**Lesson Study in Numeracy**

**St Blane’s Primary, St Mary’s Primary , Whiteinch and Thornwood Primary Schools. March 2016.**

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| A project to identify the gaps in pupil knowledge and skills in numeracy and how effective teaching and learning can bridge these gaps. | | | | |
| Priority and QI . | | Expected outcomes for learners which are measurable or observable. | | |
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| Timescale | Aim | Actions | Resources | Challenges |
| June 2016/ June 2017 | To encourage the development of partnerships between classroom teachers.  To include staff that will promote partnership and development of skills within their area of expertise. | HT’s and Challenge Leaders Of Learning (CLOL) liaise to plan time/ locations and initial tasks for staff groups. | Time for planning  CPD on Action Enquiry  CPD on Lesson studies  Inset day 23rd June 2016. | Persuading all schools to remain involved.  Providing all staff with necessary skills and knowledge.  Time to plan throughout year. Supply staff for cover / CLOL cover. |
| June 2016/June 2017 | Develop a Quality Assurance (QA) programme at HT level and across partnerships of class teachers. | To produce a calendar of QA events .  To develop understanding of QA activity linked to key raising attainment QI’s and individual establishment priorities.  Developing support and challenge for School Improvement Plan, Education Perspective Report and Standards & Quality reports.  Developing support and challenge for class teachers in peer planning and lessons. | Time for planning.  Time for visits.  Shared understanding of challenge questions for DHT/HT visits.  Shared understanding of challenge questions for class teacher visits from 2.3 Learning, teaching and assessment. |  |
| May 2016/June 2017 | To develop opportunities for family learning experiences | Initial activities at P1 inductions.  Identify key times/ target groups for support in family learning. |  |  |
| 23/6/16 | To start the planning process  For project between CLOL and class teachers | To set up innovation teams and meet with all teams. | Prepare presentation on collaborative model.  Agree template plan. | Involving school #4.  Support from DHT/HT initially.  Identify SLT member for continued support CLOL  Maintaining momentum and focus. |
| 23/6/16  Sept Inset 2016 | To develop support network across 4 schools. Key personnel ?? | To engage all teachers across early to second level and develop ability and confidence to move to planning stages. | Time for getting together Inset 23/6/16.  HT’s to introduce initiative within own staff group prior to June training. | Engagement of all schools and staff. Teacher buy in. Ability to work across peer group. |
| 23/6/16 | To develop class teachers knowledge and skills in action enquiry. | Background and awareness raising of action enquiry process and the steps / planning format involved. | Shared format/ template/ identifying research question within stages.  CPD time/  Staff Glasgow University. | Identifying main areas for development across and within levels.  Clear agreement on specific areas to work through at whole class level.  Level of engagement of teachers. |
| 23/6/16 | To develop class teachers skills in lesson studies approach. | Awareness raising of process and it’s origins.  Making research available to teachers on the process.  Agree on challenge questions / recording format for peer visits. | Devising focus group across four schools with CLOL’s.  Staff \Glasgow University. | Teacher buy in.  Sharing understanding and link with standards in GTC.  Time for peer observations/ review/ feedback. |
| September 2016 | To develop skills in collection of robust data. | Arrange input from Glasgow University / EP’s Glasgow. | Robert Owen Centre  Educational Psychologists Action Enquiry. | Not to make process complicated.  Simple planning tool / key questions.  Understanding of hard and soft data.  Collecting and analysing Data. |
| September 2016- March 2017 | To timetable and arrange learning study visits between teachers and across schools. | Negotiate time table for peer visits, further planning and feedback sessions. | Supply staff amount ?? | Availability of supply staff.  Cover by CLOL ?? |
| April/ May 2017 | To measure impact of interventions | Gather and collate evidence. | Interpreting data supported if necessary | Ensuring all data has been collected. |
| May 2017 | To report on findings. | Gather and collate the findings. | Interpreting data supported if necessary | Ensuring all data is robust |