



Thornwood Primary School and Nursery Class Improvement Plan Priorities Session 2018/19

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Time-scales
1	<p>Curriculum Development</p> <p>Literacy</p> <p>a) To improve reading across the school through Literacy for All approaches, with a particular focus on P.5-7 and learners with EAL.</p> <p>b) To further develop targeted children's reading skills and confidence through the introduction of the Scotland Reads programme.</p> <p>c) To improve early literacy skills in the nursery through staff training provided by Glasgow's Improvement Challenge and for staff to follow up with suggested approaches.</p> <p>d) Improve support for children with literacy difficulties.</p> <p>Numeracy</p> <p>e) Continue to develop Glasgow Counts strategies across the school with a key focus on progression in maths.</p> <p>f) Lesson Study Approach adopted in collaboration with Improvement Challenge Cluster colleagues.</p> <p>g) Further develop financial education across the school and nursery class.</p> <p>Health and Wellbeing</p> <p>h) Further develop the PATHS programme in school</p>	<p>a) Children are engaged with reading more frequently and are further developing their enjoyment of reading. Children are developing improved skills in reading and attainment in reading has improved.</p> <p>b) Through the Scotland Reads programme identified children are provided with regular opportunities to develop their reading skills and confidence and can identify measurable improvements.</p> <p>c) Approaches to develop early literacy skills are adopted throughout the nursery and there is evidence of improved attainment.</p> <p>d) A comprehensive programme for children with literacy difficulties is in place. Targeted children are making measurable progress with literacy.</p> <p>e) Children are more confidently using strategies in class as evidence through jotters, classroom observations and assessment using MALT. Children's understanding and attainment in maths has improved. This is evidenced through MALT assessments.</p> <p>f) Teachers develop skills and approaches through collaboration and reflection to improve teaching and learning, subsequently leading to improved attainment.</p> <p>g) Children across the school and nursery have informed attitudes towards financial education and can share knowledge with peers.</p> <p>h) Children are developing social and emotional competence and can describe their feelings and those of others as well as using</p>	<p>A. Archibald</p> <p>A. Archibald</p> <p>K. Gray</p> <p>R. McKenzie</p> <p>CLOL and G. Meharg</p> <p>CLOL and all teachers.</p> <p>CLOL and all staff.</p> <p>N. Randall and L. Smith.</p>	<p>Aug. '18-May '19</p> <p>Oct. 18-May '19</p> <p>Oct.18-June '19</p> <p>Sept. '18 - Jun '19</p> <p>Aug. '18 – Jun '19</p> <p>Aug. '18 –Jun. '19</p> <p>Sep. '18 – May '19</p> <p>Sept.'18 and Jan. '19</p> <p>Aug. '18– Jun</p>

	<p>and introduce in the nursery class.</p> <p>Digital Literacy i) Develop digital literacy across the school and nursery.</p> <p>Visible Thinking j) Develop visible thinking and routines across the school and nursery.</p> <p>.</p> <p>Playful Pedagogy k) Introduce playful pedagogy approaches in the infants.</p>	<p>calming down techniques. Improvements are measured through annual baseline assessments and end of session follow up. Nursery children are beginning to engage with the PATHS programme through regular lessons and are developing emotional vocabulary. Assessments demonstrate improvements among nursery children.</p> <p>i) Teachers' and CDOs' confidence has increased using digital literacy and children have increased opportunities to engage in digital literacy within their learning.</p> <p>j) Children are able to use visible thinking routines across the curriculum.</p> <p>k) Children learn through play, developing inquisitive approaches and increased language skills.</p>	<p>N. Randall and C. Foster.</p> <p>R. Bannerman, H. Ferguson, N. Murdoch, K. Gray and L. Smith.</p> <p>A. Archibald, J. Dickie, E. Hunter, K. Granger, S. Wilson and A. Donnachie.</p>	<p>'19</p> <p>Sep. '18 – Jun. '19</p> <p>Aug. '18 – Jun. '19</p>
2	<p>Work towards language and communication friendly establishment status.</p>	<p>All children benefit from visual cues and pupils with EAL and language and communication needs are more able to access the curriculum and the school environment.</p>	<p>N. Randall, A. Sharp, M. Lewis and I. Blackwall and J. Taylor.</p>	<p>Aug. '18- Jun '19</p>