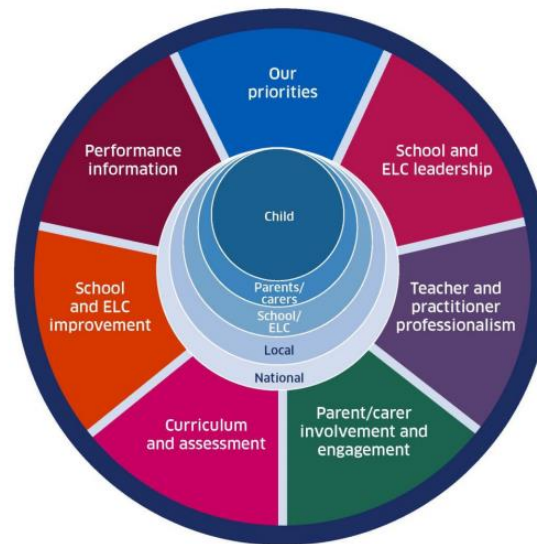


Education and Learning Directorate

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

(2022 - 2023)



School: Brydekirk Primary and St Columba's RC Primary

Date: 16th June 2022

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

St Columba's RC Primary Vision:

To provide every child with the opportunities to develop their God-given talents and express themselves through creativity, critical thinking and achievement.

Values Respect Love Kindness Friendship Determination Honesty Positivity Trust

Aims: Our curriculum aims to encourage our children to:

- acquire the basic tools for learning - literacy, oracy, numeracy
 - apply as well as absorb information
 - think critically and communicate effectively
 - develop the capacity to reason and act independently
 - develop lively, enquiring and imaginative minds
 - develop personal gifts and inspire creativity
 - appreciate the arts
 - develop physical skills and an understanding of healthy lifestyles
 - become more aware of and reflect upon their experience of living in a world with others, acknowledging shared responsibilities for communities, cultures and our environment
 - empower our children as independent learners
- Review Date: Currently being undertaken to be complete and launched by September 2022

Review Date: Currently Under Review to be completed by Sept 22

Review Activities (as appropriate)

* Parental working group * Parent Council * Assemblies * Staff collegiate and staff meetings * Self-evaluation * Pupil evaluation

Brydekirk Primary Vision:

Our shared vision across the school community is to support all our children and staff to meet the high expectations set at Brydekirk Primary School.

Values

Respect Kindness Resilience Honesty Discipline Positivity Good Manners

Aims: • High levels of participation.

- High levels of attainment
- High levels of achievement
- Celebrate learners as individuals.

Review Date: Currently being reviewed to be updated by September 2022

Review Activities (as appropriate) * Parental working group * Parent Council * Assemblies * Staff collegiate and staff meetings * Self-evaluation * Pupil evaluation

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 <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
School Priority 1: Improvement in Attainment, particularly in Literacy and Numeracy NIF Priority Teacher Professional School Improvement Assessment of children's progress NIF Driver HGIOS? 4 / HGIOELC? Qis 2.3 and 3.2 National Standard Criteria	<p>Staff participated in 2 Cluster Visible Learning Inset days.</p> <p>Staff have worked collaboratively to plan for an area of improvement using the impact cycle framework Implementation of impact cycles. The main focus for all pupils was 'What makes a good learner?' Pupils in the infant class have produced posters on what makes a good learner, and are often referring to the posters which are displayed within their classroom.</p> <p>Within Upper primary classes pupils have also created the 'Learning Pit.' Good discussions have taken place around Growth Mindset and strategies to use when you are not near the top of the pit. Staff have observed almost all pupils having more resilience when faced with challenge and a far greater positive mindset. The pits are displayed in the classroom and pupils use this visual to look for strategies. It is too early to measure the overall impact this has had on attainment however the work put in place this session will be carried over into the classroom environment next session, ensuring to build on the knowledge and skills gained this year.</p>	<p>To continue to embed the work undertaken this session within the classroom environment.</p> <p>To build on this, to go through another impact cycle which focusses on feedback.</p>
School Priority 2: NIF Priority NIF Driver	<p>New Literacy planning format has been created where Literacy Outcomes have been bundled together appropriately and Literacy Planners have been adapted to show progression, benchmarks, assessment opportunities and learning experiences.</p> <p>Although we had planned to focus on literacy pathways and creating an</p>	<p>Evaluate new planning format.</p> <p>Continue to implement our reading programme, evaluating and improving as we continue to embed.</p> <p>Create a literacy overview for each</p>

HGIOS? 4 / HGIOELC? Qis National Standard Criteria	<p>overview for every stage, early on in the session through monitoring and tracking meetings it became clear that we had to spend time developing Reading within the school – with a focus on developing comprehension skills. The focus for this was ‘how is reading being taught?’ what methodology is being used? What experiences do our learners have? Are they working independently as well as within groups and class. What is our reading progression? How do we know learning is at the correct level for each child? Ensuring pace and challenge. This became a big piece of work which took place over one and a half inset days and some development sessions.</p> <p>We now have a consistent approach to teaching the skills of reading, along with a methodology that allows skills to be taught, assessed and transferred and built upon. Although it is early days to assess the impact of this, pupils do appear to be more confident when discussing texts and showing an understanding of what they have read.</p>	<p>stage – ensuring pupils have experience of different types of text/genre as they move through the primary school.</p>
2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i> <ul style="list-style-type: none"> • 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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>How rigorous is the school’s approach to providing robust evidence of closing the attainment gap?</p> <p>We continue to monitor and evaluate learners’ progress through tracking of attainment and achievement, termly attainment meetings, and ongoing teacher assessment. As a result, we have clear information on the attainment of all pupils and have systems which promote excellence and equity. This includes for those facing additional challenges, e.g. sudden bereavement and financial hardship. This session we have seen a significant increase on the number of pupils entitled to PEF funding we have with a jump from 26% to 55%.</p> <p>We use our data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. We use a range of data to verify our decisions: class assessments, class work, SNSA results to inform teacher judgements on progress across and of a level.</p> <p>We carry out attainment meetings to track and monitor progress, review SNSA data along with other assessments. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved.</p> <p>How well are you removing barriers to learning and ensuring equity for all?</p> <p>All staff are aware of the barriers which effect our pupil’s learning. Staff regularly discuss with SMT, within but also often most importantly outwith attainment meetings any concerns they have to potential barriers aswell has barriers observed. Relationships with children are built so they feel they can share if they need support to remove barriers. Ie. A pupil going on a residential spoke to his class teacher about his worries about not having appropriate footwear and swimming short, it is important we foster these relationships so pupils can feel they have support from the school. Families also approach the school if they are having financial difficulty, ie. Difficulty paying the electric bill, unable to buy food for the rest of the week. The school works with agencies to support our families that need help with the cost of living as well as the cost of the school day. Along with the Parent Council, we provide financial support to all pupils going on residential and other out of school experiences. We do not ask our PEF pupils to contribute towards any cost, we apply for bursaries at the residential to support this.</p> <p>PEF Project/spending area: Homework Club - St Columba’s RC Primary</p>	

Rationale: To reduce barriers to learning for those identified pupils in P5-7 within our tracking and monitoring system who are identified through PEF as needing support with Literacy and are not completing homework at home – some pupils identified themselves and asked to come to sessions

Input: Home Work Club led by a learning assistant twice a week for 8 months (Sept – May)

Impact:

	Reading Progress - Star Reading	Spelling Progress - SWS
Pupil A	+13M	+15M
Pupil B	Individual Milestones	+11M
Pupil C	+11M	+10M
Pupil D	+11M	+14M
Pupil E	+15M	Individual Milestones
Pupil F	+22M	Individual Milestones
Average Progress	+14M	+13M

Evaluative Comment:

This data, supported also by regular in class assessments and teachers' professional judgement evidences that the homework club has had a significantly positive impact overall.

PEF Project/spending area: CLG/CNG/TLQ St Columba's RC Primary

Rationale: To reduce barriers to learning for those identified pupils within our tracking and monitoring system who are identified through PEF as having ACE/FME/SIMD less than 4.

Input: CLG, CNG and TLQ (P2 pupils)

Impact:

CLG Comprehension Age

	Pupil A	Pupil B	Pupil C
Age Equiv Start	6.5	9.58	9.83
Age Equiv End	8.58	11.5	10.83

CLG Reading Age

	Pupil A	Pupil B	Pupil C	Pupil D
Age Equiv Start	8.42	9.42	7.5	9.58
Age Equiv End	9.58	9.17	8.08	12.42

Evaluative Comment:

This data, supported by regular class assessments and teacher's professional judgement evidences that CLG has had a positive impact on reading attainment over all.

PEF Project/spending area: Attendance St Columba's RC Primary

Rationale: To improve attendance of a P7 pupil identified through PEF and previous sessions tracking and monitoring system, in order to develop good attendance prior to transitioning into the Academy

Input: Weekly afternoon nurture session with Learning Assistant. Breakfast Club, which pupil has laterally helped to

lead.

Impact:

Year	2019-2020	2020-2021	2021-2022
Attendance Rate	89.47%	86.11%	95.28%

Evaluative Comment:

This data shows an increase of approx. 6% attendance this session. The pupil is now attending over 95% of the week. The pupil has taken on a responsible role within the nurture group and is now working as a leader with a younger pupil, this has boosted his confidence within other areas of the curriculum, he feels he has an important role to play.

PEF Project/spending area: Achievement and Confidence

Rationale: To improve confidence and participation and achievement of pupils in P5-7 whilst teaching a life skill

Input: 2 blocks of 8 after school swimming lessons

Impact:

Staff observations with pupils displaying more confidence when faced with challenge. Pupils being proud of their own achievements. Pupils who would not normally go on school trips or engage with school competitions having a go at more events and attending trips, including residential.

PEF Project/spending area: Achievement and Participation

Rationale: To have as close to 100% uptake for the P6/7 residential, targeting pupils who would not usually go on school trips, building on the confidence they gained from swimming lessons

Input: Identified PEF pupils were fully funded for residential trip

Impact: All identified pupils attended the 2 night residential and did not ask to come home at any point. When surveyed they all identified that they had to overcome challenge and that although they felt worried about going they were determined to go and try everything. All pupils fully participated and identified that they had surpassed their own expectations of themselves. Staff were encouraged by the resilience shown by pupils and commented on the confidence of the swimmers when in the pool and lake.

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2.2 Summary of Key Strengths and Areas for Improvement <i>(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.</i>			
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"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change.</i> 	<p>The vision values and aims are shaped through a very clear understanding of the context of the school with emphasis on achieving 'success for all.'</p> <p>Both schools continue on their Rights Respecting Schools Award journey. Brydekirk to be assessed at Gold Level in Term 1 of next session. St Columba's to be assessed for Silver by the end of term 2. This continues to have an impact on the ethos of both schools, with articles of RRS consistently being referred to and embedded in the whole school community.</p> <p>VVA are in the process of being reviewed in both schools, to be launched in August 2022. Parental survey responses received did not suggest a great change from current VVA however for all members of the staff community it was felt there needs to be a focus on mental health, as we continue through COVID recovery.</p> <p>All staff demonstrate high expectations for all children across both schools. All teaching staff successfully carried out a Visible Learning impact cycle enquiry within their own class – focusing on what makes a good learner. Staff are committed to the VL journey.</p> <p>Through pupil council, pupils gave positive and insightful contributions to the development of the school improvement plan, beyond improving the playground.</p>	<p>Assessment of RRS Award – Brydekirk Sept 2022 for Gold and St Columba's by the end of term 2 for silver.</p> <p>Launch of reviewed VVA in August 2022 – put more emphasis on how we recognise and celebrate them</p> <p>Continue to develop Pupil Groups to allow for DWYF skills to be embedded</p> <p>Begin to embed parts of Froebel practice in early years.4</p>	<p>3</p> <p>8</p>

	<p>Brydekirk Pupil's participated in a beach clean. Both school's in a community litter pick. Learner's are encouraged to be change makers,</p> <p>P5 and 6 pupil's at St Columba's were given the opportunity to consider what skills the new permanent teacher should bring to the school. Their thoughts influenced the questions asked at interview.</p> <p>A significant number of initiatives are in place across the school to improve learners' experiences and outcomes for learners. Pupil Groups are led by ALL staff. Learning Assistants are trained appropriately to support new initiatives.</p> <p>Bkirk PT completed Froebel University Course – has led development on Play in the Early Years with Staff</p>		
<p>2.3 Learning, Teaching and Assessment</p> <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>Termly attainment meetings use the data we hold for each learner, with our knowledge of the child to analyse next steps and any interventions required.</p> <p>We track the impact of interventions, and adapt plans as needed.</p> <p>Data is collected and recorded on tracking spreadsheets, on an ongoing basis enabling us to assess the impact of these and refine as required. This data includes summative assessments for literacy and numeracy along with interventions – TLQ, CLG and CNG.</p> <p>Both schools are welcoming and have a supportive, positive ethos – all are treated with respect and relationships are positive between learners and teachers.</p> <p>Learning intentions, success criteria are shared; feedback is give verbally or in written format</p>	<p>To continue to work on the Visible Learning Journey – adapting it to the needs of our learners. Pupils should build on knowledge of 'What makes a good Learner' continue work on the learning pit (growth mindset) and staff should consider the learning environment and how it supports the pupils.</p>	4

	<p>depending upon needs. Pupils self and peer assess to develop their understanding.</p> <p>All pupils have focused on 'what makes a good learner.' Along with Growth Mindset work with P5-7 in both schools (the learning Pit.) Staff are seeing a positive impact of pupils not giving up when faced with challenge and an increased concentration within infants.</p> <p>Lessons are differentiated according to needs, thus allowing pupils to learn at their own pace and to ensure challenge for more able pupils.</p> <p>Through regular attainment meetings with HT, CT and ASfLT, we consider pace and progress, highlight gaps in learning, and identify appropriate strategies. We use individualised educational plans to set targets involving staff, parents and pupils. Staff discuss learners' progress and effective ways to improve learning and teaching</p> <p>Partnership moderation of Writing allowed professional discussion focused on achievement of a level and within a level using the Four Steps – b,s,g and v.</p> <p>Over the session staff have developed the school's reading methodology with a focus on developing pupil's comprehension skills. Continue to embed this work, measuring impact over the session.</p>		
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<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>Both schools are compliant with statutory requirements and codes of practice within GIRFEC, SHANARRI, Child Protection etc.</p> <p>SEEMIS recording system is used to record pastoral notes, matrices of need and information from partner agencies.</p> <p>SEEMIS wellbeing app is used to store relevant documentation such as Child's Plans, LAC and CP information.</p> <p>School has good relationships with partner agencies and maintains up to date pastoral notes, CAR, Identification of Concern, Matrices, Child's Plans etc.</p> <p>Child Protection policies are in accordance with authority and national guidelines. Staff are updated annually during August INSET.</p> <p>Effective transitions are in place for all pupils, in particular nursery to P1 and P7 to S1.</p> <p>Pupil's have access to 'safe' quiet spaces if needed. All staff support pupils appropriately and have regular check ins with pupils who require them.</p> <p>Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the wellbeing of all. Our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared for.</p> <p>PEF has a focus on Health and Wellbeing. Identified pupils from P5-7 attended 16 sessions of after school swimming, increasing their confidence whilst improving their Health and Wellbeing.</p> <p>Residential and school trips were funded for our PEF pupils, along with the purchase of clothing needed.</p>	<p>Increase this session in pupils presenting with Anxiety. Staff to undertake training on how to support Mental Health of all in the school community, including their own.</p> <p>Continue to develop safe spaces for children to regulate and/or have quiet time when needed.</p> <p>Continue to be mindful of the cost of the school day – engage with Kate's Kitchen to help support families in need.</p> <p>Establish a group of parents/community who will lead on supporting families effects by the current cost of living crisis.</p> <p>Although we are beginning to use the new Health and Wellbeing planner this needs reviewed to ensure consistency and depth</p>	4
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	<p>Worked in partner with I-Bike and Sustrans to promote the big pedal to school. Pupils taught how to ride bikes, how to be safe on bikes and older pupils took part in a Bikeability challenge. St Columba's finished second in the authority big pedal to school week small school's comp and won a silent disco walk for the school.</p> <p>Opportunities for children to represent the school at different events ie rugby, sprint relay, quiz, netball, swimming gala.</p> <p>School works with the parent led 'Friends of St Columba' Charity to identify families in need and provide food packages, electricity and clothing when needed.</p> <p>At St Columba's a uniform swap shop is in the process of being started – led by parents.</p>		
<p>3.2 Raising attainment and achievement</p> <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> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <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</i> 	<p>Attainment is tracked for individuals and small groups of learners. Data is gathered through a variety of standardised assessments and summative assessments to inform teachers' professional judgements on progress in Curriculum for Excellence.</p> <p>Within P1 in both schools, Most children are making good progress in reading, writing, talking and listening and numeracy.</p> <p>Within P4 in both schools, the majority of children are making good progress in writing, talking and listening and numeracy. Most are making good progress in Reading.</p> <p>Within P7 at Brydekirk, most children are making good progress in reading, writing, talking and listening and numeracy. Within P7 at St Columba's the majority of children are making this progress.</p> <p>Within St Columba's there has been consistent</p>	<p>Follow on the work from Cluster moderation which focused on Talking and Listening to ensure progression and challenge for all learners.</p> <p>Develop a tracking and collection of evidence system for PEF</p>	3

<p><i>achievement</i></p> <ul style="list-style-type: none"> • <i>Ensuring equity for all children</i> 	<p>good progress made with Spelling. Data from Single Word Spelling Tests show an average of over 12 months progress made in P2-7 from September till May. Primary 4 and Primary 7 average being 14m.</p> <p>Teachers are developing a shared understanding of standards through regular discussions and moderation work with both schools.</p> <p>Interventions are having a positive impact upon learning. Closing the Literacy Gap/ Fast Lane projects have been developed in both schools thus increasing confidence and raising attainment. This has involved pupils from P2 to P7 and has impacted upon spelling and reading attainment.</p> <p>Outcomes for children in wider achievements is a growing feature in both our schools. We offer a growing range of opportunities to children which gives them a choice that appeals to their interests – Drama Club, Netball, knitting, swimming.</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>There are curricular structures in place for most curricular areas.</p> <p>Moderation work undertaken with Cluster – focusing on progression of DYWF skills from primary into secondary and moderation of Achievement of a Level within Talking and Listening.</p> <p>Both schools have moderated Maths Planners – with a focus on Achievement of a Level – Expectations.</p> <p>All staff take responsibility for developing literacy, numeracy, health and well-being across the curriculum. Learners demonstrate these skills in a variety of meaningful contexts.</p> <p>We have strategies in place for Literacy, Numeracy and Health & Wellbeing that include a</p>	<p>Staff and partners to provide more opportunities to develop skills for learning, life and work in motivating contexts for learning – link to health and wellbeing programme</p> <p>Focus on Digital Technology – participate in staff training and development if necessary. St Columba's to receive 14 ipads – how to use effectively?</p>	

	wide range of interventions we select from on an individual basis when a need is identified.	
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<p>Two parents evening were held this session, one by phone call and one face to face, both were well attended in both schools.</p> <p>Parent Council meetings held virtually and most recent for both have returned face to face.</p> <p>Parent Helpers have been included in the planning and implementation of health days etc</p> <p>Staff share learning on Seesaw – parents have the opportunity to comment/ask questions.</p>	<p>Focus on how to engage parents on the learning journey. Seesaw, is this effective? Pupil profiling? Restart soft finishes to share learning at the end of a day? Consider how we can support parents to support their children.</p> <p>Plan more regular events for parents to be involved in school learning, now that COVID restrictions have been lifted.</p>

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	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>NIF Priority Closing the attainment gap between the most and least disadvantaged children; Improvement in children's and young people's health and wellbeing</p> <p>NIF Driver Teacher Professionalism School Improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.1 Arrangements to ensure wellbeing 2.7 Development and Promotion of Partnerships 3.1 Wellbeing Inclusion and equality</p> <p>National Standard Criteria</p>	<p>School community to have an understanding of key concepts and language in relation to mental health and wellbeing.</p> <p>School staff will have an understanding of emotions, and develop communication skills for talking to children and young people about mental health and wellbeing.</p> <p>Staff to have an awareness and understanding of risk and protective factors for children and young people's lives, including social and environmental factors impacting mental health.</p> <p>Apply practical approaches to promote positive mental health and wellbeing for the whole school community, focused on prevention, early intervention and support.</p> <p>School staff will know how to look after their own mental health and wellbeing and the importance of self-care for promoting mental health and wellbeing in children and young people</p>	<p>All staff to register with professional online programme 'Children and Young People's Mental Health' All staff to complete 4 modules</p> <p>1.An Overview of Mental Health and Wellbeing</p> <p>2.Factors Influencing Mental Health and Wellbeing</p> <p>3. Applying Prevention Based Approaches to Mental Health and Wellbeing in Schools</p> <p>4. School Staff Wellbeing</p> <p>Work with Educational Psychology to carry out further work on modules;</p> <ul style="list-style-type: none"> • Deepening/bringing to life some of the online learning focused on parts of modules 1, 2 and 3. • A self care course related to the 4th online module – if you want to support children and family's mental health you need to look after your own too. 	<p>Term 1 and 2 Development sessions x 6 to cover modules 1-3</p> <p>Jan Inset Input from Educational Psychology and agencies to support work covered in modules 1-3 – create practical approaches for in school</p> <p>Term 3 Development Sessions x 2 Evaluation of approaches – how well are we doing? What is working? What needs improved?</p> <p>Feb Inset Staff Wellbeing module</p> <p>PEF – Learning Assistant 2-3 hours per week to support individual pupils or groups</p>

		<p>Emotion Works Programme to continue to be embedded throughout school.</p> <p>Support timetable will have space to support Mental Wellbeing</p> <p>Staff to be confident to see help and advice from partners/agencies when needed – awareness of agencies and support available</p>	
<p>School Priority 2 Embed effective strategies and experiences to raise attainment, particularly in Literacy and Numeracy</p> <p>NIF Priority Teacher Professional School Improvement Assessment of children's progress</p> <p>NIF Driver School Improvement Assessment of children's progress Performance Information</p> <p>HG10S?4 / HG10ELC Qis 2.2 Curriculum 2.3 Learning, Teaching, Assessment 3.2 Raising Attainment and Achievement</p> <p>National Standard Criteria</p>	<p>Learning and Teaching - Feedback Improvement in attainment through high quality effective feedback involving staff, pupils and parents.</p> <p>All learners are able to identify their next steps in learning All learners know how to achieve their next steps in learning All learners are aware of the skills they are learning, and why they are important and relevant Parents can identify next steps in their child's learning and are able to support them in achieving them</p> <p>Learner's Experiences and Engagement Learning is Active and engaging with structured play incorporated into Early Years. Learner's experience learning outwith the four walls of the classroom, focus on outdoors and community The learning environment is purposeful and engaging</p>	<p>Build on Visible Learning work from Session 2021-2022.</p> <p>Focus on Effective Feedback – what does effective feedback look like? Professional Reading – John Hattie</p> <p>Teaching staff will carry out an impact cycle which focusses on feedback. Share and evaluate impact cycles together to create an effective feedback toolkit for early, middle and upper stages.</p> <p>Communicate termly with parents next steps in learning. Invite parents in for workshops to support achieving next steps at home</p> <p>Evaluate learner's experiences. Develop planners to include outdoor and play/active opportunities.</p> <p>Miss Primrose (PT) to share learning from Freebal course to develop play within early years</p> <p>Evaluate Classroom Environments – peer. Improve to ensure environment is purposeful, engaging and supports learning.</p>	<p>August Inset John Hattie – Feedback – Professional Discussion Plan and implement Impact Cycle</p> <p>Term 1 and 2 Development sessions x 5 Feedback –parental involvement Learning environment - displays Impact Cycle Evaluation</p> <p>Term 3 Feb Inset Feedback Tool Kit Learner's experiences – Active, Outdoor and play</p> <p>Term 3 and 4 4 x dev sessions – Learner's experiences – Active, Outdoor and Play</p> <p>PEF 0.04 teacher allocation– one afternoon a week – focus on target setting and achievement, regularly invite parents in</p>

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