

## Priority 2



### Curriculum for Excellence – Achieving Literacy and English

#### *What do we want to do?*

We aim to create exciting and engaging learning through effective planning, moderating, assessment and tracking of literacy from Early to Second Level inclusive.

#### *How will we achieve this?*

- **Literacy Skills Pathways:** Our children and young people will be able to demonstrate improved attainment in literacy from prior levels in learning using clear skills progression.
- Staff development workshops on the use of Higher Order Thinking Skills, Big Writing and Reading Strategies to incorporate more challenge into learning.
- High quality fiction to be purchased nursery—P7
- Include author visits and focus on Reading for Enjoyment.
- **Reading Strategies:** Our children will be more engaged, supported and challenged in their reading through improved approaches to explicit teaching and learning of reading strategies and skills.
- **Family Engagement:** We will increase family engagement in our literacy program through increased workshop attendance, evaluations/questionnaires and parent information leaflets.
- **Family Engagement:** Our learners will develop confidence and enjoyment in decoding words through **'Playing with Sounds'**. (exploring and developing)
- **Storysack and Library Project:** Our children will benefit from increased learner confidence in reading through a newly developed reading for enjoyment project including motivational stories and puppets.
- **Paired Reading:** Some children will participate in 'Scotland Reads' a paired reading program with University student mentors.
- **Cooperative, Active Learning and Thinking Skills:** Our children will benefit from increased challenge and enjoyment through cooperative and cognitive approaches to literacy.

## Priority 2 (cont..)

### Curriculum for Excellence – Achieving Literacy and English (cont..)

- **Big Writing VCOP:** Our children and young people will benefit from a consistent approach to the teaching of writing following 'Big Writing' and 'Writing Workshops' staff training. Our parents will receive an information leaflet explaining how you can support your child at home.

## Priority 3

### Building the Curriculum

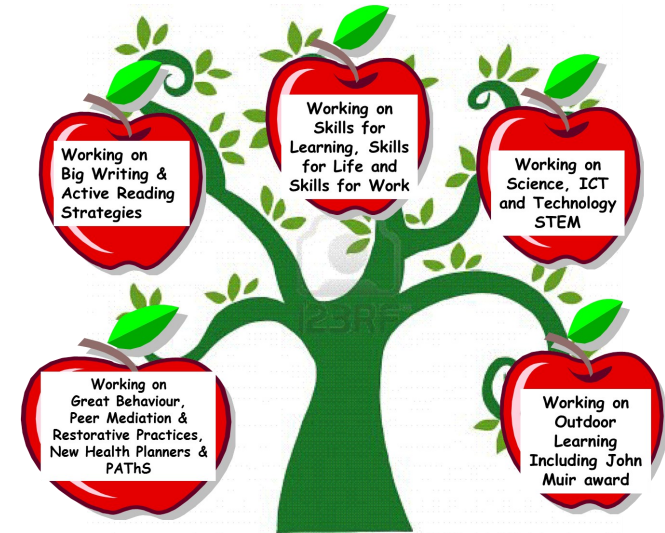
#### *What do we want to do?*

Learners will build on our excellent practice in working with partners to develop Skills for Learning, Skills for Life and Skills for Work so that they become successful in life.

#### *How will we achieve this?*

- **Children's University:** Children will have the opportunity to celebrate their learning outwith school and collect passport 'stamps' to celebrate their achievements through the Children's University (pilot) project.
- **Partnership Working:** Our children and young people will develop the many skills and attributes they will require to become successful in their working lives through the development and promotion of partnership working.
- **Co-operative Working:** Children will develop skills for learning -
  - Learners will work more co-operatively with others contributing ideas, sharing tasks and responsibilities.
  - Learners will develop leadership skills, value the contributions of others and help others to be innovative.
  - Learners will use thinking skills across learning - remembering, understanding, applying, analysing, evaluating and creating
  - Learners will identify, discuss and reflect on their learning and help to plan next steps and goals.
- **Growth Mindset skills:** Learners will show resilience, adaptability and a determination to succeed through the study of Enterprise, Bounceback and Growth Mindset.
- **World of Work:** Our P6 & P7 learners will have opportunities to take part in 'World of Work' workshops.

## Dunard Primary School and Nursery Class



## School Improvement Plan Summary Report 2016 - 2017

## Keeping Parents Informed



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## Our Vision

Our vision is to enable all children and young people, through the highest quality of learning and teaching, to develop their fullest potential as successful learners, confident individuals, responsible citizens and effective contributors as outlined in Curriculum for Excellence. We endeavour to build a curriculum which is highly motivational, meaningful and relevant by working in partnership with our wider community. As a community, we value diversity and promote equality, inclusion and fairness. We actively work together to create a nurturing, safe environment within which all are encouraged to pursue a healthy and active lifestyle with the capacity to make informed and responsible choices and decisions. Through our vision we aspire to develop happy, achieving, resilient and creative individuals with a strong core sense of values.

## Our Values

**We base our vision on the values we hold dear:**

- that everyone will be treated with consideration and care and that we work in co-operation with each other.
- that everyone treats themselves, others, the wider community and the environment with respect.
- that honesty and truthfulness underpin our decision making process.
- that good manners and politeness encourage all of us to live harmoniously.
- that it is everyone's responsibility to strive to be the best we can be.

*Our Vision, Values and Aims and our School Improvement Priorities were identified as areas for development because they link to local and national education priorities; and respond to discussions about what we need to do to improve held with staff, pupils and parents.*

## Our School Aims

- Promote a culture of ambition and achievement and raise aspirations of our children and young people enabling them to be literate, numerate and achieve skills for learning and skills for life through the provision of challenging, stimulating, real and relevant, high quality rich learning and teaching experiences.
- Ensure that assessment and moderation is based on the experiences and outcomes of the Curriculum for Excellence and in line with Learning Community, Local Authority and National guidelines.
- Ensure that staff have a clear strategic plan to take forward Curriculum for Excellence.
- Support and develop the skills of all staff by ensuring that training needs identified through the process of Professional Review and Development are met and by creating a culture that empowers, supports and encourages them to strive for continuous improvement.
- Promote pupil voice, equality, inclusion and fairness and develop tolerance and respect towards each other in line with UNICEF's children's rights.
- Further develop our policy for promoting positive behaviour by working in partnership with our parents, pupils and other agencies to develop a shared understanding of our values, nurturing principles, the promotion of resilience and a community responsibility towards encouraging our children and young people to develop as confident individuals, successful learners, responsible citizens and effective contributors.

## School Improvement Priorities 2016-2017

**Main areas for improvement this session are**

1. Nurtured, Safe, Respected, Included
2. Curriculum for Excellence
3. Skills for Learning, Life and Work

### Priority 1

**Nurtured, Safe, Respected, Responsible, Included**

*What do we want to do?*

To make sure that the whole school community is clear about our shared values and that good relationships are encouraged and rewarded in a fair and consistent way.

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*All pupils can have Big Golden Time Choices on Friday afternoon when they can choose what they want to do from a variety of activities. Pupils can lose some Golden Time if they break the Golden Rules- a code for good relationships.*

*How will we achieve this?*

- **PATHS - Emotional Literacy:** We will have trained all staff from nursery to P2 in teaching emotional literacy, (PATHS). Parents/carers will be offered workshops, newsletters and leaflets to explain PATHS further.
- **Bounceback:** Continue with the explicit teaching of resilience and staff promotion of positive relationships. Children will learn to 'bounce back' when they experience setbacks.
- **Peer Mediation:** Our children will make more positive choices to resolve conflict without adult intervention.
- **Restorative Approaches:** We encourage stronger joint working between school and home on Promoting Positive Relationships - workshops, newsletters, parent/carers information leaflets.
- **Pupil Voice:** Increased number of pupils connected to a 'Pupil Group' leading to greater 'Pupil Voice'.
- **Rights Respecting Schools:** Children will be able to discuss their rights as a child and know that those rights are shared by all children, regardless of their situation.
- **John Muir Award:** All children, nursery-P7 are engaged in more learning outdoors to enhance their experiences of learning across the curriculum. P6 John Muir award.