

Clermiston Primary

SQIP 2018-19 at a glance for Parents

1

Play
Partnerships

2

Achievement
and
Attainment
(particularly in
Writing)

Consistency of
Learning and
Teaching

Developing
the Young
Workforce

3

Support for PEF
pupils and
Pupils affected
by poverty

4

Cluster Digital
Strategy

Priority 1a

Early Years Play, Family Engagement and Learning

Outcomes:

More pupils in the early years have access to play-based learning

Parents have a clearer understanding of the importance of play in learning.

Actions

Early Years Explorers

Development of Forest Kindergarten pilot to first full year of engagement

P1 Meet the Teacher Homework Sessions

Stay and Play Sessions in nursery for parents to engage in positive play experiences with pupils.

PEEP Groups

Priority 1b

Developing Partnerships and Family Engagement across the whole school.

Outcomes:

Pupils and parents will have a shared understanding of key Big Maths techniques and teaching points.

Pupils will have a new and innovative way to get their voice heard.

More pupils in the early years have access to play-based learning
Parents have a clearer understanding of the importance of play in learning.

Actions

Big Maths advice sessions to replace current Meet the Teacher sessions

Foodie Fridays to continue

New Pupil Voice Group Model

Airport Link

Priority 2a

Reduce the attainment and achievement gap for our school

Outcomes:

All teaching staff aware of what the attainment and achievement gap looks like.

All staff will be aware of who the Pupils in Poverty (PIPs) are.

Stakeholders are aware of PEF allocation and how it will be used in 208-19

A wide range of performance information used to assess and reduce gap.

All pupils have effective supports in place and all/almost all pupils who are not following individual milestones are on track with their learning as measured by CfE levels.

Actions

Identify the gap for each year group.

Intervention strategies to reduce vocabulary gap P1-7

Intervention strategy to reduce vocabulary gap in early years

Priority 2b

Ensure consistency of Learning and Teaching

Outcomes:

Staff team will revisit and update Curriculum Rationale

All staff will have reviewed Flexible Curriculum plan and planned topics with key linking themes

All teaching staff will have revisited key learning and teaching strategies

All teaching staff will have used the Circle Document to create an inclusive teaching environment

All staff will have revisited key behaviour management strategies to ensure that classroom time for pupils is focussed on learning and teaching.

All teaching staff have clear strategies in place for pupils who are not on track and are able to discuss and assess the impact of these each term.

Senior management have regular self-evaluation feedback from pupils based around SQIP and Pupil and Teacher versions of HGIOS 4.

Actions

Curriculum Rationale – shared map of staff skills and leadership opportunities

Book Group

Cluster Quad groups - collegiate groups with teachers from primaries and high school to discuss and share L and T approaches.

Shared classroom experience for all teachers x 2

Pupil self-evaluation groups with SMT
Key themes to be published at the start of each term for all staff.

All teachers to focus on being assertive with regards to pupil behaviour to support a focus on learning time.

All teachers to be aware of and embed key school consistency document "Learning and Teaching Key Aspects for Consistency"

Priority 2c:

Raise attainment in Writing

Outcomes:

All teaching staff to become more familiar with writing benchmarks

All teaching staff to have collaborative moderation opportunities to discuss key aspects of effective success criteria for writing

All teaching staff to have collaborative moderation opportunities to discuss the use of “what makes good” for writing.

All children who are not following individual milestones to be on track with their writing or to have support strategies in place that are having a positive effect.

Actions

Refresh prior knowledge of aifl and “what makes good” with regard to writing.

Cluster Quad participants to have a writing focus throughout their engagement

SMT to include writing in SCE focus and FP meetings

Writing to be key themes for Pupil Bonus Ball Groups

Priority 2d

Developing the Young Workforce

Outcomes

All staff to be aware of 3-18 skills framework.

All staff to build in opportunities for pupils to relate learning to real life work experiences and skills.

Actions

Plan and Implement second World of Work Week

Extend P1 “application station” approach throughout school

Airport link as detailed in Cluster section

All teachers to engage with 3-18 skills framework

Priority 3a:

Support for pupils to engage with an intensive nurture programme to support social and emotional wellbeing and allow pupils to engage more positively with learning.

Outcomes:

Pupils are supported to transition into class

Pupils have regular engagements with trusted adults

Pupils are fed in the morning

Pupils are supported to develop a variety of skills – in particular, but not limited to, social interaction skills.

Actions

A comprehensive nurture approach to supporting PIPs in the short, medium and long term

Teacher mentoring programme for PIPs

A wider nurture focus to meet the needs of all pupils.

Build on whole-school audit of life experiences for children

Continue Whole School Resilience Programme

4. Cluster Priority:

To increase use of digital technology and awareness of associated issues across the cluster.

Outcomes:

Develop the skills and confidence of teachers

Improve access to digital technology for all learners

Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery

Empower leaders of change to drive innovation and investment in digital technology for learning and teaching

Actions

Improve staff confidence and familiarity with digital technology.

Increase staff use of digital technology in learning & teaching.

Increase whole school community awareness of Digital Safety.

Initiate and develop stage-based projects across the cluster (including a Cluster Transition Project for P7-S1)