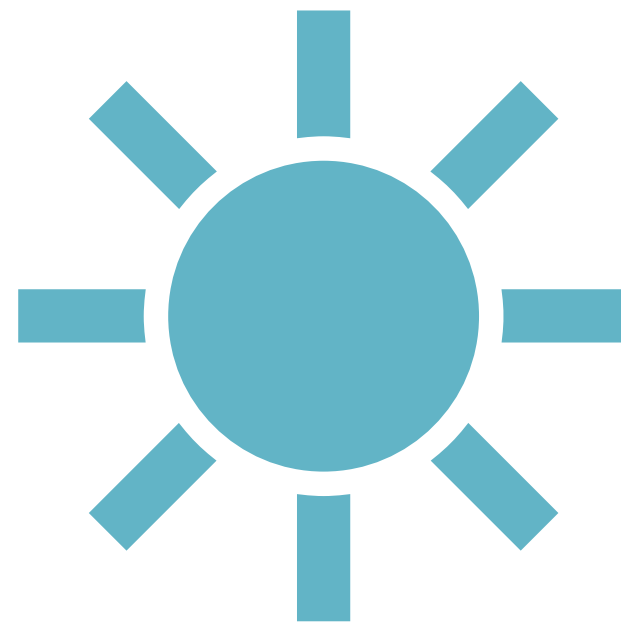# CLERMISTON SCHOOL IMPROVEMENT PLAN (SIP) FOR PARENTS

2024-2025

SIP PRIORITIES

1. Further developing Pupil Voice and Leadership of Learning throughout the school

2. Promote and nurture high quality learning and teaching to ensure high attainment across all school stages

3. Undertake a review of our school curriculum to review and develop our skills-based progression pathways and ensure that sustainability is embedded in a progressive way

SQIP PRIORITIES

1

1. Further developing Pupil Voice and Leadership of Learning throughout the school

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)
To address feedback received through our Pupil Wellbeing Survey	Further investigation and questioning to identify underlying reasons and potential solutions
Ensure that all staff are aware of needs and supports for our Care Experienced Pupils	Use of Care Experienced Discussion tool to evaluate practice
Develop Leadership of Learning	Investigate how pupils' leadership can be incorporated into planning
Further develop our new Wider Achievement Approach	Develop in-school systems to celebrate Wider Achievement Consider how gaps can be acknowledged and addressed without using a reductive system (tick sheet, ineffectual spreadsheet data) Build Partnerships with Parents

SQIP PRIORITIES

2

2. Promote and nurture high quality learning and teaching to ensure high attainment across all school stages

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)
Review and Refresh Curriculum to ensure to ensure children have access to high quality learning and teaching in all curricular areas	Collegiate evaluation of curriculum
Continue to ensure High Quality Learning and Teaching with staff team including 5 new members of staff.	Refresh and re-launch Learning, Teaching and Assessment Toolkit for all staff.
All teaching staff to become familiar with new online tracking system	Year 1 we will only be focussing on ACEL and attendance data within the tracker.
Revise literacy policy (LC priority)	Identify areas of literacy to focus on (Oracy)
Develop Literacy Pathways	Engage with Edinburgh Writing Strategy and Literacy and English Progression Pathways
Develop skills framework (LC Priority)	Agree a shared understanding about Oracy and how this can be developed
Continue with data skills sustainability project (LC Priority)	Share examples of metacognition skills work in curriculum

SQIP PRIORITIES

3

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)
All staff will be able to deliver high quality, rich curricular experiences for all learners.	**Staff will develop** the relevant knowledge, understanding, skills and values to deliver LfS experiences through experiencing high quality CLPL EM to complete the following module: **GTCS LfS Modules** Module 1 – Exploring for Learning in the Professional Standards for Leachers Module 2 – LfS in the Professional Standards: Taking a Deeper Dive Module 3 – Leading on LfS Led by EM and Pupil Group with parents as partners
Learning for Sustainability is embedded in our curriculum in all classes	Audit and review curriculum to ensure that LfS is an entitlement for learners at all stages Develop a whole school approach through staff discussion of current learner experiences and identification of changes to be made and tried Learner experiences will include key elements for LfS, including clear links to climate change, sustainable development goals, biodiversity and rewilding) P6 & 7 learners to develop an understanding of carbon literacy

SQIP PRIORITIES

3

Key Issue/Challenge (why?)	What will solve the Issue/Challenge (what?)
All learners will have the opportunity to lead learning in their classroom and beyond	Learners provided with opportunities to share their interests, experiences and causes important to them and to be included in the planning process Responsive planning to meet the needs and experiences of learners in the classroom All pupils to be included in Pupil Voice groups on issues relevant to the school setting and the developments being implemented, where pupils will have opportunities to turn knowledge into positive action
All learners will have access to high quality, engaging and varied outdoor learning experiences	Maximise access to outdoor spaces to support positive impacts on physical and mental wellbeing Provide opportunities for learners to thrive academically and personally Provide opportunities for staff and learners to develop their understanding of biodiversity