

# School Improvement Planning Returns to Local Authority (2019 - 2020)

**School:** Lochmaben Primary & Nursery

**Date:** May 2019

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

### Our Vision, Values and Aims

#### School Statement

*'believe and achieve'*



Last session 2017/2018, we undertook a comprehensive review of our Vision, Values & Aims engaging pupils, staff & parents / carers. It was decided that our vision for Lochmaben Primary School and Nursery would remain as 'believe and achieve.' This is embedded in the ethos & life of our School & Nursery with Robert the Bruce as our School Logo and the spider which accompanies 'believe and achieve,' reminding everyone of the folklore about Bruce taking inspiration from the spider to keep going. In Lochmaben we believe all our pupils will achieve great things. We wish our children to participate in a wide range of activities, events & experiences which will allow them to achieve their full potential. Having undertaken such a full review last session, our focus this academic year, rather than conducting a further review has been on embedding the revised values.

Our previous five core values were altered slightly when reviewed in March / April 18 to reflect & include the suggestions & opinions of pupils, staff and parents/carers to:-

- Courage & Confidence – to be brave & become confident individuals and successful learners
- Hard work – to try our very best at all times
- Honesty & Trust – to always tell the truth & to make everyone feel welcome and safe
- Kind and Caring – to be kind and care for each other, our community and the environment
- Respect – to work together to value everyone in our school and become responsible citizens

These were launched as our reviewed Values from the start of this session in August 2018.

We believe that these provide the basis for life within Lochmaben Primary and Nursery, therefore it has been important to ensure the revised values are as well-known and embedded as the previous ones. We have promoted these and reinforced them throughout our daily routine, regularly at Get Togethers and through various events and activities. 'Shining Star' Awards are presented by a local business each year in recognition of children who have demonstrated exceptional diligence in each of the values.

The current aims for Lochmaben Primary & Nursery are still relevant and pertinent to life within Lochmaben Primary & Nursery and these are for everyone in our school community:-

- To be safe, happy and healthy
- To always try, try, try their best and believe that they can achieve their full potential
- To feel confident and know that they can learn by their mistakes
- To understand and respect differences
- To prepare for future opportunities and challenges

Our rationale shows our school's individuality in relation to our local context and encompasses our vision, values and aims.

**Review Date:** Our Vision, Values & Aims were fully reviewed in March / April 2018 & revised Values implemented from August 2018 with the focus on embedding these. This will continue into Session 19/20.

**Review Activities (as appropriate)** During our Learning Conversations appointments in March 2018 our parents/ carers were invited to review our Vision, Values & Aims which were on display. They were asked to evaluate the current statements in terms of being relevant & appropriate to our context, ethos & culture by simply 'traffic lighting' them. Further to this they were asked to use 'post it' notes to provide any comments or suggestions for improvement. We had many parents/ carers who engaged in this method. Further to this we posted on our School Social Media Page, the opportunity for parents/carers to evaluate our VVAs and make suggestions in order to reach any of the parents/carers who had not attended the Learning Conversations. This same methodology was used with pupils P4-P7 who engaged in discussions within their classes and evaluated the current statements and provided 'post its' with comments & suggestions. Staff members were also given the opportunity to engage in the same process. All the suggestions and responses were collated with some similar comments & suggestions becoming obvious. Our vision & aims remained unchanged however the values were altered and were 'launched' from the start of the new session in August 2018 and continue to be embedded.

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*

## 2. School Improvement Progress Report

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1</b>  <b>To raise the levels of attainment in Numeracy &amp; Mathematics across the whole School &amp; Nursery</b>  <b>NIF Priorities</b>  <b>Improvement in attainment, particularly in literacy and numeracy</b>  <b>Closing the attainment gap between the most and least disadvantaged children</b>  <b>NIF Drivers</b>  <b>Assessment of children's progress</b>  <b>School improvement</b>  <b>Performance information</b>  <b>Teacher professionalism</b>  <b>Parental engagement</b>  <b>HGIOS?4 / HGIOELC QIs</b>  <b>1.1 Self-evaluation for self-improvement</b>  <b>1.3 Leadership of change</b>  <b>2.2 Curriculum</b>  <b>2.3 Learning, Teaching and Assessment</b>  <b>2.4 Personalised Support</b>  <b>2.5 Family Learning</b></p>	<p>Teaching &amp; Nursery Staff have participated in a collaborative professional learning identifying effective strategies &amp; approaches within Numeracy &amp; Maths using the Learning Together document as a key focus. Most staff have an increased knowledge and understanding of effective approaches for the learning &amp; teaching of Numeracy &amp; Maths and this is demonstrated within classroom practice. A greater focus on pedagogy is evident within the learning &amp; teaching of Numeracy &amp; Maths across all levels. Staff have focussed specifically on developing learners' Mental Maths strategies. Learners have demonstrated an increased ability to manipulate numbers and apply learned strategies in different contexts. The impact of this can be seen through an increase in Standardised Scores. (Table 1 – below).</p> <p>Staff participated in professional learning focusing on HOTS in Numeracy &amp; Maths in order to embed this into classroom practice. Staff have developed an understanding of the impact of using of HOTS in Numeracy &amp; Maths to raise attainment &amp; the use of HOTS is beginning to be more evident within learning &amp; teaching. Learners across the Nursery &amp; School are beginning to externalise their thinking and explain their understanding to each other, as relevant to their age &amp; stage.</p> <p>School &amp; Nursery Raising Attainment in Numeracy &amp; Maths Position Statement was reviewed collaboratively &amp; updated to reflect effective learning &amp; teaching approaches.</p>	<p>Continue to focus on developing Mental Maths strategies within learning &amp; teaching sessions &amp; track levels of attainment.</p> <p>Continue to promote HOTS in Numeracy &amp; Maths to ensure learners are further developing their ability to externalise their thinking, explain their understanding &amp; engage in challenging experiences.</p>

### 3.2 Raising Attainment and Achievement

Teaching staff participated in collaborative activity to establish key components of an effective programme of learning for Numeracy & Maths. A Working Group convened and revised whole School Programme for Numeracy & Maths promoting more effective bundling of Es & Os for the planning of learning, teaching & assessment. The new programmes focus more on the breadth and depth of learning.

Learners have demonstrated their ability to apply their knowledge, skills & understanding through competing holistic assessments.

Individuals were identified using a variety of data to receive targeted interventions via PEF funded Learning Assistants & Support for Learning Teacher. (Maths Recovery & Sumdog)

The progress of identified individuals has been tracked and the improvement in performance is shown on Table 1 below.

Teaching Staff engaged in professional dialogue during termly attainment meetings to discuss & track learners' progress towards achievement of a level & identify & discuss new or existing barriers to learning.

Staff worked collaboratively to plan & deliver Numeracy & Maths Family Learning events with relevant activities & resources.

Qualitative feedback from the 68% of the parents forum who attended intimated that the events had helped increase their knowledge and understanding of ways in which their children learn in Numeracy & Maths how this can be encouraged & supported at home.

Table 1

General Maths and Mental Arithmetic		
% of pupils per year group where Standardised Scores increased from September 2018 to May 2019 (INCAS)		
	General Maths	Mental Arithmetic
P2	46%	54%
P3	66%	68%
P4	56%	56%
P5	25%	57%
P6	21%	36%
P7	30%	26%

Embed revised whole School Programmes of Learning for Numeracy & Maths within the Curriculum.

Continue to develop staff confidence in planning holistic assessments within Numeracy & Maths.

<p><b>School Priority 2</b>  <b>To raise attainment levels in Reading &amp; Writing</b></p> <p><b>NIF Priorities</b>  <b>Improvement in attainment, particularly in literacy and numeracy</b>  <b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>NIF Drivers</b>  <b>Parental engagement</b>  <b>Assessment of children's progress</b>  <b>School improvement</b>  <b>Performance information</b>  <b>Teacher professionalism</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p><b>1.1 Self-evaluation for self-improvement</b>  <b>1.3 Leadership of change</b>  <b>2.2 Curriculum</b>  <b>2.3 Learning, teaching and Assessment</b>  <b>2.4 Personalised support</b>  <b>2.5 Family learning</b>  <b>3.2 Raising attainment and achievement</b></p>	<p>Class teachers &amp; Nursery staff participated in a Talk for Writing professional learning opportunity highlighting effective strategies &amp; approaches for teaching Writing.  Teaching &amp; Nursery staff have an increased knowledge and understanding of effective approaches for the learning &amp; teaching of Writing. Aspects from the Talk for Writing approach have been piloted &amp; evaluated to assess the effectiveness relevant to the age &amp; stage of learners.</p> <p>Baseline assessments were undertaken P4-P7 to establish learners' attitudes to Writing &amp; the information gathered helped in the review &amp; revision of our programmes for Writing. Through the introduction of daily writing practice &amp; the use of the uplevelling VCOP approach, learners have demonstrated increased levels of motivation in Writing.</p> <p>Staff Working Group collaboratively evaluated, reviewed and redesigned our Reading Programmes for Learning with a clear skills focus, including HOTS. Learners across the Nursery &amp; School are beginning to externalise their thinking about texts and explain their understanding to each other, as relevant to their age &amp; stage.  A revised Position Statement for Reading has been developed.</p> <p>Staff have planned holistic assessments for learners to demonstrate their application of Writing skills.  Staff participated in a collegiate professional learning session to further develop their knowledge &amp; understanding of Reading Holistic Assessments. Some staff have been piloting planning Holistic Assessments which assess both the application of Reading &amp; Writing skills.  Learners have demonstrated effective skills in applying their Writing knowledge &amp; understanding in a new and unfamiliar context, with some demonstrating the application of Reading &amp; Writing knowledge, skills &amp; understanding.</p> <p>Identified individuals / groups have benefitted from targetted interventions delivered by PEF funded Learning Assistants &amp; Support for Learning Teachers improving their core Literacy skills.  The progress of identified individuals has been tracked and the improvement in performance is shown on Table 2 &amp; 3 below.</p> <p>Teaching Staff engaged in professional dialogue during termly attainment meetings to discuss &amp; track learners' progress towards achievement of a level &amp; identify &amp; discuss new or existing barriers to learning.  Regular Supporting Learners meetings allow for profession discussion and interrogation of qualitative &amp; quantitative data to ensure learners barriers to learning &amp; known &amp; met.</p>	<p>Continue to focus on effective approaches to raise attainment in Writing.  Embed revised Programme for Learning for Writing within the Curriculum.</p> <p>Embed revised Programme for Learning for Reading within the Curriculum.</p> <p>Continue to develop staff confidence in planning holistic assessments within Literacy to include Reading, Writing &amp; Listening &amp; Talking.</p>
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Staff worked collaboratively to plan & deliver Literacy Family Learning events with relevant activities & resources.

Qualitative feedback from the parents/carers who attended intimated that the events had helped increase their knowledge and understanding of ways in which their children learn in Literacy & how this can be encouraged & supported at home. 66% of our Parent Forum attended.

Table 2

PEF Literacy Support from Learning Assistant Phonological Awareness Training (PAT)		
Improvement measured via British Single Word Spelling Test Standardised Scores August 2018 & February 2019		
	Number of Pupils receiving Support	% of those pupils improved
P2	6	66%
P3	8	75%
P4	11	64%
P5	5	80%
P6	6	50%
P7	9	33%

Table 3

Literacy Support from Support for Learning Teacher SRS / Reading / Writing		
Improvement measured via British Single Word Spelling Test Standardised Scores August 2018 & February 2019		
	Number of Pupils receiving Support	% of those pupils improved
P2	5	80%
P5	2	100%

<p><b>School Priority 3</b>  <b>To further promote an ethos &amp; culture of Health &amp; Wellbeing across the School &amp; Nursery</b></p> <p><b>NIF Priorities</b>  <b>Improvement in children and young people's health and wellbeing</b>  <b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>NIF Driver</b>  <b>Teacher professionalism</b>  <b>Parental engagement</b>  <b>Assessment of children's progress</b>  <b>School improvement</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b>  <b>1.3 Leadership of change</b>  <b>2.2 Curriculum</b>  <b>2.4 Personalised support</b>  <b>2.5 Family learning</b>  <b>2.6 Transitions</b>  <b>3.1 Ensuring wellbeing, equality and inclusion</b>  <b>3.2 Raising attainment and achievement</b></p>	<p><b>Growth Mindset</b>  Teaching &amp; Nursery Staff participated in a collaborative professional learning opportunity introducing the concept of Growth Mindset &amp; focusing on the 'Small Test of Change' Improvement Methodology. This allowed staff to develop a knowledge and understanding of the definition &amp; concept of Growth Mindset.</p> <p>Teaching &amp; Nursery Staff are beginning to recognise the impact a Growth Mindset approach can have on the aspirations, health &amp; wellbeing &amp; attainment of learners.</p> <p>Teaching &amp; Nursery Staff have participated in independent professional learning &amp; research focusing on Growth Mindset &amp; undertook a 'small test of change' in relation to Mental Maths.</p> <p>Staff have engaged in a collaborative discussion evaluating the impact of the effectiveness of the Growth Mindset approach.  Learners are beginning to demonstrate increased levels of motivation &amp; self belief and are developing a more positive range of vocabulary.</p> <p><b>Solihull Approach</b>  The Depute Head has gained a developed knowledge &amp; understanding of the Solihull Approach by attending a two day course in Birmingham and would be able to confidently signpost parent / carers to this approach.  Having evaluated the parent/carer online course 'Understanding your Child', it was decided to offer this to one identified parent in the first instance.  A baseline assessment was completed with the parent before they participated in the training.  The parent completed the training, having worked alongside the Depute Head.  The parent who participated in the Solihull approach training has an increased knowledge &amp; understanding of child development, the needs of her child &amp; how to respond effectively to their children's feelings.  Having completed this process, with an individual parent, this pilot has not had the impact we had hoped for and it is difficult to see how this could be sustained in a positive manner with more than one parent at a time. This therefore makes it unmanageable.</p> <p><b>Learner Participation</b>  Teaching &amp; Nursery Staff participated in professional learning session raising awareness of the 'Learner Participation in Educational settings (3-18') document &amp; United Nations Convention on the Rights of the Child and are beginning to develop their knowledge &amp; understanding of the definition, rationale &amp; benefits of effective Learner Participation.</p>	<p>Teaching &amp; Nursery Staff will continue to adopt a Growth Mindset approach &amp; strategies within their classroom practice.</p> <p>Continue to develop knowledge stakeholder knowledge &amp; understanding of Learner Participation</p>
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	<p>Class Teachers &amp; Nursery staff have developed their knowledge &amp; understanding of the United Nations Convention on the Rights of the Child and learners across the School &amp; Nursery are developing their knowledge &amp; understanding of children's rights, equality &amp; inclusion through participating in focussed learning &amp; teaching in this area relevant to their age &amp; stage.</p> <p>Teaching &amp; Nursery Staff evaluated the current opportunities where children influence &amp; participated in decisions about Learning, Teaching &amp; Assessment. Staff identified &amp; implement a key action for increasing participation in this area with their own classrooms.</p> <p>Learner participation in learning,teaching &amp; assessment decisions will be evident within classroom practice through various forms.</p> <p>The Pupil Voice Committee, lead by Depute Head, in partnership with the Lochmaben Parent Partnership, compiled &amp; worked through an action plan supporting the development of the School Grounds. This initially focused on Loose Parts materials which were successfully introduced.</p> <p>Pupil Voice Committee have begun to compile &amp; develop action plan to support the development of learner participation in self – evaluation &amp; School Improvement using Education Scotland Document How good is OUR school?</p> <p><b>Nurture</b> Learning Assistants, Janitor, Principal Teacher &amp; Depute Head participated in an initial one day training focusing on Powerfully Positive Playtimes lead by Terese Hoyle. Staff with a remit for Playground Supervision have a developed knowledge &amp; understanding of strategies &amp; approaches to ensure Playtimes are positive experiences for all children. This requires further development to ensure effective impact.</p> <p>DHT, Nurture Strategy Group members &amp; members of Playground Pals Committee participated in a one day Training focusing on Powerfully Positive Playtimes aimed at upskilling pupils in this area. The Playground Pals Committee was rebranded to become the NOSAP Committee (Nurturing Our School and Playground) &amp; this incorporated the Nurture principles. NOSAP Committee members developed their capacity to positively support other children during Playtime and have a slot within our weekly Get Together to promote playground activities. The Craze Boxes have been a particular success.</p>	<p>Continue the work with Pupil Voice Committee,in partnership with the Lochmaben Parent Partnership, to work through the action plan supporting the &amp; development of the School Grounds.</p> <p>Further develop learner participation in self-evaluation using How good is OUR School?</p> <p>Further embed Nurture principles and approaches by incorporating these into the development of next session's Better Relationships, Better Learning priority.</p>
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	<p>The completed Attitudes to Playtime Surveys completed in August 18 &amp; May 19 indicate a high level success with children's wellbeing needs having been further enhanced through engaging in positive Playtime experiences.</p> <p>Two members of Nurture Strategy Group attended one day recall Nurture Network training In Sept 18. Staff are continuing to develop their knowledge and understanding of the definition of a nurturing culture and environment &amp; are trying to promote a Nurturing approach across the School &amp; Nursery.</p> <p>The planned Professional Learning Sessions for Learning Assistants, Janitor, Teaching &amp; Nursery Staff &amp; Parents / Carers have not taken place due to a number of factors and the review of Nurture Targets &amp; Position Statement has not been completed. However this will be encompassed within next session's Priority 'Better Relationships, Better Learning.'</p> <p>Identified learners are participating in Emotional Literacy Group Work &amp; the impact of this is demonstrated within individual Wellbeing Webs. Staff require to develop more knowledge &amp; understanding of Emotional Literacy.</p> <p>The use of 'Safe Spaces' was piloted within identified classrooms for specific pupils with a variety of success.</p> <p>Some learners were identified as requiring access to an individual 'Calm Box.' These have been successfully implemented, reducing levels of anxiety &amp; distress.</p>	
<p><b>2.1.1 Report on the impact of PEF</b></p> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers to learning and ensuring equity for all?</li> </ul>	<p>According to the Scottish Index of Multiple Deprivation nearly all pupils within Lochmaben Primary are in deciles 6 or 7. Although these deciles would not indicate significantly high levels of deprivation, there is a wide range of needs within our local community and school catchment.</p> <p>In order to maximise our Pupil Equity Fund to its full potential, it was decided to have a 'three pronged approach.' We would invest in two part time Learning Assistants who were trained to deliver specific targeted interventions within Literacy &amp; Numeracy. Secondly we would also invest in some staff training which would ensure some longevity of approaches &amp; strategies which would benefit all pupils, including those in receipt of Free School Meals. We knew that some of the staff training may not show a huge impact over the course of this session but will over time. Thirdly we bought some resources to help support &amp; deliver the targeted interventions and help raise attainment in Literacy &amp; Numeracy. These concepts were discussed with our parents/ carers via the Lochmaben Parent Partnership. Our School Improvement Plan had three key priorities of:-</p> <ul style="list-style-type: none"> <li>• To raise the levels of attainment in Numeracy &amp; Mathematics across the whole School &amp; Nursery</li> <li>• To raise attainment levels in Reading &amp; Writing</li> <li>• To further promote an ethos and culture of Health &amp; Wellbeing across the School &amp; Nursery</li> </ul>	

As well as the key areas for spending of the Pupil Equity Funding being clearly identified throughout each priority, each priority detailed to different extents, the focus on learning & teaching, families & communities & leadership. We analysed our tracking information to look at those pupils who had a Free School Meal entitlement and cross matched this with their current attainment levels and progress. This combined with our knowledge of various circumstances helped identify those children who would receive targeted interventions funded by PEF. Wherever possible we added one or two other pupils into these groups who, although were not in receipt of free School Meals, their levels of attainment & progress indicated that they would benefit from targeted interventions. These could be children who were also in receipt of some Support for Learning Teacher time.

Two part time Learning Assistants (in additional to School entitlement) were employed & funded by PEF 15 hours & 12.5 hours respectfully. However in January one Learning Assistant resigned from post, with the other taking on the 12.5 hours to make the full time post of 27.5 hours. They have been trained in Maths Recovery & Sumdog to support raising attainment in Numeracy & Maths and have been trained in Phonological Awareness Training (PAT) to support raising attainment in Literacy. Utilising the PEF allocation has allowed the Depute Head's teaching commitment to be reduced by 0.2 by employing a class teacher. This has allowed the DHT to support & provide guidance to the Learning Assistants ensuring that progress and attainment is tracked & monitored on both a weekly and long term basis. The groups have been monitored closely and adapted and altered slightly throughout the session. Progress and improvement in performance in Numeracy & Maths & aspects of Literacy can be clearly evidenced through the tracking information for the specific interventions as seen below. Weekly grids and evidence of work provide further confirmation of progress.

Numeracy Support from PEF funded Learning Assistant (Sumdog & Maths Recovery)		
Improvement measured via Standardised Scores increased from September 2018 to May 2019 (INCAS) (Mental Arithmetic)		
	Number of Pupils receiving Support	% of those pupils improved
P2	8	50%
P3	8	25%
P4	10	50%
P5	1	100%
P6	6	33%
P7	9	22.2%

PEF Literacy Support from Learning Assistant Phonological Awareness Training (PAT)		
Improvement measured via British Single Word Spelling Test Standardised Scores August 2018 & February 2019		
	Number of Pupils receiving Support	% of those pupils improved
P2	6	66%
P3	8	75%
P4	11	64%
P5	5	80%
P6	6	50%
P7	9	33%

As part of the strategy for improving learning experiences, Teaching & Nursery staff undertook an action research project on Growth Mindset & engaged in a 'small test of change.' The online Growth Mindset course & two days out of class for research were funded via PEF. As was a further day out of class for teachers to become familiar with the new mental maths programme. This enabled the two concepts of improving attainment in mental maths & improving learner attitudes and levels of motivation to be successfully combined. We have seen some improvement in levels of attainment as highlighted in the table below but believe that we will see further gains as the Growth Mindset approach becomes even further embedded and the mental maths focus continues.

General Maths and Mental Arithmetic		
% of pupils per year group where Standardised Scores increased from September 2018 to May 2019 (INCAS)		
	General Maths	Mental Arithmetic
P2	46%	54%
P3	66%	68%
P4	56%	56%
P5	25%	57%
P6	21%	36%
P7	30%	26%

In order to support the raising attainment agenda within Literacy & Numeracy & Maths, Working Groups at each level were established to plan & promote Family Learning opportunities & organise relevant events, activities & resources. The teachers' cover costs (1/2 day out of class x2) were funded by PEF. Parents / carers were invited in to participate in activities with their children to increase their knowledge and understanding of ways in which their children's learning in Numeracy & Maths & Literacy could be encouraged & supported at home. Parent/carers who attended have given positive qualitative feedback as evidence of the sessions' impact following each learning event. There were high levels of attendance at all events.

Numeracy Family Learning Events 2018/2019	
P1-P4	82%
P5-P7	68%

Class teachers & Nursery staff participated in a Talk for Writing professional learning opportunity led by Sue Cove and funded via PEF. The aim of this was to highlight an effective approach for teaching Writing. Teaching & Nursery staff have an increased knowledge and understanding of effective approaches for the learning & teaching of Writing. Aspects from the Talk for Writing approach have been piloted & evaluated to assess the effectiveness relevant to the age & stage of learners. In conjunction with reviewing our Programmes for Learning in Writing we can begin to see our learners' confidence & motivation improve and their classwork evidences that their skills are improving & developing which we believe will lead to an increase in levels of attainment for achievement of a level next session.

Most Learning Assistants, our Facilities Assistant, Principal Teacher & Depute Head participated in an initial one day training focusing on Powerfully Positive Playtimes led by Terese Hoyle and funded via PEF. The aim was for staff with a remit for Playground Supervision to develop their knowledge & understanding of strategies & approaches to ensure Playtimes are positive experiences for all children. Further to this, the DHT, Nurture Strategy Group members & members of Playground Pals Committee participated in an additional one day training session focusing on Powerfully Positive Playtimes and aimed at upskilling pupils in this area. This was again delivered by Terese Holye funded by PEF, as was the class teacher's cover costs.

The completed Attitudes to Playtime Surveys completed in August 18 & May 19 indicate a high level success with children's wellbeing needs having been further enhanced through engaging in positive Playtime experiences.

Two members of Nurture Strategy Group attended one day recall Nurture Network training in Sept 18. Training costs and teacher cover was funded by PEF.

The planned Professional Learning Sessions focusing on Nurture for Learning Assistants, Janitor, Teaching & Nursery Staff & Parents / Carers have not taken place due to a number of factors and the review of Nurture Targets & Position Statement has not been completed. However this will be encompassed within next session's Priority 'Better Relationships, Better Learning.'

The Depute Head has gained a developed knowledge & understanding of the Solihull Approach by attending a two day course in Birmingham (funded via PEF) and would be able to confidently signpost parent / carers to this approach.

The parent who participated in the Solihull approach training has an increased knowledge & understanding of child development, the needs of her child & how to respond effectively to their children's feelings.

Having completed this process, with an individual parent, this pilot has not had the impact we had hoped for and it is difficult to see how this could be sustained in a positive manner with more than one parent at a time. This therefore makes it unmanageable.

The Pupil Equity Funding has allowed us to purchase a variety of resources to support raising attainment across all pupils, specifically ensuring access to some targeted interventions. These resources are as follows:- access to Sumdog, variety of reading resources including Barrington Stoke novels and Dandelion Readers to support targeted interventions within Literacy.

Pupil Equity Funding was also used to fund a pupil who is in receipt of Free School Meals, to take part in the P7 four nights residential in February. This pupil would otherwise have been unable to be included and participate along with their peers.

## 2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<ul style="list-style-type: none"> <li>School &amp; Nursery vision, values &amp; aims were reviewed March / April 2018 in full consultation with learners, families &amp; staff. Revised values were formed &amp; these have been implemented &amp; embedded throughout this current session. They continue to provide a focus for a culture of perseverance &amp; achievement which are very much relevant to our own local context. Learners, staff, parents/carers actively engaged in review process. Our vision is continually discussed and our learners all have a well- developed understanding of what this means for them.</li> <li>Senior leaders provide effective strategic leadership which allows our School &amp; Nursery to continually develop and improve. A comprehensive combined School &amp; Nursery Improvement Plan details future developments. A collegiate approach is evident within the Plan.</li> <li>All staff participate in the PRD process, demonstrating their reflection of the GTCS standards, and professional learning opportunities are identified in line with both improvement priorities and personal interests and needs.</li> <li>We have clearly defined opportunities for professional dialogue, collegiate learning and self-evaluation activities, to ensure staff can contribute to identifying and developing our improvement priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop the whole staff's awareness of a collective range of evidence &amp; data to develop their understanding of the School &amp; Nursery's collective strengths &amp; areas for development.</li> <li>Ensure progress and achievement towards priorities within School Improvement Plan is shared more regularly with staff.</li> <li>Senior Management Team need to ensure that practitioner enquiry is a regular feature within approaches to continuous School &amp; Nursery improvement</li> <li>Senior Management Team should continue to encourage practitioners to examine and invigorate their pedagogical practice</li> </ul>	<p>4</p>

<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Learner Participation within Learning, Teaching &amp; Assessment is more of a focus with learners in some classes being fully involved through various mechanisms.</li> <li>• Learning intentions are shared regularly with learners so they understand the purpose of the learning and clear criteria for successful learning are identified</li> <li>• Most learners actively engage &amp; participate in learning &amp; teaching activities which are well matched to their needs and provide a balance of challenge and success</li> <li>• Achievements both inside &amp; outside of School are recorded, recognized &amp; promoted by our Pupil Excellence Committee</li> <li>• A focus in preparing our learners with skills for learning life &amp; work is evident through a variety of curricular areas and Master Class programme</li> <li>• Through our various Pupil Committees, the children are encouraged to take responsibility and are able to contribute to the ethos and life of the School</li> <li>• Our vision and values are evident across the School &amp; Nursery. Our learners know and understand our vision in relation to our context and understand the importance placed upon core values</li> <li>• Staff have engaged in professional learning &amp; research focusing on developing a 'Growth Mindset' culture in the classroom &amp; are beginning to recognise the impact this approach can have on the aspirations, health &amp; wellbeing &amp; attainment of learners.</li> <li>• A variety of assessment approaches are used to allow learners' to demonstrate progress and achievement</li> <li>• Long, medium &amp; short term planning for learning &amp; teaching is in place and regularly reviewed and discussed at</li> </ul>	<ul style="list-style-type: none"> <li>• Develop whole School policy based on Relationship &amp; Rights based approach.</li> <li>• Continue to ensure Learner Participation within Learning, Teaching &amp; Assessment is a key focus</li> <li>• Further develop Learner Participation in self-evaluation &amp; School Improvement</li> <li>• Revise Master Class rationale &amp; format to focus on STEM agenda &amp; Career Education Standard.</li> <li>• Review &amp; adapt whole School &amp; Nursery Programme for Technologies, to take account of revised Curricular Organisers, &amp; promote links to real life applications</li> <li>• Further develop opportunities for learners to demonstrate application of skills in a new and unfamiliar context by enhancing Holistic Assessment approaches</li> <li>• Develop further knowledge &amp; understanding of effective approaches for the learning, teaching &amp; assessment of Listening &amp; Talking</li> </ul>	4
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	<p>termly Planning Meetings</p> <ul style="list-style-type: none"> <li>• Termly Attainment meetings allow for a depth of professional dialogue focusing on learners' attainment levels. This is tracked effectively to monitor progress and identify areas of concern.</li> </ul>		
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff &amp; learners have a good understanding of the GIRFEC wellbeing indicators and the significant differences in wellbeing that can be evident for individuals.</li> <li>• Most children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Most children feel listened to and know that they can talk to staff about sensitive &amp; personal issues. Each child is recognised as an individual with their own set of needs which are given consideration with some individuals needs being more carefully identified and monitored via a Child's Plan or IEP.</li> <li>• Variety of well-planned opportunities within our curriculum to learn about multi-cultural faiths, events &amp; activities which are designed to encourage tolerance and acceptance of diversity. These are continually built upon throughout each stage of our children's learning.</li> <li>• Staff &amp; learners understand the importance of taking learning Outdoors &amp; the benefits this has for wellbeing &amp; motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop systems for tracking attainment for identified groups and individuals facing barriers to learning, including those most disadvantaged</li> <li>• Develop whole School policy focusing on a Relationship &amp; Rights based approach</li> <li>• Review &amp; develop Anti-Bullying Policy</li> </ul>	<p>4</p>
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> </ul>	<ul style="list-style-type: none"> <li>• Effective tracking systems are in place which allows for the profiling of each learner's progress &amp; current position in terms of attainment</li> <li>• Current data evidences most learners are making progress</li> </ul>	<ul style="list-style-type: none"> <li>• Revise Master Class rationale &amp; format to focus on STEM agenda &amp; Career Education Standard.</li> <li>• Develop further knowledge &amp; understanding of effective approaches for the learning, teaching &amp; assessment of Listening &amp; Talking</li> </ul>	<p>4</p>

<ul style="list-style-type: none"> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children’s progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children’s progress over time</i></li> <li>• <i>Overall quality of children’s achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<ul style="list-style-type: none"> <li>• Staff are continuing to make more effective use of assessments and are increasing their knowledge and understanding of how to effectively evidence achievement of a level</li> <li>• We recognise and value both achievements within &amp; out with School and successfully promote these to highlight learners’ confidence &amp; responsibilities.. Our pupils are involved in a wide variety of inter- school, regional &amp; national events &amp; activities further promoting personal achievements</li> <li>• Our current Master Class programme ensures a focussed approach to developing skills for learning, life &amp; work</li> <li>• Most learners are becoming successful, confident &amp; more aware of their responsibilities as global citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to further increase teacher confidence in the use of Holistic assessments using CfE Benchmarks</li> <li>• Further develop teacher knowledge &amp; understanding of using data from SNSAs as a diagnostic tool</li> <li>• Continue to raise levels of attainment for all our learners</li> <li>• Develop tracking &amp; monitoring for Early Level (Nursery)</li> </ul>	
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>• Our curriculum focusses on providing clear lines of progression for learning &amp; teaching across all subject areas and ensures a balanced approach of developing knowledge, understanding &amp; skills.</li> <li>• Our pathways ensure that learners can build upon prior learning.</li> <li>• Our pathways allow for the pace of learning to be matched to individual learners’ needs, ensuring both support &amp; challenge are evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve approaches to develop learners’ Digital Literacy &amp; Computing Science skills through revising Technologies programme</li> <li>• Further develop strategies / approaches for learner participation to be evident within planning learning opportunities</li> </ul>	

	<ul style="list-style-type: none"> <li>• Our learners access quality learning &amp; teaching across curriculum areas and learners experience Literacy &amp; Numeracy activities through outdoor learning</li> </ul>	
<p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p>	<ul style="list-style-type: none"> <li>• We have an effective working partnership with our parents/carers and most parents/carers engage effectively in the various opportunities offered to be involved in their children’s learning and the ethos &amp; life of the School &amp; Nursery</li> <li>• Effective Learning Conversations take place twice yearly to allow teaching staff, learners &amp; parents/carers to engage in focused dialogue about learners’ progress, attainment &amp; achievements</li> <li>• Family Learning events allow parent/carers to develop their knowledge &amp; understanding of how to support their children’s learning at home</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop further opportunities for parents/carers to engage in activities, events or utilise resources to support their children’s learning in STEM activities</li> <li>• Develop opportunities for parents/carers to engage in activities / events to learn about a Relationships &amp; Rights based approach</li> <li>• Develop further STEM partners from our parent forum &amp; wider community to develop skills for learning, life &amp; work</li> </ul>

### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p><b>School Priority 1</b>  <b>To further develop and promote STEM education across the School &amp; Nursery</b>  <b>NIF Priorities</b>  <b>Improvement in attainment, particularly in literacy and numeracy</b>  <b>Closing the attainment gap between the most and least disadvantaged children</b>  <b>Improvement in employability skills and sustained, positive school leaver destinations for all young people</b>  <b>NIF Drivers</b>  <b>School Leadership</b>  <b>Teacher professionalism</b>  <b>Parental engagement</b>  <b>Assessment of children's progress</b>  <b>School improvement</b>  <b>HGIOS?4 / HGIOELC QIs</b>  <b>1.1 Self-evaluation for self-improvement</b>  <b>1.2 Leadership of learning</b>  <b>1.3 Leadership of change</b>  <b>1.5 Management of resources to promote equity</b>  <b>2.2 Curriculum</b></p>	<p>Teaching &amp; Nursery staff will have an increased knowledge &amp; understanding of STEM education, including Developing the Young Workforce Career Education Standard</p> <p>A shared understanding of our School &amp; Nursery's current strengths and improvement needs in relation to STEM education will have been developed &amp; shared with staff, learners &amp; families.</p> <p>Our 'Master Class' programme will have been further enhanced to become more focused on allowing learners to demonstrate the application of their STEM knowledge, understanding &amp; skills.</p>	<p>Staff will participate in a collaborative professional learning opportunity highlighting the importance of STEM education.</p> <p>Staff will participate in professional learning focusing on raising awareness of the Career Education Standard &amp; revising their knowledge of the D&amp; G Employability Skills resource.</p> <p>Staff will review current rationale &amp; format of Master Class.</p> <p>Staff will use the STEM Self-evaluation and Improvement Framework to evaluate our current approach to STEM and identify key actions required for improvement.</p> <p>Convene Working Group to devise &amp; implement approach for consultation &amp; evaluation of STEM for learners and families.</p> <p>Working Group to review &amp; revise current approach to developing Employability Skills within curriculum &amp; improve current approach to 'Master Class' to ensure more focus on STEM activities &amp; Developing the Young Workforce</p>	<p>Inset day 1:2019/2020: 1 ½ hours: Nursery &amp; Teaching Staff Professional Learning Session :STEM Education, Career Education Standard &amp; D&amp; G Employability Skills Review current Master Class rationale &amp; format  Lead: J Docherty (HT)</p> <p>Development Time:18/9/19- Nursery &amp; Teaching Staff Professional Learning Session self-evaluation of STEM education (Education Scotland STEM Self-evaluation and improvement framework)</p> <p>Term 1: Working Group: 4 members of staff - 4 x 2 days cover =@ £1700 (PEF) (Lead J Docherty)  (1 day devise &amp; implement consultations &amp; 1 day devise new format following consultation process)</p>

<p>2.3 Learning, Teaching and Assessment 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement/Securing Children's Progress</p>	<p>Learners across the School &amp; Nursery will have planned opportunities to engage with STEM partners &amp; personnel from other areas of employment to learn about roles, responsibilities &amp; required skills.</p> <p>The majority of parent/carers (50-74%) will have an increased knowledge &amp; understanding of:-</p> <ul style="list-style-type: none"> <li>the ways in which their children's learning in STEM activities can be encouraged &amp; supported at home</li> <li>the importance of developing these skills for the world of work</li> </ul> <p>A greater focus on skills development will be evident within the learning &amp; teaching of technologies &amp; learners will be more able to make links between their learning &amp; future careers.</p> <p>Most learners (75%-90%) will demonstrate effective skills in applying their Numeracy &amp; Maths skills, knowledge &amp; understanding in a new &amp; unfamiliar context</p>	<p>Working Group will approach possible STEM partners including parents &amp; local employers/businesses to further enhance &amp; develop our Developing the Young Workforce activities.</p> <p>A vision &amp; rationale for the STEM curriculum &amp; Developing the Young Workforce will be devised/revised &amp; shared with staff, learners &amp; families.</p> <p>Staff will promote Family Learning opportunities specific to STEM &amp; organise relevant events, activities &amp; resources.</p> <p>SMT Class Visits Terms 1 / 2 will focus on the learning &amp; teaching of Listening &amp; Talking</p> <p>Staff will review STEM Self-evaluation completed Sept 19 &amp; report on progress towards key actions</p> <p>Two members of Working Group to re-issue, review &amp; collate consultation &amp; evaluation of STEM for learners and families.</p> <p>Convene Working Group to review &amp; adapt whole School &amp; Nursery Programme for Technologies, taking into account revised Curricular Organisers, to promote links to real life applications, world of work and to promote more effective planning of learning, teaching &amp; assessment.</p> <p>Teaching staff participate in termly attainment meetings to track learners' progress &amp; achievement of a level in Numeracy &amp; Maths</p>	<p>Development Time:29/1/20 Teaching Staff Planning &amp; preparation time for STEM Family Learning Event</p> <p>Staff Meeting: 6/5/20</p> <p>Term 4: Working Group 2 members 1 days cover= @£424 (PEF)</p> <p>Term 2: Working Group: 4 members of staff - 4 x 2 days cover =@ £1700 (PEF) (Lead J Docherty)</p> <p>Cover to release staff for termly attainment meetings 3 terms x 10 staff x 1 ½ hours = 10 days cover = @ £2120 (PEF) (Shared with Priority 3 Listening &amp; talking</p>
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*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p><b>School Priority 2</b> To further promote &amp; enhance an ethos &amp; culture of Health &amp; Wellbeing across the School &amp; Nursery</p> <p><b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health &amp; wellbeing</p> <p><b>NIF Drivers</b> School Leadership Teacher professionalism Parental engagement School improvement</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 1.1 Self-evaluation for Self - improvement 1.3 Leadership of change 2.1 Safeguarding &amp; Child Protection 3.1 Improving wellbeing, equality &amp; inclusion</p>	<p>All staff will have developed a further knowledge &amp; understanding of the rationale of Better Relationships, Better Learning approach as opposed to a punitive approach</p> <p>A comprehensive understanding of the School's readiness for adopting a Relationship based approach will have been established &amp; key priorities identified</p> <p>Teaching &amp; Nursery staff will have an enhanced knowledge and understanding of how learners' needs caused by adverse circumstances are better met through positive relationships.</p>	<p>All staff will participate in a collaborative learning session introducing the concept of Better Relationships, Better Learning.</p> <p>All Staff will complete the Self – Evaluation Checklist to gain an understanding of the School's current position in regard to its readiness to embrace a Relationship based approach</p> <p>Complete consultation with Pupil Voice Focus Group to establish current position of Relationships across the School</p> <p>Complete consultation with Parent/Carer Focus Group to establish current position of Relationships / Nurture across the School</p> <p>Teaching &amp; Nursery staff will participate in a collaborative learning session focusing on ACES, trauma &amp; restorative practice in relation to the concept of Better Relationships, Better Learning.</p>	<p>Inset day 2 2019(20/8/19): 1 ½ hours: All Staff Professional Learning Session : Introducing the concept of Better Relationships, Better Learning. Lead: N Graham (DHT) / S Jewell (Education Manager)</p> <p>Inset day 2 2019(20/8/19): 1 ½ hours: All Staff Professional Learning Session : Introducing the concept of Better Relationships, Better Learning. Lead: N Graham (DHT) / S Jewell</p> <p>Term 1: ½ day Lead @ N Graham (DHT)</p> <p>Term 1: ½ day Lead @ N Graham (DHT)</p> <p>Development Time:13/11/19 Teaching Staff : Lead: N Graham (DHT) / S Jewell (Education Manager)</p>

	<p>Teaching &amp; Nursery staff will have engaged in personal independent research to improve their understanding of the importance of positive relationships for all learners &amp; will have shared this with colleagues.</p> <p>Teaching &amp; Nursery staff will be aware of the national approach to anti-bullying &amp; range of practice that can be used to prevent &amp; respond to bullying.</p> <p>Learners and families will have developed an understanding of a Relationship based approach &amp; have contributed their thoughts, opinions &amp; ideas.</p>	<p>Teaching &amp; Nursery staff will participate in independent professional learning &amp; research focusing on a key aspect from the Relationships and Rights based approach</p> <p>Teaching &amp; Nursery staff will participate in sharing research findings &amp; all staff will work collaboratively to establish a vision &amp; rationale for the whole School &amp; Nursery approach to a Relationship &amp; Rights based approach, including Nurture &amp; Anti-Bullying</p> <p>Teaching &amp; Nursery staff will participate in a collaborative profession learning session focusing on 'respect me' anti bullying material</p> <p>Pupil Voice Focus group briefed on Relationships based approach &amp; questions designed to gather views, thoughts &amp; opinions of learners across the School</p> <p>Pupil Voice Focus Group share learners thoughts, ideas &amp; opinions on Relationship based approach with DHT</p> <p>Parent/Carer Focus Group briefed on Relationships based &amp; Respect Me Anti-Bullying approaches &amp; views, thoughts &amp; opinions gathered</p>	<p>Term 3: January / February 2020: 18 members of staff x1 day of cover = <b>@£3816 (PEF)</b></p> <p>Inset day 5: 2019/2020 (22/2/20): am: All Staff :Professional Learning Session : Sharing Research &amp; Developing Better Relationships, Better Learning approach : Lead: N Graham (DHT) / S Jewell (Education Manager)</p> <p>Inset day 4: 2019/2020 (20/2/20): am: Teaching &amp; Nursery Staff :Professional Learning Session Respect Me Anti-Bullying : Lead: N Graham (DHT) / J Docherty (HT)</p> <p>February 2020 ½ day : Lead N Graham (DHT)</p> <p>February 2020 ½ day : Lead N Graham (DHT)</p> <p>February 2020 ½ day : Lead N Graham (DHT)</p>
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**The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.**

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area
<p><b>School Priority 3</b>  <b>To promote the importance of &amp; raise attainment in Listening &amp; Talking skills</b></p> <p><b>NIF Priorities</b>  <b>Improvement in attainment, particularly in literacy and numeracy</b>  <b>Closing the attainment gap between the most and least disadvantaged children</b></p> <p><b>NIF Drivers</b>  <b>Teacher professionalism</b>  <b>Parental engagement</b>  <b>Assessment of children's progress</b>  <b>School improvement</b>  <b>Performance information</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b>  <b>1.1 Self-evaluation for self-improvement</b>  <b>1.3 Leadership of change</b>  <b>2.2 Curriculum</b>  <b>2.3 Learning, teaching &amp; assessment</b>  <b>2.4 Personalised support</b>  <b>3.2 Raising Attainment and Achievement/Securing Children's Progress</b></p>	<p>Teaching &amp; Nursery staff will have an increased knowledge &amp; understanding of effective approaches for the learning &amp; teaching of Listening &amp; Talking</p> <p>A greater focus on pedagogy will be evident within the learning &amp; teaching of Listening &amp; Talking across all levels</p> <p>Learners will demonstrate an increased ability &amp; wider skills set in Listening &amp; Talking skills</p> <p>Most learners (75%-90%) will demonstrate effective skills in applying their Listening &amp; Talking skills, knowledge &amp; understanding in a new &amp; unfamiliar context</p> <p>A greater focus on skills development will be evident within the revised programme for learning in Listening &amp; Talking</p>	<p>Class teachers &amp; Nursery staff will participate in a collaborative professional learning session identifying effective learning &amp; teaching strategies &amp; approaches for Listening &amp; Talking</p> <p>Teaching staff will participate in a professional learning session focusing on assessing Listening &amp; Talking skills using the Holistic Assessment approach</p> <p>Staff will plan holistic assessments in Listening &amp; Talking which will allow learners to demonstrate their application of skills</p> <p>Teaching staff will participate in a professional learning session focusing on assessing Literacy skills using the Holistic Assessment approach to include Reading, Writing &amp; Listening &amp; talking</p> <p>Convene Working Group to review &amp; revise whole School Programme for the learning, teaching &amp; assessment of Listening &amp; Talking</p>	<p>Development Time:24/9/19- Nursery &amp; Teaching Staff Professional Learning Session 'Effective Strategies for Listening &amp; Talking' &amp; Holistic Assessment for Listening &amp; Talking</p> <p>Inset day 3 (6/1/20):2019/2020: Nursery &amp; Teaching Staff Professional Learning Session :Literacy Holistic assessments to include Reading, Writing, Listening 7 Talking  Lead: J Docherty (HT)</p> <p>Term 2: Working Group: 4 members of staff - 4 x 2 days cover =@ £1700 (PEF) (Lead J Docherty)</p>

		<p>Teaching staff participate in termly attainment meetings to track learners' progress &amp; achievement of a level</p> <p>SMT Class Visits Terms 1 / 2 will focus on the learning &amp; teaching of Listening &amp; Talking</p>	<p>Cover to release staff for termly attainment meetings 3 terms x 10 staff x 1 ½ hours = 10 days cover = @ £2120</p> <p>(Shared with Priority 1 Raising Attainment in STEM (Mathematics))</p>
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