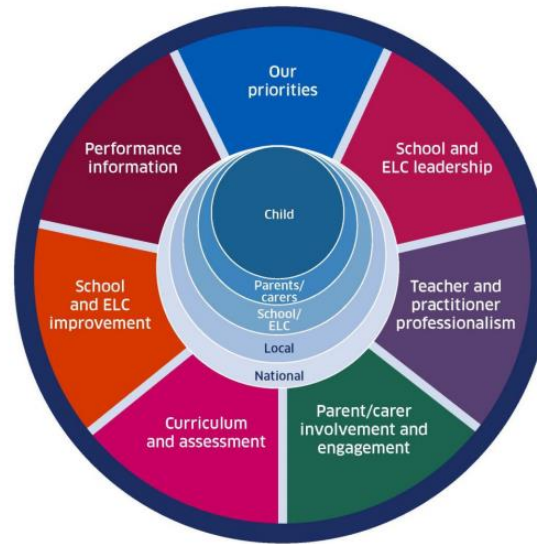


Education and Learning Directorate

School / ELC Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Auchencairn and Borgue Partnership

Date: 2022 - 2023

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 empowering the school community and partners, and 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

Auchencairn and Borquo Partnership Vision Statement

Our vision is to create a happy, safe, friendly and caring school community where everyone is included, treated fairly and equally. Everyone is valued for their contribution to the life of school and learning in the wider world. In our learning we work hard to explore, discover and be creative in an active, fun and safe environment, challenging and preparing children with strong Literacy, Numeracy and Technology skills which they will need as successful 'Life Long Learners' in a future world.

'Be The Best You Can Be'

Be Respectful

Be Responsible

Be Honest

be Kind

Be Fair

Review Date: August 2021

Review Activities (as appropriate)

To be reviewed with all stakeholders when a substantive Head Teacher is appointed.

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

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous 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) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

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>School Priority 1 Health and Wellbeing Programme</p> <p>NIF Improvement in young people's health and well being NIF Driver Teacher Professionalism. School Improvement Parental Engagement</p> <p>HGIOS?4 QIs, 3.1 Ensuring wellbeing, equality and inclusion -Wellbeing -Inclusion and Equality 3.2 Raising Attainment and Achievement for all Learners</p>	<p>This piece of work was undertaken by the previous head teacher. There is no record of what was accomplished so I have gathered the information below via staff.</p> <p>Cluster programme for the RSHP aspect of HWB was developed by cluster HTs. The programme was shared with staff during an Inset day. This is currently being implemented during term 4 session 21-22</p> <p>Responsibility for All 3 year cycle was not developed</p> <p>The Resilience Alphabet has not been shared with staff and no evidence of an assembly plan developed.</p>	<ul style="list-style-type: none"> • Develop a progressive programme for other areas of HWB • Identify aspects of HWB addressed within the four contexts of learning which are the 'responsibility of all • Develop a rolling programme of assemblies which encompasses aspects of HWB and the Rights of the Child

<p>School Priority 2</p> <p>Technology pNIF Priority Improvement in employability skills and sustained, positive school leaver destinations for all young people.</p> <p>NIF Driver Teacher Professionalism. School Improvement Parental Engagement</p> <p>HGIOS? 4 Qis 2.2 Curriculum 2.3 Learning Teaching & Assessment 2.5 Family Learning 2.7 Partnerships 3.3 Increasing Creativity and Employability</p>	<ul style="list-style-type: none"> • ipads for both schools were ordered but have not arrived so subsequently training has not happened. • Coding hardware was purchased and staff in both schools have used it with learners • PT (AG) has trained staff in coding (April/May 22) • HT (FC) has trained teaching staff in immersive reader and dictate. This is now being used with identified pupils Feb/Mar 22) • PT (AG) has created a draft technologies programme and shared with staff. This is ready to be used next session (Mar 22) 	
<p>School Priority 3 To develop a programme for writing.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Teacher Professionalism. School Improvement. Assessment of Children's progress.</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>2.2, 2.3, 2.6, 3.2</p>	<p>HT (FC) All staff agreed what an excellent writing experience would look like and recorded agreement through the graffiti wall approach. This was used as the benchmark for classroom observations.</p> <p>Teachers watched the Stephen Graham Webinars. Using the materials a progressive framework for teaching writing has been agreed.</p> <p>Learning and teaching methodologies have been agreed with child friendly success criteria being developed. Blocks of writing will focus on developing skills within a genre over 4/5 pieces and learners will use their next steps to improve next piece</p>	<ul style="list-style-type: none"> • Implementation of Programme • Further Classroom observation • Evaluate impact • Agree assessment methods • Need to develop an early literacy programme which links reading and writing and builds a strong foundation for independent writing

2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)*

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
 - In Dec 2021 we created a tracking sheet to compare assessment data from SNSAs, MALT, AR and CfE teacher judgements. This also highlights EAL, SIMD, FME, LAC statistics to allow analysis of particular groups. Attendance data is monitored monthly was used in January along with attainment tracking, teacher judgment and ongoing assessment to identify progress and gaps. Intervention were identified for individuals in January and commenced in February.
- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?

PEF Project – To support pupils to improve Literacy and Numeracy through targeted interventions

- Teachers and LAs have been trained in CNG, allowing targeted intervention for pupils identified through tracking discussion.
- Employment of additional LA hours has enabled the CLG intervention to be delivered to pupils identified through tracking discussions.
- Data is collected at the beginning of these interventions and again at the end to demonstrate progress and impact. Due to a change of HT and recruitment difficulties, these interventions were only started in February 22 so blocks have not yet been completed to show final impact though early evaluations demonstrate all children making improvements. These interventions were chosen due to evidence of their effectiveness and benefit all children not just those for whom poverty is a barrier.

IMPACT

- All children have made progress but final assessments have not been completed due to delayed start (recruitment of LA) and SfL teacher absence in both schools- table shows progress known to date

Pupil	Intervention/Dates	Assessment Start	Assessment	Gains
A	CNG Feb - May	Phase 2	Phase 5A	+4 phases
B	CNG Feb - May	Phase 2	Phase 4b	+ 3 phases
C	CNG April - June	Phase 5a		
D	CNG Feb - May	Phase 2	Phase 4a	+ 2 phases
E	CLG Feb - May	Word Rec 4yr 9mon		
F	CLG Feb - May	Word Rec 5yr 5 mon		
G	FastLane Feb - May	A - 7yr 9mon R - 7yr 4mon C - 8yr 7mon		
H	FastLane Feb - May	A - 8yr 3mon R - 8yr 4mon C - 12yr 5mon		

Evaluative Comment

- Although incomplete, staff and pupils report increased confidence across Numeracy and Literacy for identified pupils

PEF Project – To provide equity of opportunity for children to attend Barcaple for a 3-Day Trip

- PEF money was allocated to provide all children with a 3 day outdoor experience to provide improved HWB and opportunities, wider socialization and reduce the cost of the school day and remove all financial barriers FME/two sibling families. All pupils received £30 to combat rural poverty.

IMPACT

- 100% of P5-7 children across the partnership participated

Evaluative Comment

- Children reported really enjoying the activities and the opportunity to mix with partnership school. School staff noted the value of mixing and co-operating with a wider group of peers.

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PEF Project – To improve overall digital literacy and digital skills within CLG/CNG/HWB targeted groups

- Networked ipads were ordered in Nov 2021 to support access to the curriculum for identified learners however unfortunately they have not arrived yet.
- An additional desktop computer was purchased to enable remote delivery of interventions/curriculum subjects for pupils eg Speech and Language Therapy and music lessons, thus reducing the barrier of rural transport costs/availability.
- Cyber safety books arrived in February but due to staff absence/changes they have yet to be used.
- PT/HT are currently up-skilling class teachers in core IT concepts including Immersive Reader and Dictate for use with identified pupils

IMPACT

- Ipad - can not be measured at present they have not arrived in school yet
- Child progressed with Speech and Language skills and was discharged
- Child received weekly remote violin lessons
- 3 children are using Immersive Reader/Dictate to support literacy skills

Evaluative comments

Pupils using dictate appear motivated by being able to see their ideas/extended writing in print. Speaking the sentences is raising awareness of 'what a sentence is'. Children are producing more content of a higher quality than if they were to hand write.

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for 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
1.3 Leadership of Change <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p>All stakeholders were involved in reviewing the school vision and values in August 2021. An improvement plan identified three main priorities and a calendar of staff development times constructed. Unfortunately this had not been shared with staff until January and all cover budget had been used, resulting in limited progress being made towards identified priorities.</p> <p>Previous HT provided limited hand-over information (only staff lists, calendar and WTA). No minutes/agreements/evaluations of staff development sessions were available for period Aug-Dec 21 or session 20-21</p> <p>Since January we have worked on the writing priority within the SIP. Staff have undertaken CPD on Stephen Graham approach and a progressive programme of teaching writing has been developed. HT has directed PT (AG) to complete outstanding technology actions. Learning visits in March were linked to Writing Priority and in addition to individual feedback, key themes for development across the partnership were identified.</p>	<ul style="list-style-type: none"> SIP to be developed with staff PTs to take responsibility for areas of improvement and work within agreed time scales and budgets HT to have regular meetings with PTs to monitor progress Promotion of the school vision and values to feature within a programme for assemblies Protected time for self-evaluation using HGIOS 4 so all staff are aware of school strengths and development needs 	3

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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
2.3 Learning, Teaching and Assessment <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>Teachers work with a range of partners eg active schools, Rotary, Forest Schools to provide a range of learning opportunities using both the indoor and outdoor environments. Teachers and learning assistants have been trained in CLG and CNG and are developing confidence in delivering and evaluating these interventions</p> <p>There was no evidence of tracking pupil progress over time. There is a lack of consistency in planning for progression across the partnership and although many assessments were being administered there is no evidence of how this is being tracked over time and how it is influencing interventions and learning and teaching.</p> <p>In January, we developed a tracking system using the most recent data for each child, this can be added to year upon year to show trends over time. It highlights gender, PEF, SIMD, LAC etc to allow for identification of trends.</p> <p>In January this data was used to hold tracking discussions with class teachers, identify pupils who would benefit from additional input. This will be reviewed termly to assess impact.</p> <p>Learning visits in March revealed good relationships between staff and pupils, good</p>	<ul style="list-style-type: none"> • Progressive planners for all curriculum areas need to be developed and used • Termly tracking and monitoring meetings to be held • Staff need to share learning intentions and success criteria consistently with learners • Learners need to engage with success criteria to enable them to talk about their strengths and next steps • Variety of collaborative/ 'active' methodologies need to be employed during the input section of lessons (less teacher talk/more pupil talk) • HOT questioning to be developed • Review the programme for assessment across Literacy, Numeracy and HWB to ensure proportionate, linked to benchmarks and opportunities for moderation (consider say, make, write, do) • Learners need to be actively involved in tracking their own progress and achievement • Develop confidence with the four-phases of assessment 	3

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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
	behavior and a basic level of differentiation. It also highlighted the need for more active engagement of learners and a wider variety of differentiation to support all learners.	<ul style="list-style-type: none"> • Need to develop a rights based approach • A wider range of differentiation is required to both support those with additional needs and extend the most able • IEPs need to become 'live' working documents which are evaluated by the teacher and shared with the child in appropriate language. • Re-introduce pupil groups (pupil council, eco etc) 	
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<p>Pupils are well cared for by staff. All staff are generally sensitive and responsive to the wellbeing of individuals.</p> <p>Staff and pupils are aware of the wellbeing indicators. Learners feel that they can approach all most all staff with concerns which will be acted upon.</p> <p>Identified individuals have child plans. Review meetings are held regularly to evaluate progress and up-date targets. Attendance by parents and partners is high.</p>	<ul style="list-style-type: none"> • Develop a system for pupil involvement in tracking wellbeing • Further develop our methods of inclusion for those with additional support needs • Create a progressive programme for social and emotional HWB • Create a framework to demonstrate how HWB is covered within the wider life of the school 	4

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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
3.2 Raising attainment and achievement <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> 3.2 Securing children's progress (for Early Learning Childcare) <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> 	<p>Analysis of attainment data in January enabled the identification of children for CLG and CNG interventions. This coupled with classroom observation and monitoring of pupil work reveals the need for a more robust early literacy programme (P1-3)</p> <p>From the collation of limited attainment data, monitoring of teacher planning and pupil sampling. Most pupils have good early numeracy skills. However as children move through the school many are less secure in aspects of place value/number sense and the application to problems</p>	<ul style="list-style-type: none"> • Replace 'Jolly Phonics' with a more up-to-date phonics and early literacy programme which links reading and writing and employs more active methodologies. Data from SNSAs, PIPS and Achievement of a level shows below average progress in literacy at P1 -P3 stages • Introduce the "developing number sense" authority planners for early and first levels to ensure appropriate progression in early numeracy skills • Investigate resources beyond SHM to support the delivery of numeracy at Early, First and Second Levels • Build in opportunities for moderation and tracking into the WTA • Build in opportunities for analyzing assessment data to WTA 	3

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(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for 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
<ul style="list-style-type: none"> Ensuring equity for all children 		<ul style="list-style-type: none"> Explore ways of using AiFL to provide learners with a say in improving the quality of learning experiences (4-phase model of learning) Develop systems for celebrating and recognizing pupils achievements within the community Re-introduce regular opportunities for pupils participating within the local community. 	
2.2 Curriculum: Theme 3 Learning Pathways	<p>All stakeholders were involved in reviewing the school vision and values in August 2021. Sometime has been protected within the WTA for curriculum development. Many classes experience regular opportunities for outdoor learning and all classes have a block of forest skills throughout the year.</p> <p>Staff work well with community partners to provide rich learning opportunities, such as photography, writing, campaigns and forest skills.</p> <p>Staff have worked to develop areas of the curriculum but it has appears this work has not always been shared with all staff and therefore has not been implemented - time needs to be built in to allow all staff to 'buy into' curriculum development.</p>	<ul style="list-style-type: none"> Progressive curriculum frameworks need to be developed/implemented which take account of the four context for learning and the cross-cutting themes (a good 3 year cycle exists but is not being used) Frameworks need to take account of national guidance, school context and capitalize on local links Social Studies curriculum needs to be developed, starting from the Es and Os and not the topic ensuring relevance for today's society. (implementation/adaptation of the three year cycle which exists) Maths curriculum needs to be outcome driven rather than resource 	3

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for 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>driven to ensure early numeracy concepts are developed progressively.</p> <ul style="list-style-type: none"> • Develop planned opportunities to learn about the world of work • Identify how we are developing employability skills in learners • Explore how we can develop metacognition in learners - so they are aware of how they learn and the skills they require 	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>Both schools within the partnership have small but supportive Parent Councils. Staff generally have positive relationships with parents and have frequent informal communication regarding pupil progress as well as formal meetings. This results in quickly addressing issues.</p> <p>To address the lack of parents in school staff have increased their use of technology to keep parents informed about 'in class' learning and materials being provided via Glow for use during Covid absences.</p> <p>Staff work proactively with ASN, SLT, health, SW partners to plan opportunities to support individual pupil needs. Where required, regular Children's Planning Meeting/IEP meeting are held which involve parents and agree targets.</p>	<ul style="list-style-type: none"> • Re-introduce school open days • Re-evaluate homework based on results of parent and pupil questionnaire feedback • Further develop home-learning via glow • Develop parent working groups to support curriculum improvement. • Develop ways of more effectively sharing learner progress with parents 	3

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for 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
	Learners generally make good progress towards achieving these targets.		

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

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.

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 (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1</p> <p>To develop progressive frameworks to support learning and teaching in Early Literacy & Reading</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy. <p>NIF Driver</p> <ul style="list-style-type: none"> Teacher and practitioner professionalism Curriculum and assessment <p>HGIOS?4 / HGIOELC QIs</p> <p>2.2, 2.3, 1.3, 3.2</p>	<ul style="list-style-type: none"> P1-2 will experience an appropriately paced early phonics programme which links reading, writing, Listening and talking 75% of P1 pupils will be able to encode and decode cvc words by the end of P1 75% of P1 pupils will be able to write a simple sentence with capital letter and full stop 75% of P2 pupils will be able to decode and encode 4 letter words containing vowel digraphs and consonant blends 75% of P2 pupils will be able to write 3 simple linked sentences with capital letter and full stop 	<ul style="list-style-type: none"> P1-3 staff to become familiar with Literacy Rich P1-2 Programme – time to read and digest materials Create resource packs to match Programme Order Literacy Rich Programme and Books Use adapted Literacy Rich programme to deliver early literacy Visit another school to see implementation P1-3 staff to use the active methodologies outlined in the programme Agree an appropriate pace for average child at P1, P2, P3 and create a plan for the partnership 	<p>Lead – Amy Graham (PT) Early Literacy By August 2022 (HT) 3 x days cover for 3 Teachers – PEF Budget</p> <p>By October 2022 Amy Graham – Management Time – photocopying PEF Budget</p> <p>By August 2022 (HT) PEF Budget</p> <p>By June 2023 AG, MK, DS –</p> <p>By Dec 2022 3x 0.5 days – PEF AG to arrange visits for herself, MK and DS (Dalbeattie PS?)</p> <p>By June 2023 AG to monitor implementation and support as required – Management Time – 1 x SD session(2 hours)</p> <p>By March 2023 AG – Management Time – 2 hours INSET</p>

	<ul style="list-style-type: none"> • Parent s will feel confident supporting early reading development at home • P3-7 will develop the full range of reading skills through experiencing a planned programme for the teaching of reading skills. 	<ul style="list-style-type: none"> • Parent workshops of supporting early reading and phonics development • Audit current approach to teaching reading and reading resources • Identify gaps and order appropriate resources • Develop progressive reading plans for P1 – 7 • Watch Stephen Graham Webinars on Reading • Agree common approach to teaching reading across the partnership – Agree what excellent practice looks like – create Graffiti Wall 	<p>By March 2022 (HT, AG, MK)</p> <p>Reading Leads – MK and CM 2 hours INSET By Oct 2022</p> <p>By Dec 2022 CM (A) MK (B) – Management Time - DSM Budget</p> <p>By March 2022 1 x SD Session (2hrs) – CM and MK – Management Time</p> <p>By Oct 2022 – personal CPD (PRD)</p> <p>By March 2022 2 hours INSET</p>
<p>School Priority 2</p> <p>To improve learners opportunities for active engagement in their leaning and ensure experiences are progressive</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in skills and sustained, positive school-leaver destinations for all young people • Improvement in attainment, particularly in literacy and numeracy. 	<ul style="list-style-type: none"> • Learners will be able to talk confidently about what they are learning and their next steps in learning. • Learners will be actively engaged during the teaching input • Learners will experience the four-phase model of learning • Teachers will share learning intentions with learners and provide regular opportunities to self and peer evaluate against child friendly criteria. • Teachers will use a range of active methodologies such as pairs, trios, 'show me' boards, no 	<ul style="list-style-type: none"> • Professional Reading <ul style="list-style-type: none"> - Working inside the Black Box - Co-operative learning - 4 Phase Teaching Model • Agree what excellent learning and teaching should look like – create a Graffiti Wall • Professional Dialogue opportunities around active methodologies for 'Input' section of learning experiences and meaningfully using child friendly success criteria– Teachers create personal Action Plan 	<p>HT Lead By March 2022 4 x hours INSET, personal CPD (PRD)</p> <p>By March 2022 1 x SD session (2hrs) 1 x moderation session (2hrs) 2 x INSET hours Personal CPD</p> <p>By March 2022 4 x INSET hours</p>

NIF Driver <ul style="list-style-type: none"> Teacher and practitioner professionalism HGIOS?4 / HGIOELC QIs 1.2, 1.3, 2.3, 3.3	<p>hands up, collaborative learning techniques to engage and involve pupils during the 'input' section of the lesson.</p> <ul style="list-style-type: none"> Teachers will use the four-phase model of learning Teachers will use progressive plans to plan and track learning over time 	<ul style="list-style-type: none"> Create/ Agree/Use progressive plans/programmes for all 8 curriculum areas 	Working GP – 4 x 0.5 days £500 DSM
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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 (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
Cluster Priority 1 Develop the quality of writing across the Cluster NIF Priority Improve attainment NIF Driver Teacher professionalism Assessment of children's progress School improvement HGIOS?4 / HGIOELC QIs 2.2 2.3 2.6 3.2	<p>Pupils receive consistent quality writing experiences.</p> <p>Teachers and pupils have a shared understanding of what a good piece of writing looks like and when success has been achieved.</p> <p>Teachers are able to allocate the four bands of CfE levels to pieces of writing.</p>	<p>Working Party to gather material and information from each school to collate and present.</p> <p>As a Cluster: Review and crystallise the Stephen Graham writing process for different Genre.</p> <p>Share experience and practice in teaching writing.</p> <p>Review pupils work and agree a level.</p>	<p>One day for three staff to pull the work together from all schools to present a 'where we are picture'. (3 days cover required)</p> <p>2 x 1.5 hour cluster colligate sessions (20th Sept and 15th Nov)</p>