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| Gordon Primary School -Summary Improvement Plan  2022-2023  Unicef…  | “To develop learners who can engage and thrive in the increasingly complex universe of the 21st century: individually, collectively and in relation to the planet. And to do so while addressing equity and greater equality of outcomes.” Michael Fullan 2021   In Gordon Primary School we seek to give our children the opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today’s world.  We will do this through:  * Ensuring high quality teaching supporting learner engagement
* Using assessment effectively
* Planning, tracking and monitoring

 These will be reflected as we seek to: * Work in partnership to raise attainment
* Work in partnership to promote and pursue equity
* Work in partnership to promote and practise skills for Life, Learning and Work
* Work in partnership to support health and wellbeing in school and in the community.

 Leadership opportunities will be supported and self-reflection and evaluation will occur across the year.   |
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| Planning  | Literacy  | Numeracy  | Health and Wellbeing  | IDL  |
|   | R1, W1, T1 - Use of GPS planning framework - literacy R4 - Emerging Literacy pedagogy – nursery and intervention groups W2 – expectations of effective writing lessons W4 – learner conversation and target setting  Homework Policy for Literacy   | M – use of GPS planning framework – Numeracy and Maths  Homework Policy for Numeracy and Maths   | H1 – use of GPS planning framework - HWB H2 – resilience, self-regulation and social and emotional skills PEF1 – situational poverty and toxic stress    | IDL1 – use of GPS planning framework - IDL  |
| Teaching including CLPL programme for 22-23  | R2 – Higher Order Reading – improved comprehension skills R4 - Emerging Literacy pedagogy – nursery and intervention groups W2 – pupils write at the appropriate standard using the correct context T3  | M3 – Number sense, Number talks, Math Mastery approaches M4 – Big Maths skills to support mental maths progression M5 – Numicon and manipulatives M7 – intervention groups to support number sense  | H3 – positive relationship policy H4 – whole school nurture  | IDL2 – skills for learning, life and work through different thematic studies including STEM and Outdoor Learning  |
| Assessment including CLPL programme for 22-23  | R3 – data from AR, Inca, SNSA, TPJ to inform planning & tracking W3 – moderation of writing W4 – learner conversation and next steps T2 – progressive approach developed across the school  | M2 – agree and purchase appropriate assessment M6 - Maths Recovery and SEAL   | PEF1 -situational poverty and toxic stress Use of appropriate HWB assessments including Leuven Scale and …..  | IDL2 – use of partnership to provide grants to support and application of these grants IDL 2 – TPJ, frameworks and benchmarks  |
| Partnership  |   |   | PEF 1 – appropriate use of PEF monies to support learning and grant use where appropriate  Autism Friendly School certification   | IDL 2- use of partnership to provide grants to support and application of these grants  |

 PEF spend:* 4x PSAs to support intervention groups and nurture
* 1x PT part of teacher VJ to support & review progress of PEF identified pupils
* Incas and Pips testing
* Playground improvements
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