# Netherlee Primary School and Nursery Class

Improvement Plan 2021 - 2022

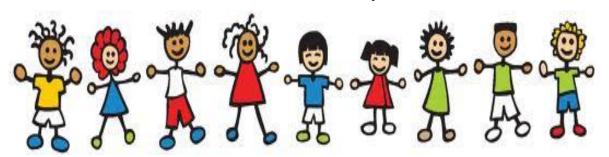


#### Everyone Attaining, Everyone Achieving through Excellent Experiences

#### East Renfrewshire Education Department's Vision

Everyone Attaining, Everyone Achieving through Excellent Experiences

#### School and Nursery Vision



Our Netherlee Community; Working With and For Our Children

#### School and Nursery Values

Courage and Compassion, Fairness and Friendship, Respect and Responsibility

#### Curriculum Rationale

Our curriculum is designed to provide the very best learning opportunities and experiences for our children which supports them to achieve all that they can and to be creative, innovative and successful life-long learners. Our curriculum also encourages our children to be active, responsible citizens who make effective contributions to both their local and global communities.

CfE Entitlements: Ethos and Life of the School • Curriculum Areas and Subjects • Interdisciplinary Learning • Opportunities for Personal Achievement

#### **Priorities**

- 1. To provide innovative and creative teaching and learning approaches which focus on raising attainment with a particular focus on Literacy (Reading), Numeracy (Problem Solving), Modern Languages (French) and Expressive Arts (Art and Design, Drama, Music).
- 2. To continue to focus on Health and Wellbeing with a particular focus on pupil leadership, achievement and health and wellbeing.
- 3. To ensure that our provision is effective in meeting the needs and entitlements of all learners and families, is in line with our vision and values and has a particular focus on equity, equality, inclusion and diversity.

|   | 2021 - 2022   | 2022 - 2023   | 2023 - 2024  |
|---|---|---|--|
| Everyone Attaining Everyone Achieving Excellent Experiences | COVID-19 Continuing Recovery and Renewal  Learning and Teaching and the Curriculum  Health and Wellbeing  PEF- Equality, Equity and Diversity | Employability/ My World of M Financial Edu Citizensl Sustainab The 4 Capa Other areas from ER Expressive Arts (contd), Technolog H and W (PE-C Modern Languages Gold Sports Scotland Av Social Stu RME RRSA Reaccredita | ucation hip hility cities C Local imp Plan STEAM, Sciences, gies Outdoors) s (Mandarin) vard (Re- Accreditation) udies |

#### Everyone Attaining, Everyone Achieving, Through Excellent Experiences

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

NIP: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people.

National Improvement Framework Driver: Teacher Professionalism, assessment of children's progress, performance information

CfE National Entitlements: Curriculum Areas and Subjects

| Improvement Priority 1  | To provide innovative and creative teaching and learning approaches which focus on raising attainment with a particular focus on Literacy (Reading), Numeracy (Problem Solving), Modern Languages (French) and Expressive Arts (Art and Design, Drama, Music).   |                                  |  |   |  |
|---|--|----------------------------------|--|---|--|
| Impact & Outcomes   | Action and Personnel   | Timescale                        | Resources  | Evidence  |  |
| Outdoor Learning firmly embedded providing enhanced curriculum at all stages.  Pupil voice features strongly within the planning of learning and teaching.  Aspects of play-based, pupil led, pedagogy are adopted, where appropriate, across the school. Enhanced opportunities for creative play within the early years.  Digital technologies are used successfully to support and enhance learning and teaching.  Pupils have an enhanced awareness of how to stay safe online.  Staff take ownership of reflecting on, and reviewing, their professional development and set meaningful targets linked to the Professional Standards.  In house CLPL supports and enhances the quality of teaching and learning.  Staff utilise a library of professional reading to support them in their role. | Supporting Innovative and Creative Practice Continue to develop our teaching and learning approaches to ensure creativity, problem solving and innovation are experienced by all learners.  > Continue to develop outdoor learning experiences in R-Literacy, N-Problem Solving, French and Expressive Arts. (JB, LW, MN, AM, LS, LMcK, LH) > Share Early Level best practice in Outdoor Learning with staff and parents and provide CLPL, in line with Virtual Nature School, across CfE levels. (AK, PM, HK,MD) > Ensure learning experiences are creative and innovative by developing progressive "play", pupil led learning pedagogy and systems at all stages which fully involve pupils in planning (Big Picture or Learning Walls) and leading their learning using the Triangular Planning Model and incorporating Teacher Observation. (JB, AK) > Develop the use of Learning Journey Logs from nursery to P3. (AK) > Embed increased teacher and pupil skills, including those developed during remote learning, in using a range of Digital Technologies and Resources to further enhance regular teaching and learning experiences, including digital toys in the Early Level. (SB) > Ensure that our approaches to supporting pupils with ASN include access to appropriate digital technologies as tools and all are skilled in the use of these eg Dyslexia. (SB, JR) > Include an age and stage appropriate focus for pupils, and parents, to understand how children can stay safe online. (SB)  Supporting Teacher Professionalism Encourage, support and empower all staff to be self-reflective and to develop appropriate leadership skills and interests.  > Coaching principles will be incorporated through PRD to support teaching staff to identify an area to explore through Professional Enquiry, linked to the needs of the children in their class or their own professional development (PRD). (LS, SB)  > Develop an ongoing range of appropriate CLPL opportunities (in-house and cluster) and also a library of professional reading, in line with the Improvement Plan(s) priorities. (LS | Terms 1-3 and ongoing  Terms 1-3 | Outdoor Learning Guidance  Early Years Practitioners  Learning Logs  ERC Digi Hub  Digital toys  CEOP PEF ED Psych QIO  'Coaching and mentoring Matters' Education Scotland  Professional Reading Library  Collegiate Sessions  Teach Meets 'Interventions for Equity' | Planning Documentation  Professional dialogue at Meetings (minutes)  Observations  Pupil and Staff Feedback  Accreditation from Digital 360Safety Online  Professional Enquiry Documentation  PRD Targets and paperwork  CLPL/Collegiate Calendar  Attainment Data  Tracking Meeting Notes  Moderation Evidence |  |

Practitioners have increased confidence in the assessment of learning and in making accurate judgements across CfE levels E-4.

Pupil experiences in Reading are of a consistently high quality.

Increased attainment in Reading at all stages but particularly with children who require support and those who experience barriers to learning.

Increased teacher confidence in the learning and teaching of French.

Learners' experience authentic opportunities to explore French Culture and to use conversational French in meaningful ways.

Problem Solving strategies are fully embedded within the high quality learning and teaching of mathematics, at all stages.

High quality learning and teaching within the Expressive Arts Curriculum is experienced by all learners.

Learners have enhanced opportunities to develop their skills and talents within Art and Design, Drama, Music and Dance.

Learners are offered rich. authentic experiences within the Arts, exploring cultures from around the world.

Pupils have regular opportunities to celebrate their achievements and diversity within the Arts, and to showcase these with parents and members of the wider school community.

- Encourage and support staff to engage in the Lesson Study approach, focusing on a self-chosen area of the SNIP in order to increase awareness of best practice and learning progression. (LT Stage Leaders)
- Adopt a more collaborative and empowering quality assurance approach where staff are fully involved in both the process and in high quality professional discussions. (YD)

#### Support Teacher Judgements Across CfE

Staff regularly engage in moderation of pupil learning and teaching experiences.

- > Raise staff awareness of equity and equality issues and potential barriers to learning, which can impact on our Netherlee pupil attainment and achievement. (YD, PEF)
- Upskill staff on the use of the ERC Tracking Database in order to be able to identify key groups of learners in line with potential barriers above. (YD, ERC QIO, PEF)
- Revisit the ERC Learning, Teaching & Assessment Framework Document: A Planning Guide for Tracking Pace Through CfE Levels, with all teaching staff to ensure there is appropriate progression, pace and challenge of learning experiences. (JR, LS)
- Provide a range of both formal and informal opportunities for teachers and CDOs to moderate pupil work in line with identified SNIP Curricular Areas. (JB, MFs)
- > Encourage staff to use the ERC LAR to support moderation and accurate teacher judgements by engaging in regular dialogue and moderation activity across CfE Levels... (JB, MFs).

#### Literacy- Reading

Promote excellent practice in the learning and teaching of Reading at all stages to enhance learners' experiences.

- > Review and update our use of Netherlee Reading Skills framework and ERC Literacy Framework to support progression across levels. (LW, MN, AM, PEF)
- > Ensure the above is not solely resource driven and incorporates the regular use of real texts wherever possible. (LW, MN, AM).
- Provide a range of CLPL, including RR pedagogy, to ensure pupils experience progressive, high quality teaching and learning in Reading across all stages and levels. (LW, JM, MN, AM, PEF)
- > Provide appropriate support and challenge to all learners, ensuring a focus on those requiring support and also those who are very able in reading. (LW, JR, JM, PEF)
- > In line with the above, utilise the skills of our senior pupils and adult volunteers to support Paired Reading throughout. (LWt, PEF)
- > Foster a "love for reading" ethos by creating a reading culture across the school and nursery. Ensure all children have access to quality personal reading material. Gather ideas from pupils, staff and parents. (LW, MN, AM, PEF)

#### **Modern Languages- French**

Enhance teacher confidence and learners' experiences in Modern Languages (French).

Implement actions from the ERC Action Plan following the Thematic Review of Modern Languages. This will include reviewing the ERC Skills Framework to ensure progression of skills and eliminate repetition, particularly, but not solely, for P6 to S2. (LS, JB, SC, Cluster Language Leaders)

| Education         | Updated Reading   |
|-------------------|-------------------|
| Scotland          | Policy and Skills |
| Occiland          | Framework         |
|                   | Framework         |
| ERC Tracking      |                   |
| & Assessment      | Updated French    |
| Database and      | Policy            |
|                   | 1 Olloy           |
| Learning,         |                   |
| Teaching &        | Updated Problem   |
| Assessment        | Solving Policy    |
| Framework         | ů ,               |
| Tamework          | Updated           |
|                   | •                 |
| Netherlee         | Expressive Arts   |
| Reading Skills    | Policy            |
| Framework         | ,                 |
| Tamowork          | Displays          |
| EDO 1.11          | Displays          |
| ERC Literacy      |                   |
| Framework         |                   |
|                   |                   |
| CfE               |                   |
| Benchmarks        |                   |
| Denominarks       |                   |
| 0 " ' '           |                   |
| Collegiate        |                   |
| sessions          |                   |
|                   |                   |
| Senior pupils     |                   |
| and parental      |                   |
|                   |                   |
| volunteers        |                   |
|                   |                   |
| Netherlee         |                   |
| French Policy     |                   |
| 1 1011011 1 01109 |                   |
| Parent Council    |                   |
| Parent Council    |                   |
|                   |                   |
| PTA               |                   |
|                   |                   |
| ERC Modern        |                   |
| Languages         |                   |
| Languages         | i                 |

Terms 1-3

Term 2 and

ongoing

Terms 1-3

and ongoing

#### Action Plan French teaching resources **ERC Maths** Framework

### Problem Solvina Resources

Netherlee Art and Design Skills Framework

| <ul> <li>In line with the above, review the use of, and range of, resources we use to support the teaching of French at all levels and then introduce new, stimulating resources where required eg Coffee Break French, High Five etc. (LS, JB, SC)</li> <li>In line with the above, ensure our teaching and learning approaches and contexts are engaging, relevant and motivational for all learners and include learning and teaching about French culture, current famous French people, French speaking countries etc. (LS, JB, SC, PEF)</li> </ul>   | Term 2-3<br>and ongoing<br>Terms 1-3 | ERC Skills Planners Drama and Music  CfE Expressive Arts Benchmarks                         |
|--|--------------------------------------|---|
| Maths- Problem Solving  Foster an enquiry based, problem solving learning ethos.  ➤ Provide CLPL for staff, to support the delivery and implementation of Problem Solving as a regular learning approach across all areas of Numeracy and Maths, rather than as a discreet subject. (LS, LMc, LH, QIO KMc)  Expressive Arts  Deliver high quality experiences across each area of Expressive Arts.  ➤ Relaunch our planning documentation and skills framework for Art and Design. (JB)  ➤ As the session progresses, audit any gaps or areas identified as requiring amendment/   |                                      | Atrium/Hub/Pa villion/Internal gardens  Parental volunteers  Members of the wider community |
| <ul> <li>refreshing in A and D and action where possible. Where a deeper look is required, note to be added to the next session's SNIP. (JB)</li> <li>Relaunch our planning documentation and skills framework for Music.(LW, RW)</li> <li>As the session progresses, audit any gaps or areas identified as requiring amendment/ refreshing in Music and action where possible. Where a deeper look is required, note to be added to the next session's SNIP. (LW, RW)</li> <li>Relaunch our planning documentation and skills framework for Drama. (SB)</li> <li>As the session progresses, audit any gaps or areas identified as requiring amendment/ refreshing in Drama and action where possible. Where a deeper look is required, note to be added to the next session's SNIP. (SB)</li> </ul> |                                      |   |
| <ul> <li>Organise and resource an identified area in the school that suits the teaching and learning of Drama (SB)</li> <li>Enhance the relevance of our teaching and learning experiences across all 3 aspects of Expressive Arts by utilising staff, parents and children to incorporate multi-cultural contextualised links. (SB, LW, JB, PEF)</li> <li>Identify and create systems and opportunities to celebrate the above with each other in school and nursery (assemblies, displays), and with all parents and members of the community (open doors, assemblies. (SB, LW, JB, PEF)</li> </ul>  |                                      |   |

#### Everyone Attaining, Everyone Achieving, Through Excellent Experiences

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

NIP: Improvement in children and young people's health and wellbeing. Improvement in employability skills and sustained, positive school-leaver destinations for all young people.

National Improvement Framework Driver: Performance Information, School Improvement, Assessment of Children's Progress

CfE National Entitlements: Opportunities for Personal Achievements

## Improvement Priority 2

To continue to focus on Health and Wellbeing with a particular focus on pupil leadership, achievement and health and wellbeing.

# Children have broad and rich learning experiences to support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential.

**Impact & Outcomes** 

Our school ethos supports an enhanced culture of health and wellbeing and of GIRFEC. A culture of sharing and celebrating achievements is established.

Staff have greater awareness of individuals who require targeted intervention to ensure equity in wider experiences.

Staff share expertise and support each other to enhance their practice.

All pupils will benefit from leadership opportunities and from taking part in pupil groups at all stages.

#### **Pupil Achievement**

Develop our systems for recognising, celebrating and tracking achievement (including clubs). This will allow pupil talent to be recognised and celebrated and will also ensure equality and equity by supporting targeted children to participate.

**Action and Personnel** 

- Pupil achievements will be visual on wall displays around the school and nursery and linked to our school values. (LT Stage Leaders)
  - Support **all** pupils to share their "out of Netherlee" achievements in various agreed ways. **(LT, PEF)**
- Revisit and refocus on our Netherlee Vision and Values and use these, as well as our House System, as the foundation for Promoting Positive Behaviour, permeating a Rights Based Culture and ethos throughout the school and nursery. Diverse Values Mascots will be introduced and will feature throughout as class rewards. Possibly, set up a "Values Group" to review and build upon initial plans agreed on inset Day (Aug). (LS, JR- PEF)
- > RR Netherlee Charters will be created linking each of our Values to Children's Rights. (LW, KL)
- Create a CfE level planner for each of our values, with resources/ learning experiences which link to RRS. (LW, KL, Values Group)
- Track wider pupil achievement which supports **targeted** interventions (equity) with groups of children and individuals. Provide CLPL for staff on the use of the ERC Tracking Database to enable the tracking and recording of pupil achievements. (ERC QIO, YD, PEF)
- ➤ Engage in the John Muir Trust accreditation from P5 (Raise Awareness of JM and "100 things to do before you are twelve and a half", P6 Discovery Level and P7 Explorer Level, to enhance learning outdoors, support sustainability, problem solving and school partnerships. Share with parents and community. (SB, JR)

#### Staff Achievement

Recognise, celebrate and utilise the range of staff skill, expertise and knowledge across all staff groups.

Encourage staff to share knowledge and expertise with each other by displaying staff qualifications and information about their enhanced knowledge and areas of expertise in a prominent area of the school. (LS, AK, AH, JR)

#### Term 1 and Netherlee House Achievement System and Displays ongoing Positive Behaviour Policies Wider Achievement Reaccreditation Database Guidance RRSA Evaluated Schools Values Action Plans Group ECO Green **ERC Tracking** Flag Database John Muir Staff, children and Trust Award parents input and feedback Revised Progression John Muir Trust Framework for resources Health and Wellbeina Parent Council PTA Self-evaluation evidence Staff Term 1

Achievements

Display board

PFF

QIO

Resources

Evidence

**Twitter Posts** 

Young

Leaders'

Award

Timescale

There is an increased sense of community ethos and Netherlee identity.

Children are more confident in making healthy eating choices in their life, both in and out of school.

A clear progression framework for Health and Wellbeing supports high quality learning and teaching at all stages.

Children are better equipped to deal with personal challenges and develop resilience.

Learners are offered rich. authentic experiences to support their health and wellbeing and skills for life and work.

#### **Pupil Leadership**

Refocus on purposeful pupil leadership groups and pupil leadership more widely to ensure children can widen their experiences and develop a range of talents.

- > Use HGIOS?4, Education Scotland Learner Participation Toolkit, "HGIOS? Pupil Version" and HGIOELCC as part of ongoing self-evaluation practices throughout the session. (LT)
- Consult with pupils and staff to decide which SNIP aligned pupil groups (4 plus HC) will be formed. (LS)
- Staff to decide how to involve more pupils in leadership and improvement. Eq All children and staff to be allocated to a pupil group and will meet weekly (Netherlee's Parliament Sessions). Our senior pupils will form a Netherlee Pupil Government and will be elected as House Councillors by the Parliament to create an action plan and to lead identified pupil group areas for improvement. LT and other staff will lead each one of the pupil groups and will identify an award or accreditation for the pupils and staff to work towards achieving by the end of the session. (LW, JB, SB, (LS, JR)-PEF)
- Ensure all pupils, staff and parents know the school badge story and our motto. (YD, LS, HCap)
- Each group will share their work and achievements with the Netherlee Community by posting on TWITTER and compiling a SWAY Newsletter each term. (JB, LW, SB, JR, LS, AK)
- P6 Pupil Ambassadors to be introduced, utilising the range of skills and talents of this group of pupils, in the different SNIP curricular areas e.g. Art Ambassador, Music Ambassador, Drama Ambassador. These ambassadors will support staff in the delivery of learning experiences. (Lead JR, LT Stage Leaders PEF)
- In each Terms of 2, 3 and 4, all pupils will participate in a Community Learning Week linked to Rights of the Child and Global Goals. The community, parent volunteers, voluntary organisations, local businesses and organisations, staff and senior pupils will be involved in delivering this within each stage. (LT Stage Leaders, KL)
- Support our senior pupils to provide a range of school clubs during intervals and lunchtimes. This will support our pupils as Young Leaders (Award) and support children across the school during free play times. (SB, PEF)

#### **Health and Wellbeing**

Continued focus on both the physical and mental health and wellbeing of all.

#### Health and wellbeing: Food and Health

- Review current H & W Food and Health Planners. Revise & share in line with Benchmarks. (AK)
- Provide CLPL for staff on food handling skills and include accreditation opportunities referencing the "Setting the Table" document. (AK)
- Devise a food handling progression framework with catering staff. (AK, JA))
- Parent volunteers to support all stages with a multicultural, healthy eating and cooking focus. (AK, LT PEF)
- Resource a designated Cooking Area within our STEAM HUB to provide a quality learning and teaching area. (AK, SB, JA)

#### Health and Wellbeing: Mental, Emotional, Social and Physical

- Retain a focus on the mental and emotional wellbeing of all and provide targeted support when required using ERC Healthier Minds Framework and Resources.(JR, PEF)
- Reintroduce Mindfulness approaches/ techniques at all stages by providing CLPL for staff. (JR)
- Source and introduce a programme which builds the resilience of all pupils but particularly focussing on targeted groups and individual pupils. (JR PEF)
- Review current H and W: Mental and Emotional Skills Planners and revise in line with Benchmarks. Share with staff. (JR)

#### Participation Toolkit Pupil Groups and Children's Parliament Action Plan for

Ed Psych

HGIOS?4

**Documentations** 

Education

Scotland Learner

#### P6 Pupil **Ambassadors**

Pupil groups and

**Sway Newsletters** 

Community Learning Week

Reaccreditation Guidance RRSA

#### Parental volunteers and members of the wider community

#### Term 2 and ongoing

Term 1 and

ongoing

CfE Health & Wellbeing Benchmarks

#### **ERC** Policy and Practice Documentation

#### Hub Redesign

Updated Cooking

trolleys and

#### Ongoing

#### Terms 2-3

#### equipment. Netherlee H and W Folders and

#### documentation **ERC** Healthier

Minds

#### Food Handling progression Framework

Regular use of

Hub for Food

Handling

#### Revised H and W being Skills **Planners**

#### Everyone Attaining, Everyone Achieving, Through Excellent Experiences

HGIOS? 4: 1.3, 2.3, 2.4, 2.5, 3.1, 3.2

NIP: Closing the attainment gap between the most and least disadvantaged children and young people.

with teachers. (JR, PEF)

National Improvement Framework Driver: School Leadership, Parental Engagement, School Improvement

CfE Entitlement: Ethos and Life of the School

videos

created

PEF

| Improvement<br>Priority 3  |   |                    |   |  |
|--|---|--------------------|---|--|
| Impact & Outcomes  | Action and Personnel  | Timescale          | Resources   | Evidence   |
| Stronger links and relationships established within our Netherlee community.  Children have greater knowledge of different cultural traditions in their community.  Children are supported and challenged to meet their individual needs.  Staff are aware of the cultural | Equality and Diversity  Welcome and embrace diversity by raising awareness of the different cultures, festivals and home languages within our community, whilst fostering our children's sense of identity.  ➤ Enhance P1/2 Learning Zones, using parent volunteers, to support play. This will include raising awareness and incorporating the different languages, festivals and cultures of our families. Parents/carers will be involved in planning, preparing and delivering multicultural resources and learning experiences. (LS, PEF)  ➤ Continue to establish stronger links with parents/carers by using, and valuing, their cultural knowledge, beliefs and traditions during assemblies and all events for parents and also while learning about World Religions and Festivals in order to enhance the relevance and meaningfulness of our curriculum. Pupils will also feature strongly in this too. (SB, AK, PTA, PEF)  ➤ In line with being a Rights Respecting, Gold Accredited School/ Nursery, continue to raise awareness of equality rights in line with Global Goals, Anti- Racism and Anti- Bullying Guidance. (LW,KL, AK, | Terms 1-4          | P1/2 Learning Zones  Parental Volunteers  Targeted Parents and Carers  'Show Racism the Red Card'  Anti-Bullying Policy | Enhanced use of play areas within early years  Feedback from parents and pupils  RRSA Re- accreditati on |
| capital that helps children make progress.  School values and vision imbedded across school and nursery.  Children are equipped with the skills to overcome challenges in their lives.  Practitioners have increased confidence and understanding of strategies            | PEF)  Equality and Equity  Ensure the terms "equality and equity" are fully understood by all staff, pupils and parents and the role we all play in striving to remove the barriers that our children/families may have in relation to this. (YD, PC, PTA, PEF)  Use the 'Gender Equal Play' document and self-evaluation materials to encourage staff, children and parents to reflect on our own perceptions, bias and use of language. (AK)  Develop an Equality Policy and share with staff and parents. (AK, JR, PEF)  Consider the Cost of the School Day at Netherlee by making effective use of the CSD Toolkit and ensure that this is at the forefront of all of our considerations throughout the session. (YD, JR, LS, PC, PTA, PEF)  | Term 1 and ongoing | 'Interventions for Equity' Education Scotland Attendance Records CSD Toolkit ASN Overview SfL shared drive              | Netherlee Equality Policy Wellbeing Plans Gender Equal Play Policy Supporting Pupils' Policy             |
| to support individual needs.  Increase parental involvement and engagement in school and nursery activities.   | Meeting Learners Needs  ➤ Develop opportunities for Nurture Staff to share expertise with colleagues. (LS, PEF)  ➤ Provide regular opportunities for teachers and PSAs to visit and observe children in our Learning Centre to ensure consistency in approach and deeper understanding of learner needs. (VB, MC, PEF)  ➤ Provide regular opportunities for Learning Centre staff to share and discuss pupil targets and progress with teachers. (LB, PEF)  | Terms 2-4          | HGIOS Documentation HGIOELC   | Updated<br>Homework<br>Policy<br>'How to'  |

| <ul> <li>Finalise our DRAFT Supporting Pupils Policy, ensuring equity features throughout. Share with all.<br/>(JR, PEF)</li> </ul>  | Term 1 (completed | QIO                       | Google           |
|--|-------------------|---------------------------|------------------|
|  | by October        | Ed Psych                  | Classroom        |
| Parents as Partners  | Week)             | Netherlee                 | ASN              |
| Plan and implement opportunities to increase parental engagement and enhance partnership working by:  Consulting with all staff, pupils and parents to review Netherlee's Homework Policy and Practice in order to support parents to be knowledgeable and confident in supporting learning at home whilst | Terms 2-4         | Homework<br>Policy        | Support<br>Group |
| being mindful of equality issues and the H and W of all. (JR, LS, LW, PEF)   |                   | Parent Council            | Go for           |
| Linking to the above and creating 'How to' videos on Homework, Maths and Literacy. (SB, Pupils-PEF)  |                   | PTA                       | Gold<br>Award    |
| Creating a staff and parent Netherlee Equalities Group. This group will form an action plan following consultation with stakeholders and by considering Cost of the School Day at Netherlee. (JR, JM, PEF)   |                   | Netherlee                 |                  |
| Forming Parent led ASN support groups to provide opportunities for parents to network, share ideas   |                   | Equalities Group          |                  |
| and support each other. (JR, LS,YD, JM PEF)  Auditing our practice in line with 'Go for Gold' Family Focused Awards (School and Nursery) and   |                   | 'Family Focused<br>Awards |                  |
| ensure our practice meets the standards for accreditation. (LS, AK)  |                   | Documentation             |                  |
| <ul> <li>Introducing 'Stay and Play' sessions in school and reintroduce these in Nursery. (AK, PEF)</li> <li>Reintroducing the 'Chatter Café" (Coffee and Chat) Drop In' Sessions to increase opportunities for</li> </ul>   |                   | Assemblies                |                  |
| ongoing, informal communication with parents. Use innovative, supportive methods of reaching out to the wide parent population to encourage a greater diversity in parents who attend and engage with these. (LT, PC PEF)  |                   | School Website            |                  |