

EASTERN PRIMARY AND NURSERY SCHOOL

SCHOOL IMPROVEMENT PRIORITIES 2012 - 2015



OUR SHARED VISION - WE ARE ALL:

SAFE HEALTHY INCLUDED RESPONSIBLE CARING ACTIVE

PARENT INFORMATION LEAFLET

This leaflet provides information in support of our School Improvement Plan. It sets out our goals and targets for the next 3 years. These targets will be on-going as we continually work to improve what we do.

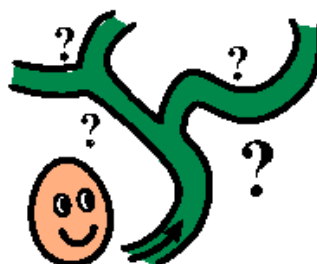
Safe
Included Our Shared Vision **Responsible**
For
Eastern Primary School
Healthy **Caring** **Active**

1 - To focus on the quality of LEARNING AND TEACHING through the development of Co-operative learning approaches alongside on-going self-evaluation and peer support visits. Our staff have a wide range of skills and expertise which we will be sharing by enabling teachers to spend time in each others classrooms, observing and discussing techniques and strategies which enhance the experiences offered to children. Over the next 2 years all staff across Dundee will be given the opportunity to develop strategies for co-operative learning. This supports and enables children to learn within a mixed group of peers in a wide variety of learning situations. Co-operative learning is proven to be a highly effective approach to enhance learning for all.

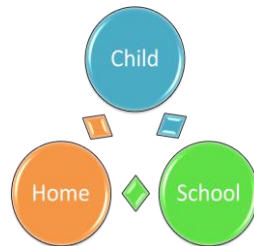


2 - To develop our approach to planning and delivering a CURRICULUM FOR EXCELLENCE (CFE) with an emphasis on Literacy, Numeracy and Health and Wellbeing.

CfE is a national development which presents the curriculum from 0-18 promoting interdisciplinary, or thematic, learning. This is a long term development with many different aspects being part of our school development plan. If you would like to find out more information go to www.curriculumforexcellence.gov.uk



3 - We will develop our approaches to working in PARTNERSHIP WITH PARENTS through creating and developing an approach to Personal Learning Planning. Personal Learning Planning aims to establish a whole school approach to develop effective communication and partnership with parents. Learning Logs will encourage a conversation about learning and build a shared understanding between the child, school and home. This conversation will focus on what your child is going to be learning, what evidence of achievements and progress will look like and planning together for the next steps. The aim is for all parents and carers to feel more involved in the life and work of the school.



4 - We will develop and expand the use of SYMBOLS ACROSS THE SCHOOL to benefit all learners in their understanding of their environment and the curriculum. This will support our aim to make our school more inclusive. A symbolised environment provides visual support for the written word. This helps learners to access information relevant to them while supporting their literacy skills. For children with a communication disorder, symbols allow those learners to understand the world around them. For example, you will see examples of our use of symbols on every door in the building providing information about the use of each room. Even this leaflet has been symbolised! There are also symbols that clarify instructions through the drawings, for example, how to walk around the school safely as a class. Symbols have been shown to benefit the whole school community as they provide consistency and clear communication for all. Please look out for symbols the next time you are in the school.



5 - We will develop approaches which will strengthen the SELF-EVALUATION and QUALITY ASSURANCE processes which link directly to improving teaching and learning.

Robust processes for monitoring and improving teaching and learning will be developed to involve all key stakeholders. Staff, pupils and parents will be involved in sharing feedback which will be used to indicate the impact and

effectiveness of our School Improvement Plan. Consistent and effective approaches for professional development and reflection will be developed with staff and linked to our indicators for improvement.

6 - We are aiming to enhance the ETHOS AND LIFE OF THE SCHOOL by adopting RESTORATIVE APPROACHES when dealing with conflict in relationships.

Restorative approaches put repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The **Key values** create an ethos of respect, inclusion, accountability and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and emotional articulacy.



Key skills include active listening, facilitating dialogue and problem-solving, listening to and expressing emotion and empowering others to take ownership of problems.

There are 4 Key Questions which underpin a restorative approach:

- 1 - What has happened?
- 2 - Who has been affected?
- 3 - How can we involve everyone who has been affected in finding a way forward?
- 4 - How can everyone do things differently in the future?



We hope to include our learners, parents, staff, and community and partner agencies to continue to improve learning for all at Eastern Primary School.

Headteacher: Mrs G Knox
Eastern Primary School
Camperdown Street, Dundee
Tel: 01382 436900
www.eastern.primary@dundeecity.gov.uk