

# Glassary Primary School



Planning Improvement  
2009 - 2010

# Our vision.....

Glassary Primary will continue to

- Provide a safe, caring and stimulating learning environment.
- Help all children to achieve their full potential.
- Meet the needs of every child.
- Help children become responsible citizens.
- Work in close partnership with parents and the wider community.



Improve the school grounds



Have fun learning



Work well with others

I want  
Glassary  
Primary School  
to help me to  
.....



Be confident



Learn through activities



Be able to use the skills  
I have learned in other ways



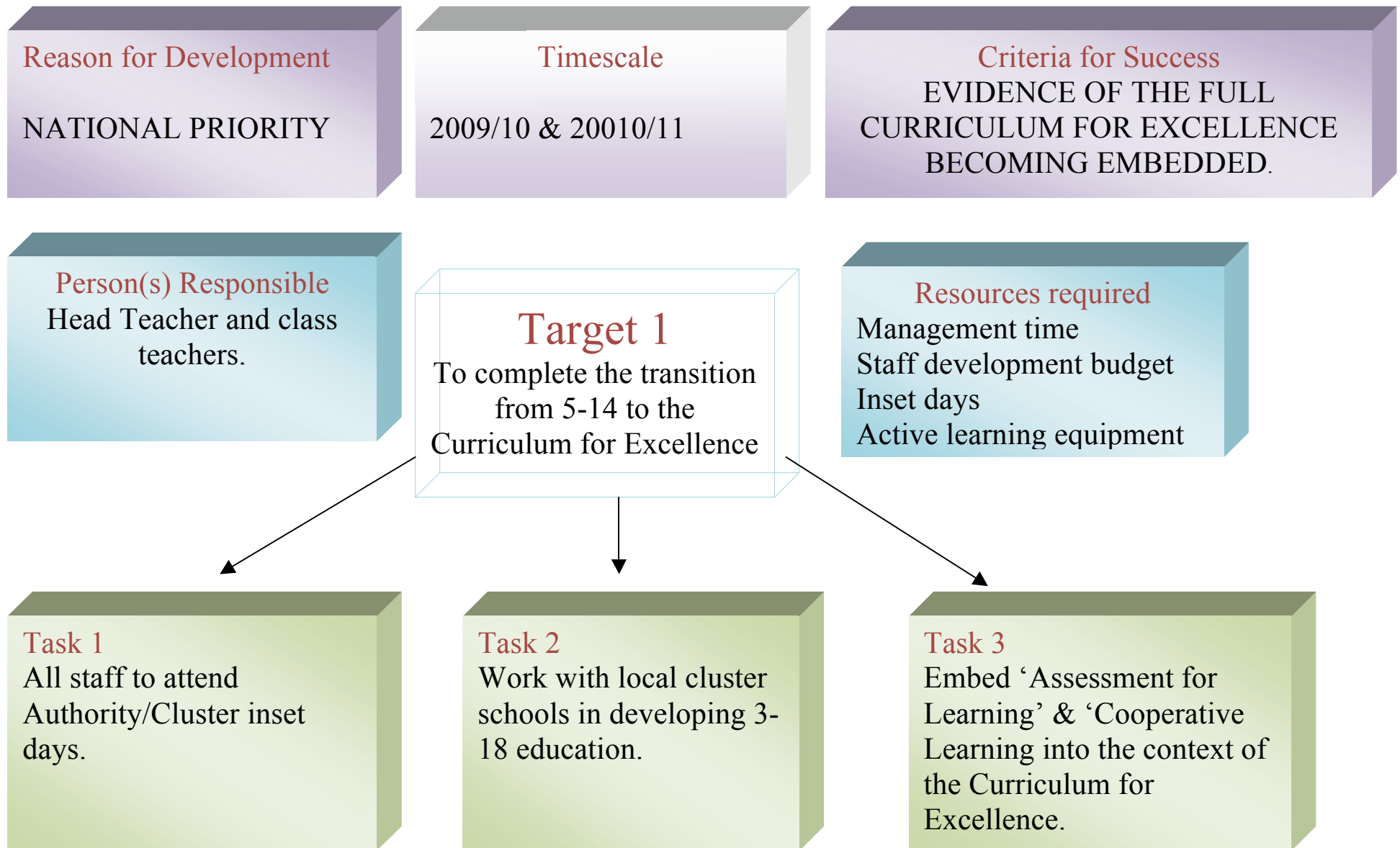
Be part of my community



Make learning fun and challenging

In order to achieve our aims we need to .....

- continue to introduce the Curriculum for Excellence
- develop the teaching techniques which support it
- work with parents and the wider community to further develop the links between the school and the community
- continue to develop international links between Glassary Primary School and schools abroad to embed the ideals of global citizenship in each child



**Task 4**

Unpack the details of the final outcomes and experiences of Curriculum for Excellence

**Task 5**

Develop interdisciplinary topics and active learning.

**Task 6**

Provide a workshop for parents to ensure understanding of the CfE.

**Record of Impact/ Progress and Review**

Reason for development

SCHOOL PRIORITY

Timescale

2009/10

Criteria for Success

Results of questionnaire to  
Parents and children confirm  
effectiveness.

Person (s) Responsible

Class Teacher/Head Teacher

Target 2

Improving the school  
grounds

Resources required

Art Material  
Staff training  
Eco Schools training

Task 1

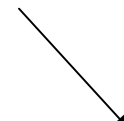
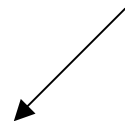
Staff to attend Forest  
Schools training and  
implement strategies to  
enhance teaching and  
learning.

Task 2

Improve the visual impact  
of the school through  
making art work panels for  
the front of the building

Task 3

Develop community links  
through involving Parent  
Forum and wider community  
in working with the children  
on the school.



**Task 4.**

Develop teaching and learning using 'active leaning' in the outdoors.

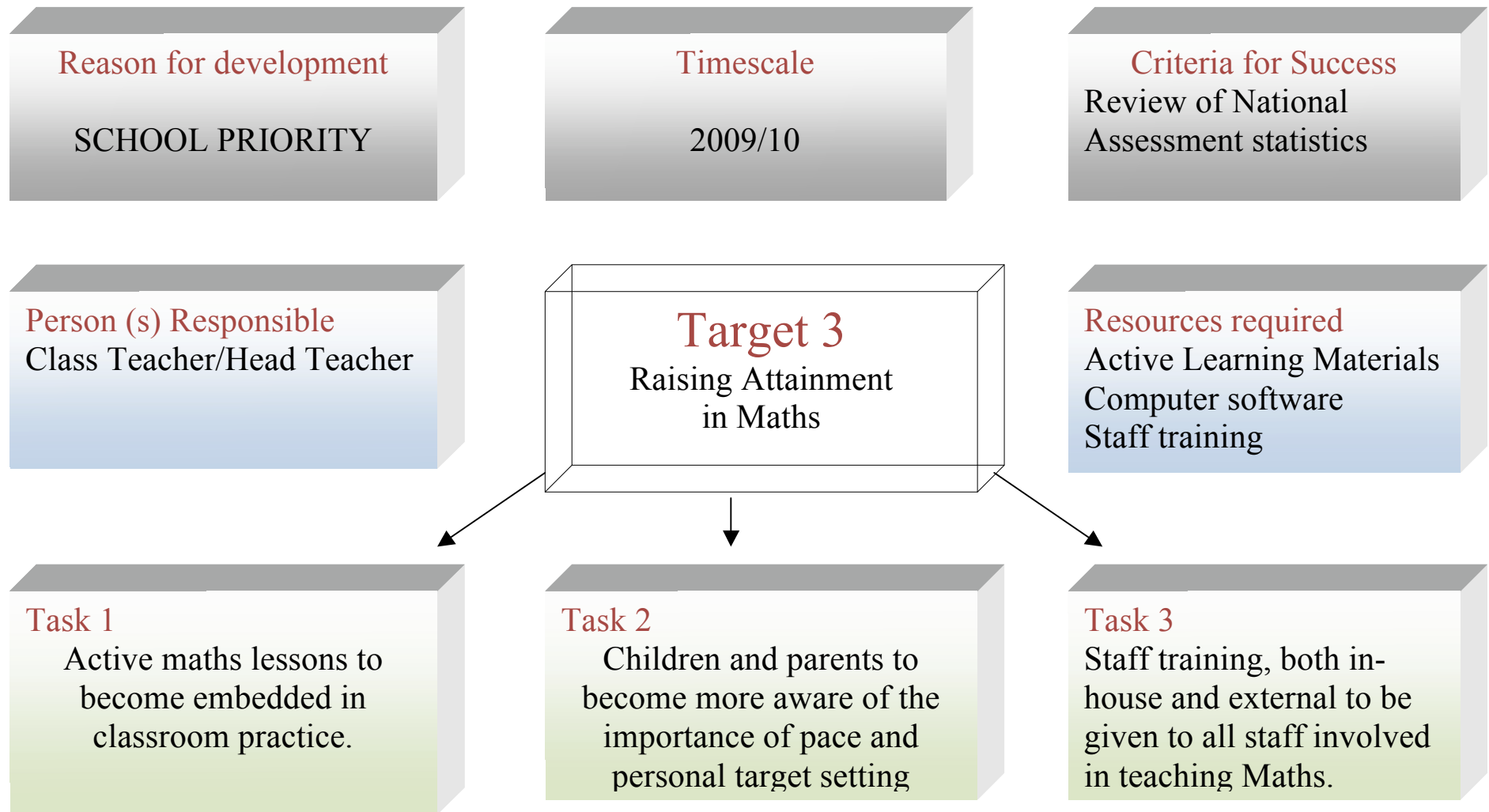
**Task 5.**

Use the outdoor environment for at least one interdisciplinary topic in the year.

**Task 6**

Evaluate the improvements through a parental and pupil questionnaire.

**Record of Impact/ Progress and Review**



## Record of Impact/ Progress and Review

**WHY?**

To raise money for charity.

**WHEN?**

In the school year 2009/10

**HOW will we know it has worked?**

Count how many of the community come and participate.

**WHO will do it?**

All the pupils in the school.

Pupil's Target  
To run charity activities involving the community

**WHAT will we need to do it?**

Craft materials  
Meeting times

**WHAT do we need to do first?**

- Brainstorm ideas
- Make adverts
- Appoint jobs
- Choose activities

**What do we need to do after that?**

Find out what went well and what could have been better.

**WHAT next**

One charity activity a term

HOW we are getting on? What went well? What could we do better the next time?

Appendix 1

**Argyll & Bute Curriculum for Excellence Action Plan 2009 – 2012**

<b>Area 1: Developing the Curriculum Framework</b>				
<b>Actions</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Engaging with experiences and outcomes</b>	<p>All schools and pre-schools to trial selected draft experiences and outcomes.</p> <p>Feedback on practicality of selected outcomes at local and national level.</p>	<p>All schools should begin to apply the finalised experiences and outcomes prioritising P6, 7 and S1.</p> <p>Begin planning approaches to profiling progress and achievement within levels in response to local and national advice.</p>	<p>All schools should continue to apply the experiences and outcomes across stages ensuring that all learners in P7 and S1 are experiencing learning and teaching based on the CfE experiences and outcomes.</p> <p>Continue to develop approaches to profiling progress and achievement.</p>	<p>All schools should continue to expand the application of the experiences and outcomes to additional stages across the curriculum.</p> <p>Implement rigorous approaches to verification and moderation of progress and achievement.</p>
<b>Developing interdisciplinary learning</b>	<p>The authority will develop and disseminate advice for schools on interdisciplinary learning. Cluster and school curriculum planning groups plan for the</p>	<p>Schools and clusters begin to introduce interdisciplinary learning at selected stages in light of local and national developments.</p>	<p>Schools and clusters continue to develop interdisciplinary learning across stages and sectors.</p>	<p>Schools and clusters continue to develop effective practice in interdisciplinary learning.</p>

	<p>staged introduction of interdisciplinary learning, P5-S3.</p> <p>Provide appropriate CPD opportunities. Share good practice via Argyll and Bute Education website.</p>	<p>Continue to provide appropriate CPD opportunities. Share and build on identified successful practice and initiatives.</p>	<p>Continue to provide appropriate CPD opportunities. Continue to share and build on identified successful practice and initiatives.</p>	<p>Continue to provide appropriate CPD opportunities. Continue to share and build on identified successful practice and initiatives.</p>
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<b>Actions</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Applying our expectations and aspirations</b>	<p>Devise an authority baseline set of core expectations and aspirations related to Building the Curriculum 3.</p> <p>Clusters and schools to customise expectations and aspirations to meet local needs.</p>	<p>Begin to implement the customised expectations and aspirations as identified by each local area.</p>	<p>Continue to implement the customised expectations and aspirations in each local area.</p>	<p>Continue to implement the customised expectations and aspirations in each local area.</p>

<b>Area 2: Improving Continuity 3-18</b>				
<b>Actions</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Developing effective local partnerships</b>	Begin to share and develop Curriculum for Excellence principles and plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies.	Continue to share, develop and implement Curriculum for Excellence plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies.	Continue to share, develop and implement Curriculum for Excellence plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies.	Consult and evaluate progress towards Curriculum for Excellence and identify further development and implementation work with all partners.
<b>Redesigning P5-S3 Curriculum</b>	Clusters develop outline curriculum plan P5-S3.	Schools begin to implement curriculum plans P5-S3.	Schools continue to implement curriculum plans P5-S3.	Schools continue to implement curriculum plans P5-S3.
<b>Permeating themes: Literacy, numeracy, health and wellbeing</b>	The authority will develop and launch literacy, numeracy and health and wellbeing frameworks.	Schools develop and begin to implement whole school approaches to literacy, numeracy and health and wellbeing.	Continue to develop and implement whole school approaches to literacy, numeracy, health and wellbeing and begin to evaluate the effectiveness of these.	Continue to implement whole school approaches to literacy, numeracy, health and wellbeing and continue to evaluate the effectiveness of these.  Continue to support

	<p>Support establishments with the development of literacy, numeracy, health and wellbeing strategies. Provide CPD opportunities for all staff through central and local provision. Attend national seminars/events and disseminate information.</p>	<p>Continue to support establishments with the development and implementation of their literacy, numeracy, health and wellbeing strategies, providing appropriate CPD for staff through central and local provision. Begin to identify good practice and share it across the authority.</p>	<p>Continue to support establishments with the implementation and evaluation of their literacy, numeracy, health and wellbeing strategies, providing CPD for staff through central and local provision. Continue to identify and share good practice across the authority.</p>	<p>establishments with the implementation and evaluation of their literacy, numeracy, health and wellbeing strategies. Continue to provide CPD for staff and support for establishments in reviewing their practice through self-evaluation.</p>
<b>Action</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Cross cutting themes: ICT, creativity, enterprise &amp; sustainability</b>	<p>Complete the set of ICT descriptors and associated Curriculum for Excellence application descriptors and place on the</p>	<p>Raise school and staff awareness of resources through pre-school liaison meetings, HTs and PTs meetings.</p>	<p>Continue to provide support to staff in embedding the use of ICT into their practice.</p>	<p>Continue to provide support to staff in embedding the use of ICT into their practice.</p>

	<p>education website.</p> <p>Prepare for creativity as a focus for development in Session 2009-10.</p> <p>Support the development skills for life, skills for work and broaden the reach of DtS, engage employers and further embed enterprise in the curriculum.</p> <p>Continue to support schools re Eco Schools development and education for sustainable development.</p>	<p>Continue to provide support to staff in embedding the use of ICT into their practice.</p> <p>Biennial conference to focus on creativity across the curriculum.</p> <p>Support schools to ensure the delivery of enterprise within CfE. Set up working groups to explore creative and sustainable approaches to the delivery of skills for work and develop a strategy to implement 16 plus learning choices.</p> <p>Continue to support and implement.</p>	<p>Continue to highlight good practice and encourage dissemination through the education website and QIT.</p> <p>Continue to support schools to ensure the delivery of enterprise within CfE. Continued development of skills for work and 16 plus learning choices.</p> <p>Continue to support and implement.</p>	<p>Continue to highlight good practice and encourage dissemination through the education website and QIT.</p> <p>Continue to support schools.</p> <p>Full implementation of the Scottish Government's requirements for DtS and 16 plus learning choices.</p> <p>Continue to support and implement.</p>
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	Distribute authority advice on sustainability and continue to share good practice via the education website.	Form a working group to highlight good practice and progress across schools. Continue to share examples of good practice via the education website.	Continue to identify and share effective practice and progress across schools.	Continue to identify and share effective practice and progress across schools.
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### Area 3: Supporting all Learners

<b>Actions</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Personal learning planning</b>	<p>Review and refine authority guidance for schools, linking guidance to supporting the recognition of wider achievement and personal support for pupils.</p> <p>Begin primary second stage pilot of an integrated reporting and</p>	<p>Continue to support schools and pre-schools in further developing and implementing the personal learning planning process based on revised authority guidance.</p> <p>Continue to support primary school integrated reporting and personal learning</p>	Continue implementation.	Continue implementation.

	personal learning planning process.	planning developments based on revised guidance for schools.  Continue to identify and share practice across the Authority.	Continue to identify and share practice across the Authority.	Continue to identify and share practice across the Authority.
<b>Coaching and mentoring</b>	Schools consider structures to accommodate the expectation that learners will receive sufficient, meaningful time to discuss progress and needs with a mentor. From cluster plans, develop an authority coaching staff development strategy.	Begin programme of staff training in coaching and mentoring both centrally and in clusters.  Begin to implement the use of coaching and mentoring with learners.	Continue programme of staff training both centrally and in clusters.  Continue to implement the use of coaching and mentoring with learners.  Begin to evaluate the impact of the programme on learners as well as on PRD and staff development.	Continue implementation.  Continue to implement the use of coaching and mentoring with learners.  Continue to evaluate the impact of the programme on learners as well as on PRD and staff development.

<b>Action</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Recognising wider achievement</b>	<p>Begin to develop an authority framework for recognising pupil wider achievement.</p> <p>Audit of current school/cluster approaches to recognition of wider achievement.</p> <p>Schools/clusters will consider how they will recognise pupil achievement.</p>	<p>Schools pilot authority wide recognition of achievement framework. Good practice identified and shared.</p> <p>School/clusters will develop further their framework for recognising pupil achievement.</p>	<p>Pilot evaluated and rolled out across all schools. Individual schools/cluster approach evaluated</p> <p>Development of authority certification and award ceremony.</p>	<p>First authority wide pupil ceremony of recognition.</p> <p>Further evaluation and rolled out across all schools.</p>

**Area 4: Pedagogy**

<b>Actions</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Assessment</b>	Continue local moderation of writing.	Authority assessment guidance for schools updated in the light of <i>Building the Curriculum 5 (forthcoming and focussing on assessment)</i> .  Continue local moderation of writing. Develop a model for applying moderation to additional curricular areas.	New CfE assessment resource infrastructure available. Authority develops and disseminates guidance to schools on the use of the CfE assessment resource.  Pilot local moderation model in additional curriculum areas.	Schools begin to use CfE assessment resource, supported by local moderation.

<p><b>AifL (Assessment is for Learning).</b></p>	<p>Following authority AifL review, update and distribute support materials for formative assessment.</p> <p>Continue to provide CPD support to schools on aspects of AifL. With schools, plan for the introduction of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry in session 2009-10.</p>	<p>Pre-school audit of AifL implementation.</p> <p>Continue to update and distribute formative assessment support materials. Year 1 of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry.</p>	<p>Support areas identified in Pre-school audit.</p> <p>Continue to update and distribute formative assessment support materials. Year 2 of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry.</p>	<p>Continue to implement.</p> <p>Evaluate impact of TLC initiative.</p>
<p><b>Cooperative Learning, Critical Skills, TASC (Thinking Actively in a Social Context).</b></p>	<p>Clusters/schools to assess CPD needs in areas of cooperative learning, critical skills and TASC. Authority to develop a training plan</p>	<p>Implementation of authority training plan to allow clusters to fill skills gaps.</p>	<p>All critical staff will be trained and a programme to support new staff will be in place. Schools will ensure the use of these</p>	<p>The Authority will ensure that the use of chosen pedagogies are in place and used effectively in schools.</p>

	to meet the needs of schools.		pedagogies across the curriculum.	
<b>Actions</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>
<b>Active learning 3-18</b>	<p>Gather Information on the quality and extent of active learning at the CfE early and first levels and publish Play Pilot report.</p> <p>Develop draft guidance on the principles of active learning.</p> <p>Roll out Active Learning through Play at Early Level staff development.</p>	<p>Gather information on the quality and extent of active learning at CfE second level.</p> <p>Disseminate guidance on Principles of Active Learning to all schools.</p> <p>Share practice on education website and GLOW.</p>	<p>Gather information on the quality and extent of active learning at CfE third level.</p> <p>Develop guidance on active learning at CfE second level.</p> <p>Share practice on education website and GLOW.</p>	<p>Audit and review impact of active learning on learners' achievement and attainment.</p> <p>Develop guidance on active learning at CfE third level .</p> <p>Share practice on education website and GLOW.</p>
<b>Skills to maximise use of GLOW</b>	Schools to nominate at least one Glow mentor.	Provide schools and pre-schools with additional support to ensure staff awareness of	Expand the use of the components of Glow to facilitate all aspects of the educational process.	Monitor staff and pupil use of Glow.

	<p>Train GLOW mentors and provide support in whole school staff login sessions.</p>	<p>wider applications of Glow.</p> <p>Increase number of school trained mentors if required.</p> <p>Ensure staff usage of Glow accounts.</p> <p>Begin pupil account roll out.</p>	<p>Ensure all pupils have Glow account.</p>	
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In addition to the above action plan, education establishments must set out their values for education. Curriculum for Excellence proposes a set of four fundamental values that should underpin everything that schools do. Schools should develop clear statements of their own values.