pupil group will be formed from Eco reps and trained play leaders to take responsibility for the provision of resources at playtime including provocations/rota of themes.	Pre and post pupil questionnaires	Sept-June 2024	



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Learners will benefit from adventure and exploration beyond the school grounds.	Staff partnership with Sustrans and use of local green space will build on IDL learning experiences, include joint planning.	Professional dialogue and reflection	Throughout session	
	Through P7 residential trips, bikeability, led walks and rides, staff will reflect on the elements they can bring to our own practice to enhance the quality of outdoor learning.	Professional dialogue Level planning meetings and SLT forward plan discussions		
Learners will benefit from an increase in staff knowledge, understanding, skills and confidence levels in teaching STEM through outdoor learning experiences.	Lead teachers will liaise with EDC STEM development officer to support outdoor learning with a particular on science and technology e.g. biodiversity, renewable energy.	Professional dialogue Collegiate discussions	Throughout session	
Learners creativity, inquiry and curiosity will be developed through engaging in a range of outdoor learning experiences.	Staff skills will be further developed to enable them to use observations to inform future learning.	Professional dialogue Level planning meetings and SLT forward plan discussions	Sept-May 2024	
Learners will be involved in decision making and the planning process for outdoor learning.	Staff and pupils will reflect on progress through our 3 year plan for high quality outdoor learning, through self-evaluation.	Action plan regularly reviewed with staff and pupils	Jan-May 2024	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale	Progress
To provide pupils with emotional and wellbeing issues with 1:1 therapeutic, child centred approach to counselling to support early diagnosis and intervention. This is underpinned by an informed understanding of the potential impact and value of the interaction involved.	Individual pupils to be confirmed: Health and Wellbeing focus	£3,300 for 10 weeks of counselling for pupils	Pre and post questionnaires for pupils, parents and teachers end of session report to measure impact of the individual sessions.	TBC June 2023	
The Spark group work programme P4-5: <ul style="list-style-type: none"> <li>Resolving Conflict</li> <li>Building Healthy Relationships</li> </ul>	Groups of pupil to be confirmed	£900	Pre and post questionnaires pupils and teachers end of session report to measure the impact of group work interventions.	TBC June 2024	
Cost of the school day	Support to individual families	£470			
Raising attainment in Literacy and Numeracy and Health & Wellbeing support to pupils.	L, N & HWB pupil support & challenge groups	£305 Teacher cost day x25 days	Assessment data and information gathered and analysed.	TBC June 2024	

School PEF allocation 23/24: £12,298

Total PEF allocated in SIP £ 12,298

Underspend: £ \_\_\_\_\_