


Framework for School Improvement Planning 2022/23

| Section 1: School Information and 3 Year Improvement Plan Priorities | |
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| School/Establishment | Torrance Primary |
| Head Teacher | Laura Law |
| Link QIO | Karen Oppo |

| School Statement: Vision, Values & Aims and Curriculum Rationale | |
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|  | <p>At Torrance Primary our vision is to provide excellence and equity for all by: <i>Working together to be all we can be</i></p> |
| | <p>Torrance Primary is committed to our values:</p> <p>Respect, Kindness, Achievement, Perseverance</p> <p>We aim to enable our children to SHINE and be:</p> <ul style="list-style-type: none"> • Successful and Safe; by building a caring school ethos based on showing respect to ourselves and others <ul style="list-style-type: none"> • Healthy; by promoting and encouraging the health and wellbeing of the whole school community • Included; by being involved in a motivating and inspiring curriculum, developing interest in the global community where all needs are identified and addressed • Nurtured; building self-esteem and resilience where new ideas are encouraged and everybody has a voice • Engaged; through the highest quality of learners' experiences and an ethos of achievement, enabling leadership across the school community |

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| | Looking Forwards – 3 Year Improvement Plan Priorities | | |
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| | Bullet point key priorities for the next 3 years | | |
| Session | 2022/23 | 2023/24 | 2024/25 |
| Priority 1 | Improving the Curriculum: Literacy (Writing) | Improving the Curriculum: Literacy (Listening and Talking) | Improving the Curriculum: Literacy (Reading) |
| Priority 2 | Interdisciplinary learning/Children's Rights | Interdisciplinary learning/Children's Rights | Interdisciplinary learning/Children's Rights |
| Priority 3 | Health and Wellbeing: Outdoor learning | Health and Wellbeing: Family Engagement | Health and Wellbeing: How Nurturing is our School? |

| Section 2: Improvement Priority 1 | | | |
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| School/Establishment | Torrance Primary | | |
| Improvement Priority 1 | Improving the Curriculum: Literacy (Writing) | | |
| Person(s) Responsible | Laura Law Ryan O'Connell | | |
| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2021-24 |
| Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Choose an item. | teacher professionalism curriculum and assessment Choose an item. | QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum Choose an item. | Improvement in attainment in literacy Closing the attainment gap between the most and least disadvantaged Choose an item. |

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| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
|--|--|--|
| Literacy champion leadership role – R O'Connell Working party leadership – Lyndsey Wells, Nicola Harrison, Ryan O'Connell | Talk 4 Writing resources Writing criteria grids | Parental workshops: Talk 4 Writing SeeSaw |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
| Talk 4 Writing development Moderation of writing | Writing supports including (but not limited to): use of iPads, Word dictate, Clicker, Immersive reader. Nessy spelling support. | Digital supports £4000 Literacy interventions £1000 |

| 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 will benefit from consistent whole school approach to the teaching of writing skills. | Refresh staff understanding and introduce new teaching and support staff to 'Talk for Writing' approach and genre overview including planning, teaching, monitoring, evaluating of writing. | Dialogue with staff. Qualitative and quantitative data – staff confidence and understanding. Peer/SLT observations. Moderation of writing. Forward plan discussions. | August – December 2022 | |
| Learners will benefit from targeted teaching through identifying gaps in learning. | Conduct baseline writing assessment with pupils using writing criteria grids and eliciting pupil voice through glow forms. | Writing criteria grids Staff dialogue Pupil voice – glow forms | September | |
| Learners will benefit from effective learning and teaching, | Moderation of writing – plan collaborative opportunities for | Follow Learning and Teaching cycle, supported by Education Scotland materials. | September Collegiate sessions on 14 th September, | |

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| informed by assessment and coherent approaches. | teachers to plan, observe and evaluate writing | | 14 th October, 7 th December | |
| Learners will benefit coherent approaches to supporting writing through parent workshops. | Talk for Writing Information to be prepared and shared with parents. | Parents support learning at home – parental surveys pre/post workshop. | February | |
| Almost all learners will show progress in writing through teachers effective use of the moderation cycle and whole-school approach to writing. | Assessment of writing, moderation opportunities (within TPS and looking outwards to other LPG 4 schools). Use of Torrance Tracking grids. | Quantitative and qualitative assessment data through analysis of writing criteria grids, staff dialogue and pupil voice (glow forms). | Tracking meetings – May 2023 | |

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| Section 2: Improvement Priority 2 | |
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| School/Establishment | Torrance Primary |
| Improvement Priority 2 | Interdisciplinary Learning/Children's Rights |
| Person(s) Responsible | Laura Law Charlotte Copeland |

| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2021-24 |
|--|---|--|--|
| Placing the human rights and needs of every child and young person at the centre Choose an item. Choose an item. | curriculum and assessment school improvement Choose an item. | QI 2.2 Curriculum QI 3.3 Increasing creativity and employability Choose an item. | Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item. |

| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement |
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| Rights Respecting Schools Champion – Jenny Mullin Working Party leadership – Jenny Mullin, Chris Tolmie, Laura McKay, Sara Moffat, Charlotte Copeland | UNCRC Bronze award resources IDL presentations – West partnership Looking outwards – social studies/sustainability curriculum maps from other establishments | Parental representation on Children's Rights committee |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation |
| UNCRC Interdisciplinary learning | Pupil voice | £1000 |

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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 will be given opportunities to increase Pupil voice through participation in Children's Rights committee. | Working party member to lead pupil group for children's rights and enhance work started last year including parent member, regular meetings, action plan towards Bronze award. | Pupil membership on right committee. Progress of rights committee towards Bronze accreditation. | Term 1 plus ongoing | |
| Learners will benefit from high quality IDL approaches within relevant and engaging contexts. | Knowledge and understanding of the following, What IDL is and what it is not? What does a quality IDL approach look like? The role of Global Citizenship/ Children's rights as part of our curriculum design. 8 Stage model of IDL | Qualitative and quantitative data – staff confidence and understanding. Forward plan discussions. Professional dialogue. | Term 1 | |
| Learners will have increased voice about their learning and be able to articulate their engagement, motivation and application of skills taught through IDL. | Assess key aspects of IDL. Pupil voice, level of motivation, real life application. Pupils' views to be included within IDL planning and allow pupils to lead their own learning. | Qualitative and quantitative data – pupil voice, pupil motivation, curriculum relevance and application of skills.. | Term 1 | |
| Learners will benefit from well-planned IDL approaches within relevant and engaging contexts with opportunities for pupils to lead their own learning. | Staff training – IDL approach, examples of good practice, role of Global Citizenship. 8 stage | Term 2 plans to reflect IDL approach. Overview of Es and Os across a level. | Term 2 | |

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| | model. Flip-a-topic approach – essential outcomes identified. Opportunities for pupil voice and responsive planning. | | | |
| Learners will benefit from enhance teacher understanding and relevant contexts for learning. | P5-P7 teacher to attend Global Storyline training at WOSDEC and pilot in upper school class. | Staff confidence in approach. Professional dialogue. Impact on learners – pupil voice, classroom observations | Term 2 | |
| Learners will develop knowledge, understanding and skills through well-planned IDL experiences through one coherent project. | Pilot using the 'Children's interdisciplinary planner' at each level'. Adapt IDL overview and plan collegiately for term 3 (historical world) | Use of planners throughout term. Forward plan discussions. Professional dialogue | Term 2 | |
| Almost all Learners will achieve relevant outcomes and benefit from consistent teaching and learning approach. | Quality assurance processes – peer observations of IDL. Learning journey to be visible on class walls. Teachers and SLT engage in professional dialogue over improved outcomes for learners and impact of IDL approach. | Peer observation paperwork. IDL plans on walls. Tracking meetings. Pupil and staff qualitative and quantitative surveys. | Term 3/4 | |

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| Section 2: Improvement Priority 3 | | | |
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| School/Establishment | Torrance Primary | | |
| Improvement Priority 3 | Health and Wellbeing: Outdoor Learning and wellbeing | | |
| Person(s) Responsible | Laura Law Gillian Bonar – Outdoor learning champion | | |
| NIF Priority | NIF Driver | HGIOS 4 QIs | EDC Service Plan 2021-24 |
| Improvement in children and young people's health and wellbeing Choose an item. Choose an item. | curriculum and assessment school improvement Choose an item. | QI 3.1 Wellbeing, equality & inclusion Choose an item. Choose an item. | Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item. |
| Opportunities for Leadership | Resource Requirements | Parental Engagement and Involvement | |
| Outdoor learning Champion role Outdoor learning working party – Gillian Bonar, Charlotte Meldrum, Jasmine Webb, Anne Tytler Nurture/wellbeing lead – Anne Tytler | Woodland Play Training Woodland Play resources Creation of wellbeing space – furniture, equipment, resources | Parental helpers on Woodland play sessions Parental visits to wellbeing room for those children involved | |
| Professional Learning | Interventions for Equity | Pupil Equity Funding (PEF) Allocation | |
| Bespoke Woodland Play Training programme First Aid training for all staff Visits to other establishments Staff professional reading Continuation of nurture principles | Support for all learners to engage in outdoor learning sessions building team work and cooperation skills. Wellbeing space created to allow further development of social skills and emotional understanding. | £5000 | |

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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? | |
| Targeted pupils will show increased regulation and ability to access support when required. | Wellbeing base to be created in senior area following principles of nurture as in infant department. Pupils to be involved in creation of space. Targeted interventions from wellbeing teacher | Pupil voice questionnaires, pupil surveys, pupil planning documents, pupil wellbeing and engagement levels. SDQ/Boxhall assessments | September and ongoing | |
| Learners will benefit from planned, purposeful Woodland Play sessions through increased staff knowledge, understanding and confidence. | Staff training – Woodland Play approach: Risk assessments, safety, skills, Ropes, Tools. Visits to other establishments with outdoor learning provision. Visits to local forest with Torrance EYC to observe good practice. Working party to procure appropriate resources including toilet tents, hand washing equipment, ropes, hammocks, tools, waterproofs. First Aid training for all staff. Staff Woodland Play Guide to be created with code of conduct. | Staff confidence, knowledge and understanding data – pre and post questionnaires. Pupil understanding – pre and post questionnaires – Nature connectedness, emotional wellbeing scales. Quantity and quality of resources available. Skills development evident. First Aid certificates | September/October. Collegiate sessions on 21 st September and 9 th November. Working party sessions on 28/9, 2/11, 23/11, 30/11, 1/2, 15/3, 10/5, 31/5 | |
| Learners will benefit from enhanced engagement in outdoor activities in a safe and secure environment. | Teaching staff to plan fortnightly visits to local forest (rotating with current loose parts play timetable) supported by parent helpers. | Engagement of learners – staff observations. Parental involvement. | January - June | |

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| Learners will be able to articulate skills developed through woodland play sessions. | Outdoor learning planner to be updated to include skills for Woodland play visits. Post-implementation questionnaires to be completed for staff and pupils. | Forward plan evidence. Staff confidence, knowledge and understanding data – pre and post questionnaires. Pupil understanding – pre and post questionnaires – Nature connectedness, emotional wellbeing scales. | February | |
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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(s) | Progress |
| Outcomes for learners; targets; % change | Health & Wellbeing, Literacy and Numeracy interventions for identified groups | Identify PEF allocation, staffing and resources that will be procured to support | Identify qualitative, quantitative, evaluative pre and post measures | What are the key dates for implementation? When will outcomes be measured? | Identify progress and impact in narrowing the PRAG |
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