**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 studiesInset 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 CLOLMaintaining momentum and focus.  |
| 23/6/16Sept 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 CentreEducational 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 |