

Priority 1—to raise attainment and improve learners' experiences in reading and numeracy.

This will include:

Staff engaging with the new Midlothian Numeracy planners to ensure breadth and depth of learning.

Creating a numeracy progression and developing staff confidence in using clearly identified strategies and materials.

Working with parents to develop their knowledge of mathematical concepts and strategies developed in school

Developing a reading culture across the school and involving our parents and wider school community

Ensuring effective teaching of early reading and a focus upon teaching comprehension through high quality challenging texts

Priority 2—Equality and Inclusion, including Nurture

This will include:

Embedding a whole school nurture approach through developing nurturing classroom practice and environment

Ensuring effective and timely interventions are in place

Priority 3 – Enhancing Learning, Teaching and Assessment using Digital Technologies

This will include:

Supporting staff in their professional learning, sharing innovative and transformational practice.

Developing pupil ownership over transformational change in Learning, Teaching and Assessment.

Developing whole school policies to support consistent approaches to the integration of digital tools within learning and teaching.

Priority 4— Curriculum Design and Rationale

This will include:

Refreshing our curriculum map including curriculum rationale and design and developing a shared awareness of our unique context

Developing a progressive programme of work to support delivery of the Health & Wellbeing curriculum

Enhancing the opportunities for community involvement and real life applications of learning

Implementing 'Equipped for Learning' Digital Strategy to support transformational change in digital learning

What we did?

- ⇒ All learners have equitable access to an iPad (P1-2) and Chromebook (P3-7) device to support their learning and the use of digital technologies is prominent across most of the school.
- ⇒ There has been an increase in the use of iPads to enhance learning and teaching within the Early Years.
- ⇒ Almost all teaching staff integrate digital learning within discrete and interdisciplinary contexts and most learners are using their devices daily.

What was the impact?

- ⇒ All learners have access to accessibility and literacy support tools, reducing barriers to learning.
- ⇒ Most Early Level learners have demonstrated increased independence in the use of digital tools such as Seesaw and iMovie.
- ⇒ New resources have enhanced the learning experiences in computing science for almost all learners.
- ⇒ All staff are digitally-connected and can easily access digital platforms to support collaboration from their allocated digital device.

We are going to...

- ⇒ Improve understanding of profiling and monitor a consistent whole school approach using the Seesaw learning platform.
- ⇒ Develop pupil ownership over transformational change in Learning, Teaching and Assessment.
- ⇒ Improve the way we profile children's learning and how we report on this through Seesaw and a new report format for parents and carers.



Standards and Quality 2021—2022 and Improvement Plan 2022 – 2023

Summary for Parents



King's Park Primary School

Vision Values and Aims

Vision

King's Park C.A.R.E.S

We strive to create an environment where all our learners experience and demonstrate...

Creativity

Aspiration

Resilience

Empathy

Success

Values

Our Vision at King's Park Primary School is underpinned by our core set of shared values:

Effort Happiness Inclusiveness Kindness Respect

Raising Attainment in Writing and Numeracy

What we did?

- ⇒ We created progressive Success Criteria posters for fiction texts which compliment the non-fiction posters that were created last session.
- ⇒ Learners are benefitting from greater exposure to a wider range of feedback opportunities including self and peer assessment and feedback which is focused and specific.
- ⇒ Staff are using concrete materials more frequently with learners and are becoming more confident to use these materials to teach numeracy.
- ⇒ New resources have been purchased to support the teaching of numeracy and maths and have raised staff confidence in how to teach different numerical concepts.

What was the impact?

- ⇒ Success Criteria Posters have ensured that all Staff have a deepened understanding of what is to be achieved within each level and across a variety of genres
- ⇒ Almost all learners are experiencing high quality learning and teaching approaches within writing.
- ⇒ Almost all staff are beginning to use concrete materials more frequently with learners and are now more confident to use these materials to teach numeracy.
- ⇒ Most parents shared that their children are confident to talk about different strategies that they can use to find the answer to a numeracy calculation.

We are going to...

- ⇒ Develop talk for reading in line with the approach taken within writing.
- ⇒ Equip staff to teach children to be accomplished and keen readers and develop a reading culture across the school.
- ⇒ Enhance parental engagement and understanding of different strategies and the mathematical language that is used in school.
- ⇒ Engage in the new digital Midlothian Numeracy Progression Pathways to ensure consistent approaches to planning for learning and teaching in Numeracy.

Improve Equity and Inclusion, through Nurture

What we did?

- ⇒ All staff have continued to demonstrate a commitment to the development of whole school Nurture.
- ⇒ All staff have been trained in the Emotion Works Programme.
- ⇒ Two members of staff completed Nurture UK training which led to the improvement of whole staff professional knowledge through delivery and dissemination to staff through INSET training.
- ⇒ A greater number of learners have had increased Cultural Capital opportunities through personalised and bespoke learning experiences.

What was the impact?

- ⇒ Improved implementation of whole school Nurture approaches through the appointment of a Nurture Lead.
- ⇒ Most staff have an increased awareness of how to support children with SEBN through nurturing approaches.
- ⇒ Almost all learners have an increased awareness of their rights and the rights of other children.
- ⇒ Improved learners' wellbeing and an increase in 'readiness' to learn.

We are going to...

- ⇒ Develop learners' understanding of their rights (UNCRC) and build evidence that demonstrate how these rights are being met across the school.
- ⇒ Improve parental engagement and involvement in the wider aspects of school.
- ⇒ Continue to develop Cultural Capital opportunities through PEF and partnerships and links within the local community.

Communication:

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School App: Download Scot Ed and select King's Park.

Follow us on Twitter: @KingsParkPS

School website: <http://kingspark.mgfl.net/>



Improve the overall quality of Learning and Teaching

What we did?

- ⇒ Five class teachers have participated in the Osiris Teaching Intervention programme which has focused on learner engagement, feedback and challenge.
- ⇒ Through exploring the purpose of both summative and formative assessment strategies, we have encouraged all staff to use a variety of approaches with their learners
- ⇒ The use of SMART targets has been developed further this year, with all children now setting targets within Literacy and Numeracy each term.
- ⇒ The views of all stakeholders were sought in the development of a new Homework policy.

What was the impact?

- ⇒ All staff shared that they spend time discussing targets and reviewing these with learners each term
- ⇒ Learners are supported to talk about their strengths and reflect on their learning through the sharing of peer and self evaluation questioning strategies.
- ⇒ Learners are provided with opportunities for challenge and to demonstrate different learner qualities
- ⇒ The creation of a progressive Homework Policy influenced by the views of all stakeholders, ensures a consistent approach to homework

We are going to...

- ⇒ Look for opportunities to further develop the use of target setting with our learners.
- ⇒ Incorporate more regular monitoring of class Seesaw posts to ensure that all staff and learners are using Seesaw as agreed.
- ⇒ Improve self and peer assessment strategies to ensure our learners have an opportunity to further develop these skills.



King's Park
Primary School