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| **Priority: 1** *Health & Wellbeing, Mentoring*  To promote Sanday School’s Family Health and Wellbeing. To ensure that pupils have a smooth transition back to school given current physical distancing. To ensure our children have the support that they need. To ensure that our young people and staff experience a caring, nurturing environment in which to grow. | | | | | | | | | | |
| **Data/evidence that informs this priority:** Our pupils have experienced a lockdown since March 2020 followed by a summer holiday. We need to be able to support the children, the families and the staff team for a return to school. | | | | | | | | | | |
| **NIF**  **Key Driver** | **HGIOS4**  **HGIOELC**  **QIs** | **Outcome**   * what do we want to improve/change? * who is the target group? * by how much? * by when? | | **Interventions**   * what are we going to do? * how are we going to do it? | | **Measures**   * how will we measure this? * what does “better” look like? * how will we recognise better when we see it? | | | **Cost**  PEF  Supply cover  Time | **Impact**   * what was successful? * ongoing challenges? * future planning and actions? |
| 3  5 | 2.1  2.4  2.6  3.1 | All pupils and staff feel safe coming to school  Whole school focus on the wellbeing indicators SHANNARRI. Children to be able to talk about emotions, and be able to identify strategies to support emotional regulation. All children to have strategies to deal with other children socially. For all children to be able to know that learning is difficult and what to do when this is so.  Improve self-regulation for identified children, improve self-esteem and inclusion.  Pupils are not hungry in the morning. | | Targetted pupils to have contact with teachers prior to arrival at school.  HT/PT to speak with staff who have concerns, emails sent at start of session with clear guidance to follow, full school risk assessment, ongoing individual risk assessment  Whole staff team to participate in a Health and Wellbeing workshop with Imogen Kerr (Oct 2020) as part of CPD  Whole school health and wellbeing focus, linking to SHANARRI, Growth Mindset and learning pit, restorative practise. Using Jigsaw and other resources in Primary and various resouces including NHS Share in Secondary.  Weekly SHANARRI focus on big screen.  Registration time given to discussing these.  SHANARRI display board created to engage pupils and staff  Clarify policies such as homework, positive behaviour, rewards/awards/house points and approaches to restorative practises  Reintroduce toast time or equivalent healthy / pre-packaged snack  Continue with carbohydrate snack in Room 1  ‘Free’ fruit snack to continue for all Nursery & Primary daily, once per week for Secondary  Develop nurture sessions using existing Support for Learning resources. S1 pupil support classes | | All pupils to partcipate in a Pupil Covid 19 - Orkney schools survey. Survey findings to be shared and acted on  All staff to be able to report to work following the change of guidance 30th July. Staff to be working within measures put in place by risk assessment process.  Staff to support each other and to be aware of the need to take time to themselves. Need to monitor impact through staff feedback in meetings.  Pupils to be able to demonstrate their ability to verbalise how they feel or know how to indicate how they feel. Use of emotional check ins. Children to be able to indicate where they are on their learning journey - verbally / pictorally. Children to be refamiliarised with restorative practises in Primary.  Clear recording will establish a baseline for identified children and individual targets will be agreed for them through working with families and partners (where appropriate).  Pupils will feel included.  Pupils will be more attentive, feel ready to learn and not be distracted by hunger. Staff will report greater levels of concentration.  S1s will become more emotionally literate. | | | (Aug 2020) *Repeat in Jan 2021?*  HT to check findings with SIO ASAP  HT / PT  October In-service day  SO - October  All, especially registration teachers  Oct-Dec  Primary staff – 18/11/20  Jan-Mar  All staff including SfLA.  PEF (already used for Rm 1 snack)  £300 food  SfLA staff?  Dev Trust money  LMc to lead | Covid 19 questionnaire identified areas for individual pupils to work on, class trends and whole school trends (Sep 2020 – this needs to be looked at ASAP)  100% return to work, continue to monitor the picture and be aware that we may need to be flexible in our approaches with staff. (Aug 2020)  Change of staff room location to community room in order to include more people safely.  Teams assemblies set up to join-up classrooms and create sense of community/belonging, and linked to a school-wide focus.  Many classes have emotional daily check-ins, this is being done in a variety of ways, increased discussion between children and teacher of pupil well being.  Use of Secondary Team for communications and pupil concerns – accessible by all Secondary teachers  Careful planning needed – time of day? Targetting correct pupils? Not **only** for children in receipt of FSM. Meaningful interaction.  Developing the SfL room further. |
| **Priority: 2** *Pupil progress (assessment, tracking, self-reflection)*  To ensure that pupils are able to achieve the best attainment levels that they can and ensure that the equity and attainment gap is narrowed. | | | | | | | | | | |
| **Data/evidence that informs this priority:**  Our attainment data suggested before the start of lockdown that we were on track to meet most of the attainment targets in March for last year. We need to ensure that we identify and reduce any gaps in attainment but be aware of the levels which pupils were capable of achieving. We need to continue to prioritise literacy and numeracy across the school. Targeted interventions for some will be required to ensure that attainment is as good as it can be and continues to improve where it perhaps won’t meet expected targets. | | | | | | | | | | |
| **NIF**  **Key Driver** | **HGIOS4**  **HGIOELC**  **Qis** | | **Outcome**   * **what do we want to improve/change?** * **who is the target group?** * **by how much?** * **by when?** | | **Interventions**   * **what are we going to do?** * **how are we going to do it?** | | **Measures**   * **how will we measure this?** * **what does “better” look like?** * **how will we recognise better when we see it?** | **Cost**  **PEF**  **Supply cover**  **Time** | | **Impact**   * **what was successful?** * **ongoing challenges?** * **future planning and actions?** |
| 2  4  5  6 | 1.1  1.2  2.3  3.2 | | Improve attainment in literacy and numeracy across the school by end of session. Meet or exceed ambitious local targets for attainment.  Appropriate interventions/approaches will be identified and implemented for ‘Star’ learners in each class and used to increase attainment levels  To improve the way pupils in the Secondary reflect on their learning. All pupils clear on their targets (social or academic).  *Nursery priorities TBC eg.*  *To continue to develop the Learning Folders in Nursery*  To continue improving the Learning Log information sharing in Primary (given the current covid guidelines and GDPR issues with SeeSaw) | | Staff to work together to plan where possible. Looking for challenge and breadth of application. Staff to moderate levels in school and outwith.  Continue to develop active learning through play pedagogy (room 1). Ensure focussed teaching in key areas of reading and writing to raise attainment here in particular – project X reading + AR scheme.  Ensure high quality and stimulating resources and texts. A focus on high quality independent pieces of learning during extended writing sessions. Children experiencing many opportunities to write and improve their writing against national benchmarks. High quality feedback to children in their learning. Effective tracking of children's progress and adjustments made to ensure children's needs are met and that they make good progress in their learning. Use progression planners accordingly to help teach essential skills in numeracy and literacy.  SFLT to monitor and support tracking of children identified to not meet targets (‘star’ learners). Ensure that child’s plans long and short-term targets are appropriate. Class teachers to establish an IEP for all children with a child’s plan who are not meeting expected levels  Secondary staff fully engaged in the mentoring process with their classes (Oct 2020) All staff contributing to the tracking data by the given deadline. All staff contributing in the TEAMS space ‘Secondary Pupil Communication’ to share information  Increase opportunities for all pupils from nursery to secondary to lead their own learning.  Staff working together to plan and implement most meaningful way to communicate Log information with parents. A calendar for the year will be produced to plan the remaining Log entries for the session.  *Share practice across all sectors in school through staff meetings.*  *Share practice through attendance at Authority led Inset days.*  *Staff peer observations to share best practice.*  *Assessment Markers for BGE Secondary.*  *Time on Inset days for collegiate dialogue and development of Assessment Markers across secondary subjects.* | | We will achieve and exceed the targets set. Staff will see pupil quality of work improve.  Pupils who are on the cusp of achieving a level will achieve the expected levels.    Continued use of Sumdog in primary.  Sharing good practice of TfL, assessment, tracking and feedback.  LO – help target interventions in literacy.  Introduce regular ‘mentor’ chats with S1/2 and S3/4.  S3/4 learning logs focussed on learning and targets.  Reintroduce MidYis.  Parents will receive paper copies (or group call) of a selection of logs. For primary this will form the end of year report.  Shared by KH  Pupils will be able to tell parents and others what their targets are and how they will achieve them.  Pupils will develop the skills to review their own work and that of their peers. | Cover for 2ndary meetings  JJ lead on play pedagogy & writing at E/1 levels.  LO time to moderate literacy levels  Further AR training  Sumdog subscription £135  Time/ cover for peer observation and 2ndary meetings.  Cover costs for LO  SO  MidYis  JJ/SO  KM/JJ/AL  KH/LO | | Regular secondary staff meetings (once per term) involving most, including itinerant staff. (spring 2021)  Moderation of literacy levels across all stages completed. (Summer 2021)  Secondary (3+4) engaing in learning logs and shared with parents.  Secondary pupils and teachers engaging with mentor chats at least once per term. (spring 2021)  Parents are aware of their child’s learning. (spring 2021) |

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| **Priority: 3** *Employability Skills*  To improve skills for work, life and beyond; creating positive leaver destinations | | | | | | |
| **Data/evidence that informs this priority:**  Our self-evaluation from last session showed that this priority is on-going, especially given that work experience needs to be altered under current covid guidelines. | | | | | | |
| **NIF**  **Key Driver** | **HGIOS4**  **HGIOELC**  **Qis** | **Outcome**   * **what do we want to improve/change?** * **who is the target group?** * **by how much?** * **by when?** | **Interventions**   * **what are we going to do?** * **how are we going to do it?** | **Measures**   * **how will we measure this?** * **what does “better” look like?** * **how will we recognise better when we see it?** | **Cost**  **PEF**  **Supply cover**  **Time** | **Impact**   * **what was successful?** * **ongoing challenges?** * **future planning and actions?** |
| 2  6 | 1.1  1.2  1.4  2.1  2.4  3.2  **3.3** | Improve employability skills and sustained positive school leaver destinations.  Improve pupils’ understanding of the links between school and the world of work.  Improve pupils’ knowledge of leaver destinations beyond Sanday School. | Work closely with Skills Development Scotland (careers advisors).  Engage with My World of Work  Explore work placements on Sanday.  Continued involvement with opportunities such as Orkney International Science Festival, STEM, sporting events, Bridge Building, college days. | Pupils will develop the skills to review their own work and that of their peers.  Pupils will have a clear understanding of their strengths and skills.  Pupils will have an enthusiasm for future career plans and be able to discuss confidently.  Positive destination data through INSIGHT  All S4 engage in meaningful work experience. | KH and whole secondary staff team (ongoing)  Primary staff + KH  Sec staff (SO-OISF)  KH | Covid challenges – using alternative methods of contact/communication with advisors  Work experience – a robust programme is in place but Covid has prevented this at the moment |