

**Athelstaneford Primary
School**

**Development Plan
2008-2009**

Statement of Intent

At Athelstaneford Primary School, we aim to maintain and surpass our high level of attainment within an enterprising school community where children have opportunities, choice, responsibility and challenge.

Aims

Ethos

To strive for an enterprising environment where children have the confidence and opportunity to achieve their full potential.

To promote good communication with parents encouraging an active role in their child's learning.

Teaching and Learning

We aim for an excellent quality of learning and teaching for all pupils, developing an integrated approach, providing choice and encouraging creativity within the curriculum. We are committed to using learning and teaching approaches in line with A Curriculum for Excellence.

Management and Leadership

To include staff in the decision making process and encourage open dialogue where opinions are valued.

Inclusion and Equality

To provide for every child's needs, appreciating individual differences, and giving support for learning to all pupils.

Curriculum

To provide a broad, balanced and progressive curriculum tailored to the needs of the children. We believe in collective responsibility, where each member of the school community is encouraged to take personal responsibility for their learning.

Achievement and Attainment

To celebrate all achievement and provide an education which will allow children to fulfil their potential. Achievement and excellence will be recognised and encouraged.

Environment and Resources

To support staff in continual professional development and organise resources to enhance learning.

Key Areas

Curriculum - Improvements in Performance

1.1

What we want to do

Improve attainment by targeting and supporting the lowest 20%.

Why?

To raise attainment levels, particularly in the lower quadrant of the school.

To ensure appropriate curriculum is delivered to children starting school; to emphasis pace and challenge.

How?

Head Teacher to review projections termly with the class teacher.

Attainment will be tracked termly in Maths and Language.

Learning Support Teacher will be deployed to work with pupils who are not progressing as expected.

When?

Reviews of projections and tracking will take place at end of each term.

Improvement?

Attainment will improve overall; there will be an increase in attainment from lowest 20% and attainment in P1 will improve.

Children will be more motivated and engaged with their learning.

Curriculum - Literacy
5.3 5.4 5.6 5.9

Learning and Teaching

What we want to do

Improve literacy across the school and maintain high levels of attainment

Reflect upon and address CfE literacy outcomes

Why?

Create more interesting approaches to learning

To provide lifelong learning skills

To have almost all pupils literate by Primary 6

How?

Ensure staff have firm knowledge of outcomes as well as opportunities to develop cross curricular approaches to literacy

Engage with staff across schools to share good practice

Use effective planning system

Cross sector collaboration

When?

October In Service Day - cluster event

Cluster meeting agenda

3 - Cat sessions

Improvement?

Pupils become more reflective, responsible learners, able to transfer the skills learned

Improved pupil attitude to literacy

Improved communication skills in talking, listening, reading and writing

Cross sector links developed

Curriculum - Numeracy

5.3 5.4 5.6 5.9

Learning and Teaching

What we want to do

Improve Numeracy across the school and maintain high levels of attainment

Reflect upon and address CfE Numeracy outcomes

Why?

Create more interesting approaches to learning

To provide lifelong learning skills

To have almost all pupils numerate by Primary 6

How?

Ensure staff have firm knowledge of outcomes as well as opportunities to develop cross curricular approaches to numeracy

Engage with staff across schools to share good practice

Use effective planning system

Cross sector collaboration

When?

October In Service Day - cluster event

Cluster meeting agenda

3 - Cat sessions

Improvement?

Pupils become more reflective, responsible learners, able to transfer the skills learned

Improved pupil attitude to numeracy

Cross sector links developed

Curriculum
5.1

Environmental Studies

What we want to do

Review topics with an emphasis on promoting Scottish Heritage

Why?

Change in class structure

Citizenship

Identity

Knowledge of where we come from and where we are in the world

How?

Through careful planning and recording of Environmental Studies topics

All curricular areas eg Language, Mathematics and Expressive Arts

When?

Beginning Session 2008/09

Improvements?

Increase awareness and knowledge re Scotland and its heritage

A sense of belonging and respect for different cultures

Curriculum

Technologies

5.1

What we want to do

Promote the glow portal

Develop use of interactive whiteboards

Why?

To enhance the use of ICT within the curriculum.

To develop skills

To develop an understanding amongst staff of the capabilities of Glow.

To provide staff members and children with the opportunity to be a pilot school in a Glow project.

How?

Ensure all staff attend CPD related to Interactive Whiteboard (IWB) Training such as twilight group at Law Primary.

Invite Mellony Bertram from Longniddry to do twilight staff training session.

Ms Lewis (Glow Mentor) to introduce staff to the facilities within Glow (Mauritius project in p3/4/5).

Ms Lewis to feedback from SETT on how as a school we can develop using Glow within the school and East Lothian.

When?

By December 2008 staff will attend further training on using the IWB
3 CAT sessions whereby staff share good practice

Improvement?

Raised awareness of staff of the different functions of an interactive whiteboard.

Evidence of increased use of the children using IWB

Evidence amongst staff of an understanding of Glow and its capabilities.

Curriculum Personal and Social Development
5.3

What we want to do

Introduce the Cool in School programme

Why?

Develop key personal social skills relevant to pro-social behaviour, good citizenship, emotional literacy, mental health and well being.

How?

2 Cat Sessions for staff

Through a combination of discussion, reflection and role play, each child will learn a range of skills and strategies to help manage themselves positively.

When?

Session 2008/09 and continuing into future sessions

Improvement

Pro-active, pro-social and positive behaviour

Respectful behaviour

Appropriate skills and attitudes learned

Improved working partnership between pupils, parents and staff

5.8 Care, Welfare and Development

Team Teach - De-escalation and Positive Handling

What we want to do

To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

To enable services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.

To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.

To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.

To provide a process of repair and reflection for both staff and children.

Why?

To provide a safe environment for all

How?

2 CAT Sessions delivered by qualified trainer

When?

August and September 2008

Improvement

All staff, pupils and parents aware of procedures

Pupils and Staff feel secure and safe in their place of work