

# Shapinsay Community School

Safe, Healthy, Active, Part of the Community, Inclusive, Nurturing, Successful, Aiming High, YES WE ARE!

## Standards and Quality Report 2016 - 2017 and School Improvement Plan 2017 - 2018



# Shapinsay School Standards and Quality Report

## Introduction

The purpose of this document is to set the work of the school in the context of the national agenda for continuous improvement and through the process of self evaluation to set goals and targets for the future.

## School Context

Shapinsay School is a primary school which serves the island of Shapinsay. The community is very supportive of the school and there is an enthusiastic Parent Council which supports the school in many ways.

The school roll in 2016-17 was

Nursery / Preschool: 6 children

P1 - 3: 9 children

P4 - 7: 16 children

Support for learning for pupils in 2016-17 was managed by the Headteacher. Support for Learning was carried out within classes by the class teacher and on an individual or small group basis by the Classroom Auxiliary.

Staff were as follows:

Emma Clements: Headteacher and P1 - 3 Class teacher

Anita Angier: P4 - 7 Class teacher

Leanne Bews: P1 - 3 Class teacher (1 day per week) and McCrone cover teacher (1 day per week)

Sue Brown: Early Years and Childcare worker (0.6) and Clerical Assistant (0.4)

Heather Robertson: Classroom Auxiliary (0.6)

Ian Brown: Janitor

We have 1.25 hours per week strings tuition in the school which P5, 6 and 7 pupils have access to.

## **Promoting Equality**

The school is aware of its duties under the Race Relations Act, the Disability Act and the Equality Act 2006.

Equality issues are discussed, valued and promoted as a positive feature of the school. Within the school there are no barriers to pupil participation in activities.

All staff are informed about the legal aspects of racial discrimination and ensure that there is no harassment or sexual discrimination.

Equality issues are addressed through Health and Wellbeing lessons and other class activities. Bullying, racism and all other types of discrimination are discussed at assemblies and during class work.

Our children have equal access to sport and the Active School Co-ordinator plays a key role in our developments. There are presently no access problems although this continues to be reviewed on a regular basis.

## **Local Issues**

The School Improvement Plan is influenced by the Local Authority Service Improvement Plan.

## **National Issues**

National events, documents and advice also inform school improvement planning.

Key advice which has influenced our planning includes:

1. A Curriculum for Excellence Parts 1, 2, 3, 4, 5
2. The Journey to Excellence
3. How Good Is Our School 4
4. How Good Is Our Early Learning and Childcare
5. Getting It Right for Every Child
6. Assessment Is For Learning
7. National Improvement Framework

## Education, Housing and Leisure

### Vision, Values and Aims

#### Vision:

This is our community. We want the best for everyone.

#### Our core values are:

- Respect
- Responsibility
- Enjoyment
- Being Safe
- Being Healthy
- Being Active
- Being all we can be

Our vision embraces many aspirational achievable ambitions. We believe that by working together we will support everyone to develop as **active, healthy** individuals who take **responsibility** for their own learning and **enjoy** learning together for a sustainable future in our diverse community. We aim to ensure everyone feels accepted, **respected** and **safe** by providing a tolerant, understanding and caring environment. We want everyone to do their **very best** in all that they do and we celebrate their successes individually and collectively.

#### **They key aim of the Education, Leisure and Housing is:-**

We aim to improve achievement and attainment, health and wellbeing for all pupils, students, service users and members of the community.

In particular we aspire to help young people become:-

Successful learners

Confident individuals

Responsible citizens

Effective contributors

**Vision**

The Schools service is committed to working together with the wider community so that Orkney is a place where, as children and young people grow up, they get the right help, at the right time, in the right way in order to ensure that they can 'be all that they can be' (and, indeed, maybe more).

### **Values**

This work is underpinned by a set of core values:-

Enjoyment;  
Respect, Responsibility;  
Being Healthy, Being Active, Being Safe;  
Being all we can be;  
And the belief that:  
This is our community,  
We want the very best for everyone.

### **Aims**

Our schools are expected to prioritise their actions to ensure that, in particular, children and young people: - get the best start in life; become successful learners, confident individuals, effective contributors and responsible citizens; and are better educated, more skilled and more successful.

### **Shapinsay School**

#### **Our school Values**

Safe  
Healthy  
Active  
Part of the Community  
Inclusive  
Nurturing  
Successful  
Aiming High  
YES WE ARE!

## Our School Aims

1. To provide a broad and balanced education which is accessible to all pupils.
2. To provide each child with the opportunity to reach his/her full potential.
3. To use a range of appropriate and effective teaching and learning methods.
4. To provide all pupils with the necessary support for them to develop positive attitudes and become confident citizens.
5. To promote an ethos of achievement for everyone.
6. To provide a safe, secure and stimulating environment for pupils and staff.
7. All teaching staff will review and evaluate all aspects of school life through continuous self evaluation.

## **School Self Evaluation**

Self-evaluation is essential in enabling us to reflect/review and target next steps for improvement in our school. This process will continue to be an ongoing development and priority for the school. Currently the following evidence have been utilised to evaluate against the quality indicators (taken from How Good Is our School 4 and How Good Is Our Early Learning and Childcare).

- previous scip/SQR/PIPs data/teacher assessments (including formative and diagnostic tests)
- formal/informal discussion with staff, parents and children. This includes using the Self Evaluation form in staff meetings and in assembly and discussion with learners. Self evaluation also takes place termly at Parent Council meetings, and once a year with the community.
- formal observations/ discussion of learning with staff and pupils
- co-constructed self-evaluation with the Education Department.
- formal/informal discussions/meetings with partner agencies
- meetings with pupils, staff, parents and the wider community.

## **Consultation**

### **Pupils**

Staff are in discussion with pupil continuously, both formally and informally, including during Pupil Council, Assemblies and Circle time.

### **Parents**

Teachers meet with parents informally if children are taken to or collected from school.

Time is always made, whenever possible, for formal consultations with parents if they have immediate concerns/queries.

Consultation also takes place at Parent Council meetings and Parents' evenings.

### **Staff**

Staff have informal discussions on a daily basis, during intervals and at the beginning and end of each day.

There are formal meetings, once a week after school, for school development and other CPD professional development opportunities. This also includes additional in depth development /consultation time during the 5 In-service days throughout the year.

### **Other partners**

Feedback from other partners occurs on a formal/informal basis. Through the review of individual children there is professional dialogue on how we can work more effectively as partners to improve the outcomes for the child.

At Shapinsay School we are all committed to helping all children achieve their full potential in partnership with parents/carers and other stakeholders. We will continue to develop the formal and informal feedback from all stakeholders as to how well we are meeting the needs of the children and how we can continue to improve our partnership working in the future.

## **Review of 2016/17 School Improvement Priorities:**

**Priority 1: To further improve learning in French, while also beginning to plan for Language 3**

### **Progress**

The children are more confident in French, including in P1 - 3; they are using French more in play based situations. Links with other areas of the curriculum are going well with connections being made where appropriate. Anita Angier attended 2 language courses looking at the pedagogy of teaching language and more specifically looking at French. An overview has been created for language teaching linking resources in French and providing a progression. The P4 - 7 class have done a mini topic on Japan which has included some language work. Work on Spanish has started, looking at how to plan for this and to improve teacher knowledge. This has included working with a Spanish speaking parent.

### **Evidence**

Class Planning and Curriculum Overviews.  
Pupil Work.

### **Development Needs**

Staff development on Spanish.

**Priority 2: To ensure that there is progression within Health and Wellbeing.**

### **Progress:**

We have a progression in place, including the Jigsaw resource. This shows coverage of the Experiences and Outcomes. Parents have been involved through Parent Council meetings.

### **Evidence:**

Health and Wellbeing Progression  
Class planning.

### **Priority 3: To improve learning in Maths and Numeracy.**

#### **Progress**

We have made less progress in this year, partly due to likely focus from Orkney next year. Staff have had Number Talks CPD and we have continued to use SHM and Apex. Staff have moderated maths and children are making appropriate or better progress.

#### **Evidence**

Class planning

CPD folders

#### **Development needs**

Evaluate Number talks and use if appropriate.

Training on Heinemann Active Maths?

### **Priority 4: To increase the use of our outdoor environment as a context for learning through creative play.**

#### **Progress**

The new outside area is in use by children of all ages. A playshed with wooden blocks has been provided by the Shapinsay Development Trust. A mud kitchen has been made and is also in use. Further plans have been drawn up for a gravel pit and stage area. The children are using the outside area from the middle classroom and Nursery for creative play in a variety of ways. The other areas of the grounds are also being used for example the middle courtyard for water and wheels, and the polytunnel for growing.

#### **Evidence**

Discussion with children, staff, parents and community.

Outdoor Learning Floorbooks

#### **Development needs**

Continue to develop the area - action the plans already in place.

## Successes and achievements

### Evaluation of Performance

Formative and summative data would suggest that pupils are motivated and eager participants in their learning.

Through PIPs data and tracking of progress within and between Curriculum for Excellence levels, ongoing assessments by staff, children and other partners, each child's progress is monitored and tracked throughout the year so also includes children who are currently not accessing Pips assessments in Years 2, 4 & 6. We assess all children from P2 - P7 using the New Group Reading Test each session and use a variety of assessment methods throughout the year.

Pips data is available for P1/3/5/7 for 2016/17. The **Performance Indicators in Primary Schools (PIPS)** Project provides a suite of assessment materials designed to monitor pupil achievement and progress throughout the primary phase.

This allows teachers to identify children that may well be underachieving in spite of relatively good attainment. Similarly it recognises achievements of low attaining pupils. In this way each PIPS test can be used as a stand-alone assessment. As the children are assessed biannually their results are linked together to provide a measure of progress over time. This is called prior value-added and provides a powerful record of individual achievement over time.

### Assessment (including PIPs results) 2016 - 2017

These results indicate that:

**Reading:** Most children have made expected progress with their attainment with some children making good progress and exceeding their expected attainment. Most children are attaining the appropriate level for their age, with 20% exceeding the level expected for their age.

**Maths:** Most children have made expected progress whilst again some have made good progress and exceeding their expected attainment. Some children were below the expected level for their age.

Children who have not made expected progress in their reading have been previously identified and currently receive additional support either within a class setting or with additional Support for Learning input. Further input/support will be planned for individual pupils through individual education plans (IEPs) for next academic year. Teaching is always differentiated to ensure that children's learning needs are met appropriately.

## **Work and life of Shapinsay School**

We strive to be the best school we can be so that the pupils in our care are given a positive start to a lifetime of learning. We aim to reflect the four capacities of 'A Curriculum for Excellence' (successful learners, effective contributors, confident individuals, responsible citizens) in all we do and by doing so hope to send well rounded individuals to KGS at the end of their Primary School experience.

We have very active and motivated parents at Shapinsay School and this is clearly shown in the work of the Parent Council. They are a significant support to the school in many ways including fundraising/volunteering to help with various projects and within a consultative role. The AGM was held in September 2017. The Parent Council seeks to encourage all parents to participate in the life of the school and is keen to support the work of the school staff and pupils. The support and commitment of the Parent Council is greatly appreciated by the school.

Parental skills and interests are also appreciated and utilised within the life of the school e.g. parents have led the after school football training. Parents are always happy to support school initiatives e.g Open afternoons.

The Aladdin production in March 2017 was an opportunity to showcase the children's musical and acting skills with all staff involved in the work towards the production. It was, as ever, very well supported by the community and received good feedback.

Other children's activities throughout the year:

<b>Ongoing</b>	<b>Pupil Council</b>
<b>Bi-Monthly</b>	<b>Visit of the Mobile Library</b>
<b>August/September/October</b>	<b>Swimming Block (P4 - 7)</b>
<b>September</b>	<b>Tag Rugby Festival (P4-7)</b>
<b>November</b>	<b>Children In Need</b>

December	Christmas Carol Service
March	Comic Relief
May	Transition Sport (P7)
June	Hoy trip (P4 - 6) Lagganlia trip (P7) Magnus Pilgrimage

#### Self Evaluation against the core Quality Indicators from How Good Is Our School 4 and How Good Is Our Early Learning and Childcare 4.

Self evaluation has been carried out with staff, parents and pupils.

#### 1.3 Leadership of Change

All staff are involved in leading areas of the curriculum within Shapinsay School and with other schools in Orkney (eg French, P4C and Sciences). All members of staff have consistently high expectations of the children. All staff are committed to continuous improvement through CPD. This is evidenced through French, Sports, P4C and Early Learning courses amongst others. All of these have had a positive impact on learning. The Nursery is included as part of whole school self evaluation. Parents feel that all staff are involved in leadership and taking responsibility for different areas of learning. They also recognise that the school is connected with the wider community. Parents feel involved with the work of the school, with the SCIP being shared at Parent Council meetings each term along with progress made.

Next steps: Explore more ways of sharing learning with parents informally, such as through the SEESAW app.

#### 2.3 Learning, Teaching and Assessment

The positive ethos of the school is consistently commented on by visitors to the school. The children are happy, engaged and enjoy school. Children's rights are visited through the curriculum. Learning across the school and Nursery is active and children in the primary stages are confident in setting their own Learning Intentions and Success Criteria across the curriculum. Nursery children are becoming more familiar with setting their own targets through the use of video. Our attainment and achievement results are consistently good, with almost all children making good progress. Children contribute well to community

life, through performances and through the Shapinsay Sound each month. Learning Logs are now being used from P1 - P7 and these are shared with parents twice a term, along with the Nursery Learning Folders. We have done some moderation with other schools.

Next steps: Increased opportunities for moderation across schools.

### 3.1 Improving wellbeing, equality and inclusion

Comments from visitors are consistently positive. The dignity of the children is always considered and children feel safe and respected. Positive views about different faiths and beliefs are reinforced both through the curriculum and informal discussions. Children are encouraged to form their own opinions while respecting those of others. Issues with individual children are picked up quickly and actioned. Outdoor spaces are used well to promote health and wellbeing across the curriculum. Children, parents and the wider community are involved in the planning of these spaces. The Pupil Council is working well and children have a voice. Parents feel that children with additional needs are supported well. Children of all ages play together and this working together continues as they move to KGS. The Jigsaw resource as part of our Health & Wellbeing programme is being used. The Nursery is included with the rest of the children in the school and transition between Nursery and P1 is straightforward.

Next steps: Consider how to use PEF money (if we receive any) to ensure inclusion.

### 3.2 Raising attainment and achievement (Primary)

Our attainment and assessment data (underpinned by PIPs, Reading Assessments, Maths Assessments and other Assessment for Learning techniques to support teacher judgement) shows that children make good progress and this is consistent over time. Children who are not making appropriate progress or attaining the appropriate level for their stage are quickly identified and given appropriate support. The progress of these children is then tracked and almost all children reach the appropriate levels or beyond by the time they leave P7. Our tracking and monitoring system is simple to use. Children are confident and able to take responsibility in a variety of ways. Leavers from KGS that attended Shapinsay School consistently go to positive destinations.

Next steps: Explore ways of tracking children's progress which would be consistent across all Orkney schools.

### 3.2 Securing Children's Progress (Early Learning and Childcare)

Children are very happy in Nursery and all communicate well. Staff have completed CPD looking at early literacy and numeracy and have taken positive action as a result. All children are happy to try new things. Children's progress is recorded through learning stories and these are shared with parents. Children share in the life of the school and are encouraged to be independent. Parents feel included, for example coming in as parent helpers.

Quality Indicator	Grade given through self evaluation
1.3 Leadership of Change.	5 - Very Good
2.3 Learning, Teaching and Assessment	5 - Very Good
3.1 Improving wellbeing, equality and inclusion	5 - Very Good
3.2 Raising attainment and achievement / Securing Children's Progress	5 - Very Good

### **Vision and Leadership**

Each teacher is a leader in his/her own right and each has continued to manage the process of change within a Curriculum for Excellence effectively to improve learning. All staff are involved with the School Improvement Plan and staff have various roles and responsibilities within it. The children have also further become leaders of their own learning through having opportunities to plan what and how they learn and also to begin to set targets for themselves.

### **Capacity for further improvement**

The ethos of the school has continued to remain positive with all stakeholders very eager to continue to develop and improve the learning experiences of the children, ensuring that they are fully supported and challenged. The academic year of 2017 -18 will continue with the same staff, enabling us to build on work already started.

# **Shapinsay School Improvement Plan 2017-18**

<b>Priority:</b>		<b>To begin teaching Language 3 (Spanish) at Shapinsay School</b>			
<b>NIF priority:</b> <b>Improvement in attainment</b> <b>NIF Driver/s</b> Teacher professionalism School Improvement Assessment in children's progress			<b>HGIOS4 / HGIOELCC QI</b> Leadership of Learning 1.2 Curriculum 2.2 Raising attainment and achievement 3.2 / Securing Children's Progress 3.2		
<b>Outcomes for learners</b>	<ul style="list-style-type: none"> <li>Begin to learn Spanish and be able to use in simple conversations</li> </ul>		<b>PEF funding allocation (if relevant)</b>	<b>Other cost implications</b> Time for AA to research and plan (funded by L1+2?) Staff meeting time (WTA)	
<b>Identified responsibilities</b>	<b>Resp.</b>	<b>Actions</b>	<b>Time</b>	<b>Evaluation/Evidence expected</b>	<b>Evaluation</b>
	AA	<ul style="list-style-type: none"> <li>Plan Spanish curriculum</li> <li>Find resources to use in teaching of Spanish</li> <li>Begin teaching of Spanish in P4 – 7 class.</li> <li>Plan for assessment in Language 2 (French) using Benchmarks across all stages.</li> </ul>	Term 1 onwards	Planning Curriculum progression Assessment plans Children's work	
	Learners (P4 – 7)	<ul style="list-style-type: none"> <li>Be able to use some Spanish vocabulary</li> <li>Be able to hold a simple conversation in Spanish</li> </ul>	Term 1 onwards	Children!	
	Nursery and P1 - 3	Simple counting to 10 in Spanish, hello and goodbye.	Term 2 onwards	Plans, children's learning logs	
	Parents /Carers / Community	<ul style="list-style-type: none"> <li>Parental guidance for Spanish given on website and through termly overview for P4 – 7 class.</li> </ul>	Term 1	School curriculum handouts Website	

<b>Priority:</b>		<b>To improve learning in Science at Shapinsay School</b>				
<b>NIF priority:</b> <b>Closing the attainment gap between the most and least disadvantaged children</b> <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b> <b>NIF Driver/s</b> School Improvement Assessment of Children's progress Parental Engagement			<b>HGIOS4 / HGIOELCC QI</b> Increasing creativity and employability 3.3 Curriculum 2.2 Management of resources to promote equity 1.5 Learning, Teaching and Assessment 2.3 Personalised Support 2.4 Raising attainment and achievement 3.2 / Securing Children's Progress 3.2			
<b>Outcomes for learners</b>		<ul style="list-style-type: none"> <li>Have increased understanding of Scientific skills and language</li> <li>Understand how science is used in the real world.</li> <li>Have some ideas of careers that use science.</li> </ul>		<b>PEF funding allocation (if relevant)</b>	<b>Other cost implications</b> Staff meeting time (WTA) Training (funded by SSERC) Time for meeting re Japan topic (supply)	
<b>Identified responsibilities</b>	<b>Resp.</b>	<b>Actions</b>		<b>Time</b>	<b>Evaluation/Evidence expected</b>	<b>Evaluation</b>
	EC / AA / LB / HR	<ul style="list-style-type: none"> <li>Review and evaluate current provision in Science.</li> <li>Identify areas for staff training using SSERC materials.</li> <li>Moderation of Science through Benchmarks.</li> <li>Orkney STEM Japan project</li> <li>Consider how to involve the world of work and parents / the community in learning.</li> <li>Create curriculum progressions in Science, considering cycle in P4 – 7 class in particular.</li> </ul>		Term 1 – 2  Term 4 Term 1 onwards  Term 3 - 4	Learning logs, planning/evaluation/survey records CPD log Moderation Curriculum planners Children's jotters	
	Learners	<ul style="list-style-type: none"> <li>Engage with real life scenarios using Science.</li> <li>Understand how Science is used in the world of work.</li> </ul>		Term 1 onwards	Photos  Learning logs, planning/evaluation/survey records Sports committee minutes	
	Nursery	SSERC training – and then action in Nursery.				
	Parents/ Carers/ Community	<ul style="list-style-type: none"> <li>Involvement in planning for the World of Work in relation to Science and Technologies</li> <li></li> </ul>		Term 3 onwards	Children's homework jotters Photos Visits and Visitors	

<b>Priority: To improve Health and Wellbeing through sport at Shapinsay School</b>					
<b>NIF priority:</b> <b>Improvement in children's and young people's health and wellbeing</b> <b>NIF Driver/s</b> Parental Engagement Teacher professionalism School Improvement			<b>HGIOS4 / HGIOELCC QI</b> Leadership of Learning 1.2 Curriculum 2.2 Partnerships 2.7 Improving wellbeing, equality and inclusion 3.1 Raising attainment and achievement 3.2 / Securing Children's Progress 3.2		
<b>Outcomes for learners</b>		<ul style="list-style-type: none"> <li>Have more opportunities to participate in sport both in and outwith school</li> <li>Have more opportunities to perform and compete in athletic events</li> <li>Have their sporting achievements within and out with the school be celebrated in school</li> </ul>	<b>PEF funding allocation (if relevant)</b>		<b>Other Cost implications</b> Cost of any training (badminton course)
<b>Identified responsibilities</b>	<b>Resp.</b>	<b>Actions</b>	<b>Time</b>	<b>Evaluation/Evidence expected</b>	<b>Evaluation</b>
	LB	<ul style="list-style-type: none"> <li>Work with Active Schools to offer new sporting opportunities in school</li> <li>Attend CPD sessions which allow opportunities for the development of sport in school</li> <li>Liase with Active Schools and club volunteers to further the volunteers training.</li> <li>Support and coordinate the newly formed sports committee to facilitate work towards achieving the Gold Sports Award.</li> <li>Offer after school activity session for early years.</li> </ul>	Term 1-4  Term 2 onwards  Term 2 onwards  Term 1 onwards  Term 2	Learning logs, planning/evaluation/survey records CPD log  Training certificates  Communication with Sport Scotland  Photos. Discussion with parents	
	Learners	<ul style="list-style-type: none"> <li>Engage with sporting activities both in and out with school, including generating/abiding by rules and expectations which will evolve over time</li> <li>Review/give feedback on their experiences</li> <li>Be involved in the planning and implementation of the Sports Awards targets to achieve gold through the committee members.</li> </ul>	Term 1 onwards	Photos  Learning logs, planning/evaluation/survey records Sports committee minutes	
	Nursery	<ul style="list-style-type: none"> <li>Opportunities to take part in PE with P1 – 3 class</li> <li>Mini Movers club</li> <li>Outdoor activities with physical focus</li> </ul>	Term 1 + Term 2 Term 1 +		
	Parents/C arers	<ul style="list-style-type: none"> <li>Parent volunteers continue to run the badminton and football clubs</li> <li>Parents on the sports committee to be involved in the planning and implementation of the Sports Awards targets to achieve gold.</li> </ul>	Term 1 onwards for football Term 2 onwards for badminton Term 1 onwards	Photos  Sports committee minutes Parent council minutes	

<b>Priority:</b>		<b>To improve Maths and Numeracy at Shapinsay School</b>			
<b>NIF priority:</b> <b>Improvement in attainment, particularly in numeracy</b> <b>Closing the attainment gap between the most and least disadvantaged children</b> <b>NIF Driver/s</b> School Improvement Assessment of Children's progress Performance Information			<b>HGIOS4 / HGIOELCC 3.2</b> Leadership of Learning 1.2 Curriculum 2.2 Management of resources to promote equity 1.5 Learning, Teaching and Assessment 2.3 Personalised Support 2.4 Raising attainment and achievement 3.2 / Securing Children's Progress 3.2		
<b>Outcomes for learners</b>		<ul style="list-style-type: none"> <li>Have increased mental agility with number calculations</li> <li>Be able to apply knowledge in maths and numeracy when problem solving</li> <li>To make good or better progress in maths and numeracy</li> </ul>		<b>PEF funding allocation (if relevant)</b>	<b>Other Cost Implications</b> Inservice days x 2 (OIC) Moderation time (staff meetings and inservice in Feb)
<b>Identified responsibilities</b>	<b>Resp.</b>	<b>Actions</b>	<b>Time</b>	<b>Evaluation/Evidence expected</b>	<b>Evaluation</b>
	EC / AA / LB / HR	<ul style="list-style-type: none"> <li>Review Current maths curriculum to ensure coverage of Es and Os.</li> <li>Continue to use KIRFs (Key Instant Recall Facts) to plan, teach and assess mental agility.</li> <li>Review Number Talks strategies and use to enhance numeracy skills.</li> <li>Ensure that SHM and Apex are matched on the curriculum plan.</li> <li>Use PIPs and other data to provide more individual support where needed.</li> <li>Moderate children's work in maths within and across schools to ensure that levels are assessed correctly, using Benchmarks.</li> <li>Attend maths and numeracy training and action.</li> <li>Set maths homework from P2 – P7 weekly</li> <li>Make links with maths and the world of work where appropriate.</li> </ul>	Term 1 – 2 (following inservice)  Term 1 onwards  Term 1 - 2 onwards  Term 1 onwards Term 2 onwards October inservice	Learning logs, planning/evaluation/survey records CPD log Maths Moderation Curriculum planners Children's jotters Assessment data, including PIPs	
	Learners	<ul style="list-style-type: none"> <li>Engage with application of mental agility and problem solving skills.</li> <li>Use the language of Number Talks.</li> <li>To have high expectations of themselves in maths and numeracy and be resilient in achieving this.</li> <li>Self and Peer moderate, including through the use of digital technology with other schools.</li> </ul>	Term 1 onwards	Photos  Learning logs,	
	Nursery	<ul style="list-style-type: none"> <li>Audit maths and numeracy in Nursery</li> <li>See other settings for ideas on providing more maths and numeracy.</li> <li>Counting during daily routines such as snack</li> <li>Colours, numbers, shapes focus</li> <li>Counting and number songs and stories</li> </ul>	Term 1 Ongoing Term 1 + Term 1 +		
	Parents/ Carers Community	<ul style="list-style-type: none"> <li>Help children with KIRFs and maths homework at home</li> <li>Training event for Number talks.</li> </ul>	Term 1 onwards Term 2?	Children's homework jotters Photos	

### **Staff Meetings**

Development meetings are scheduled on a Thursday between 3.15pm and 4.30pm

During the coming session, meetings will be used mainly for:

- whole school developments linked closely to School development priorities
- *Sharing Good Practice Meetings*, both in and outwith school

### **Four year planning cycle**

#### **Year 1: 2017/18**

Maths and Numeracy

Science and Technologies

Language 1 + 2 -Language 3 (Spanish)

Sports Award

#### **Year 2: 2018/19**

Social Studies

RME

Philosophy for Children

#### **Year 3: 2018/19**

Summative Assessment

Language 1 + 2 -embed Language 3

#### **Year 4: 2019/20**

English and Literacy

Expressive Arts

**SHAPINSAY SCHOOL'S WORKING HOURS AGREEMENT AUGUST 2017-18**

**The Agreement**

This school agreement has to be adopted by the whole staff. Once signed by the Head Teacher and the School's Trade Union Representative it is submitted to the Joint Secretaries of the Local Negotiating Committee for Teachers.

The agreement covers class contact time, personal preparation and correction time, residual time and CPD time.

**Class Contact Time**

All teaching staff have a 22.5 hr contact week.

**Personal Preparation and Correction Time**

One third of class contact time is given as an 'entitlement' as stated in the National Agreement. This equates to 7.5 hrs per week.

All personal preparation and correction time is covered by the National Agreement which states:

*If a teacher is not required to be on the school premises for certain duties, for example preparation and correction, these may be undertaken at a time and place of the teacher's own choosing. Teachers will be expected to notify the appropriate line managers of their intentions in this respect.'*

**Residual Time**

Residual time is the 35 hr week minus the combined class contact (22.5 hrs) and preparation / correction allowance (7.5 hrs).

Residual time is intended to include a range of activities as outlined in Annex D of the National Agreement. The amount of time available for these activities this year is 5hrs per week or 195 hrs per year. Of this 195 hrs residual time Staff Meetings and Parent/Teacher Meetings are directed times.

<b>Activity</b>	<b>Allocation</b>	<b>Allocation</b> (hours per annum)	<b>On-site</b>
Class contact time	22.5 hours pw		✓ x
Personal time	7.5 hours pw		x
Remaining time (see below)	39 x 5 = 195 hours pa		✓ x
Parents' meetings		10	✓

Report writing	29	x
Staff meetings	34	✓
Development meetings	29	✓
Forward planning	40	x
Staff review	5	✓
Additional CPD time		✓ x
Additional development time eg Working Groups		✓
Additional pupil supervised activities		
• Out of school hours learning		✓
• 'extra-curricular'		✓
Formal assessments		✓
Meetings eg case conferences		✓
Additional personal time (preparation and correction)		x
Trade Union meetings		✓ x
Flexibility	48	✓ x
<b>TOTAL</b>	<b>195</b>	

### CPD

All staff have an annual allocation of 35hrs CPD. This requires to be agreed with their appropriate line manager. The forum for agreeing this CPD plan will be an Annual Review and through Professional Update. To facilitate this review process, and allow for pre-review preparation, 2hrs will be set against each teacher's 35hrs CPD.