

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

School: Ae and Amisfield Primaries

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

Amisfield Primary School –

School Statement: Vision: Amisfield Primary aspires to:

Encourage all children to become actively engaged in a challenging and interesting way to achieve their potential. Ensure all children are respected and work as a team. Make learning fun and interesting indoors and outdoors, allowing busy brains to learn through play.

Values:

Respect / Teamwork / Responsibility / Honesty / Friendship

Aims

We at Amisfield embrace the Curriculum for Excellence and in order to support our young people (Primary 4-7) to become :

Responsible Citizens

We aim to:

- encourage respect and consideration towards others and appreciate different cultures and lifestyles.
- encourage good role models and develop the ability to respond to a constantly changing world.

Confident Individuals

We aim to:

- help them have the courage to be themselves and have the self-belief to make their own decisions.
- encourage all young learners to take a risk and try!

Effective contributors

We aim to:

- promote work as part of a team, to take responsibility to share ideas, and be creative in making a difference.
- ensure that everyone is listened to and can communicate their ideas and feelings.

Successful Learners

We aim to:

- promote high standards of achievement in literacy and numeracy to support life long learning.
- Be able to reach their goals through perseverance, effort, creativity....and FUN!

Primary 1 – 3 School Aims**Responsible Citizens**

- Care for others and understand people may be different.
- Follow good things about your big Buddy.

Confident Individuals

- You are you – be yourself.
- Don't be afraid to try something new or tricky.

Effective Contributors

- Work together as part of a team.
- Share your ideas, they matter.

Successful Learners

- Have fun exploring maths and language.
- Always try hard in everything you do.

Review Date: June 2017

Review Activities (as appropriate):

- Learning conversation with the whole school
- Consultation with all members of staff through staff meetings and collegial time
- Consultation with Parent Council

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).

Ae Primary School –

School Statement: Vision: Our Mission - To ensure all learners have the support and experiences to develop the skills, knowledge and confidence they need to achieve their individual potential.

Our Shared Vision and Aims: At Ae Primary School we provide an inclusive, supportive and welcoming environment where we aspire, through challenging and innovative learning and teaching to create responsible and successful learners.

The school is committed to providing a safe and nurturing learning environment and to effectively contribute to collaborations with wider partnerships.

We aim to build our pupils emotional, social and physical well-being as these strong foundations allows them to adapt continuously and have the confidence to embrace the every changing world in which we live.

Our Shared Values:

At Ae Primary School we aim to establish a community in which everybody feels valued and respected, and where individual's differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school.

Our Core Values: Ae Primary School Primary Schools we are PROUD as we grow together. They are:

Polite / Responsible / Organised / Understanding / Determined

Review Date: April/May 2019

Review Activities (as appropriate):

- Learning conversation with the whole school
- Consultation with all members of staff through staff meetings and collegial time
- Consultation with Parent Council

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 (<i>Include evidence of impact.</i>)	Next Steps (Looking Forwards)
<p>School Priority 1 <i>Building shared standards and expectations in Literacy</i></p> <p>NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy</p> <p>NIF Driver: Teacher Professionalism; Parental Engagement; Assessment of Children's Progress.</p> <p>HGIOS?4 / HGIOELC QIs 2.2 - Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 - Learning teaching & assessment 2.6 - Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 - Raising Attainment</p>	<ul style="list-style-type: none"> • Staff continue to work across the partnership, planning collaboratively for learning, teaching and assessment; this allows for on-going professional dialogue. • Staff have begun to collate a bank of holistic assessments. • Literacy tracking has been updated to highlight the Benchmarks. This has allowed staff to develop learning opportunities that either support or challenge as needed. • Staff have worked within school setting, across the partnership and across the cluster to moderate planning and assessment. This has built staff confidence and shared expectations. • Staff have developed and implemented pupil-friendly versions of criteria for reading and writing assessments. This has allowed learners to increase their understanding of their progress and their next steps in learning. • School library update across the partnership is ongoing. Accelerated Reading has been a focus and will continue to be developed next session. 	<p>Development of holistic assessments across the partnership. Next step – focus on listening and talking.</p> <p>Continue to build peer and self assessment skills, linking to the pupil-friendly criteria.</p> <p>Implement and refine updated Literacy tracking as required.</p> <p>Refine criteria across the partnership and use when reporting to parents.</p> <p>AR resources a priority in both schools, particularly Ae. Consider 'Soft finish' afternoons to showcase books.</p>

<p>School Priority 2: <i>Building shared standards and expectations in Numeracy</i></p> <p>NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy</p> <p>NIF Driver: Teacher Professionalism; Parental Engagement; Assessment of Children’s Progress.</p> <p>HGIOS?4 / HGIOELC QIs: 2.2 - Development of the curriculum; Learning pathways; Skills for learning, life and work; 2.3 - Learning teaching & assessment; 2.6 - Transitions Collaborative planning and delivery; Continuity and progression in learning 3.2 - Raising Attainment</p>	<ul style="list-style-type: none"> • Staff have worked within the partnership and across the cluster to moderate planning and assessment. This has built staff confidence and shared expectations. • Numeracy tracking has been updated to highlight the Benchmarks and this, together with the Benchmarks reference guides, ensures a tight focus when planning learning, teaching and assessment. This allows staff to develop learning opportunities that either support or challenge as needed. • Using a range of assessment evidence, staff highlighted pupils who required intervention in their numeracy. Staff completed detailed assessments to identify where intervention was required and implemented the Maths Recovery approach with these pupils. Progress has been tracked on an ongoing basis, allowing teachers to adjust the level of need that is required. Ongoing numeracy interventions have also been used for identified individuals. • Working across the partnership and cluster throughout the year, has helped increase staff confidence in planning, implementing and evaluating holistic assessments with a numeracy focus. This has enabled pupils to showcase how they can transfer their numeracy skills across a range of contexts. • Implementing Learning Talks across the school helped to highlight next steps at learner, staff, stage and school level. 	<p>Implement and refine updated Numeracy tracking, as required.</p> <p>Opportunity for focused numeracy and holistic assessments to be moderated to build shared expectations for more able pupils.</p> <p>Continue to implement, refine and extend the Maths Recovery approach, as required.</p> <p>Continue to do more of this to ensure that it helps develop a monitoring programme to ensure consistency and expectations across the partnership.</p>
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<p>School Priority 3: <i>Use digital technology to enhance learning - raise awareness of STEM across the partnership</i></p> <p>NIF Priority: Improving in employability skills and sustained, positive school leaver destinations for all young people</p> <p>NIF Driver: Parental Engagement; Assessment of Children’s Progress; School Improvement.</p> <p>HGIOS?4 / HGIOELC Qis: 2.2 – The Curriculum Rationale and design, Development of the curriculum Learning pathways Skills for learning, life and work 2.6 – Transitions, Collaboration planning and delivery, Continuity and progression in learning 3.2 – Raising attainment</p>	<ul style="list-style-type: none"> • All staff completed the STEM Self-Evaluation and Improvement Framework as a partnership • We created a calendar linked to curricular themes • We identified the Principal Teachers in both schools as the STEM Champions • All staff signed up to the RAiSE team to up-skill and develop staff confidence • Both schools developed leaflets and information for parents/carers to inform them of STEM activities in school • STEM activities in both schools: Ae – Code Club / Leaders Award Enterprise – 1st place Primary One entry and P5-7 pupils entered into the Science Fair in Glasgow Amisfield – K’Nex competition – two pupils in the South West Scotland Final • Participate in the Safer Internet Day in February with input from Community Police Officer – PC Kennedy Anderson • Share resources across the partnership 	<ul style="list-style-type: none"> • More engagement required with the RAiSE team next session • Engage more with parents in the form of ‘soft finish’ afternoons to work with their child on STEM activities
<p>2.1.1 Report on the impact of PEF</p> <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? 	<ul style="list-style-type: none"> • PEF – Amisfield Primary = £2 400 • All of the funds were spent on our daily Breakfast Club to employ the Janitor to carry out the morning duties. • The club ensured that all pupils were given the opportunity to have access to a good breakfast. • It allowed all children to have a ‘soft start’ to the day. • Children enjoyed socialising with their friends first thing in the morning in a pleasant, happy and safe setting. • Breakfast Club ensured that there were no more late comers arriving late to school as the club starts at 8.15am. • Pupils have developed responsibilities over the year by doing the following: <ol style="list-style-type: none"> 1. Signing their own name on the Register 2. Remembering to bring their 60p to school or £3.00 for the week. 3. Placing their order for breakfast by requesting their preference for toast or cereal. 4. Helping themselves to the correct amount of cereal and pouring the correct amount of milk themselves. 5. Learning to use a knife and spread their own butte and/or jam/spread onto their toast. 6. Exploring new tastes by eating healthy options of exotic fruit. • A high number of pupils attend regularly – almost half the school each day. 	

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>1.3 Leadership of Change</p> <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. 	<ul style="list-style-type: none"> The headteacher and all staff place a high priority on inclusion and developing each child as an individual. They work very well as a team with shared goals to ensure successful outcomes for all learners. The school values are displayed around the school and embedded into assemblies and conversations with the children. Affirmation cards reflect these values and awarded to children for 'Doing Well and Being Well'. Values link well to the curriculum rationale and evident within outdoor learning and throughout the health and wellbeing approach that's embedded across the school. Staff know the community very well, they celebrate diversity and ensure that families are fully included in all aspects of the school's work. Children, parents, partners and staff speak very positively about the leadership of the headteacher. Very constructive and respectful relationships are a strong feature of the school. The headteacher values all individuals and recognises their strengths and how these can be used across the school. Her commitment to the school is evident and all change is managed through a wellbeing approach. Children feel empowered to take on leadership roles. They lead assemblies, buddy younger children, lead events in school and within the community. The 	<ul style="list-style-type: none"> To make sure that strategies are carefully planned to ensure there is sufficient time for embedding improvements. There is scope to raise expectations of children's leadership roles across the school. Further focused approaches for example, children to express their views and inform learning will further deepen their leadership skills. This increased personalisation and choice could inform further school improvement plan priorities. Staff maximise the partnership arrangements to plan sustainable and with the stability of staffing in the school they are well-placed to increase the pace change and ensure a breadth of curriculum experience. This will be supported by the plans that the school has to improve approaches to monitoring, tracking and assessing children's progress. Look at how we are monitoring and evaluating the impact of changes on outcomes for learners and the work of our school. 	<p>4</p> <p>6</p>

	<p>senior leadership team support professional learning for all staff. There are examples of outward looking approaches to inform improvements.</p> <ul style="list-style-type: none"> • Staff readily share good practice across the cluster and notably the headteacher works in partnership at a national level on the RSHP initiative. • Monitoring approaches and observations of classroom practice are well-received and provides helpful strategies that are revisited. Staff value discussions about classroom practice. 		
<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> 	<ul style="list-style-type: none"> • Most children are well engaged with their learning. There are positive relationships in the school. The school has a welcoming and caring ethos which is nurturing and inclusive. • Children are aware of the value of respect and feel safe in their school environment. • Pupils take on responsibilities throughout the school e.g. Pupil Council / Tower Council and Junior Road Safety Officers. • Overall the quality of teaching is good. • Children are motivated and engaged with their learning. Where teaching is most effective, learning tasks are carefully differentiated to ensure all children are challenged and supported appropriately. • Support staff are deployed effectively to assist the children with their tasks. • Most children experience challenge at the appropriate level. • Child friendly targets are referred to at the start of each lesson and throughout the learning. • For the majority of children effective questioning enables them to build on their prior knowledge. • Staff increasingly develop their understanding of standards through the moderation work with local schools. • Assessment information showing 	<ul style="list-style-type: none"> • The school is well placed to add further value to the knowledge and experiences that children bring to the school. • There is a need for more robust assessment arrangements during the course of teaching for children to achieve more. • There is a need to review the organisation of the learning environments to maximise opportunities for independent and teacher led learning more effectively. • Across the school, they are well placed to take greater responsibility for managing their own learning. 	4

	<p>children's achievement at the end of a level is increasingly accurate.</p> <ul style="list-style-type: none"> • A range of written, oral and creative assessments show children's progress and a few of these are captured well within 'Snapshot' jotters. • Approaches to holistic assessment now feature across learning and staff regularly engage in professional dialogue to plan these effectively. • Recently introduced learning pathways across the curriculum are supporting staff well to plan more effectively to meet the needs of children's learning across the curriculum. • The school is continuing to develop manageable approaches to assessment that reflect very well the multi composite organisation of the classes. • When given the opportunity children work well independently. 		
<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> 	<ul style="list-style-type: none"> • Wellbeing, as a key to success, is a priority of the headteacher and embraced and developed by all staff. • All children are very well informed about disability and diversity. They have depth of understanding about issues of equality and relate this to their actions. • Approaches to healthy minds and healthy bodies are embedded within the life and work of the school. Partnership work enhances this and children can apply strategies to support their responses to issues should they arise. • Children, staff and parents feel valued and relationships are very positive. The strong family ethos is promoted with consistency by all members of the school community. Strengths of children, parents and staff are recognised and used more widely across the school as a whole. • Children understand a range of ways to stay healthy through physical health, mindfulness and healthy eating. 	<ul style="list-style-type: none"> • Review the HWB progressive pathways to ensure progression in children's skills, knowledge and understanding. 	<p>5</p>

	<ul style="list-style-type: none"> • The school (Amisfield) operates a 'buddy' system where older pupils take responsibility for the guidance of their younger school friends. • Children are confident in understanding the relevance of the Health and Wellbeing indicators. They can apply these concepts into their own contexts and real life situations. • There are appropriate arrangements in place to comply with statutory duties. The headteacher and staff are committed to the children's wellbeing. • Staff engage in professional training and regular updates to support them in their care for the children. They keep up to date with important developments and the legislation affecting child care. • Staff are aware of the local authority's stage intervention process and apply this well to meet the needs of children. • Individual children who require support with either short term or long term barriers to learning are supported by staffing resources, well deployed to offer well-judged and appropriate intervention. • Children enjoy this additional support as well as making very good progress in their learning. • The school has a strong inclusive ethos and the children embrace diversity and are knowledgeable about disability. • A local Special Olympian is a strong role model for the children. As a volunteer and frequent visitor she contributes to many aspects of the life and work of the school. • Children embrace the approaches the school employs in relation to a positive mental health. They are very familiar with a variety of coping strategies that enable them to self-regulate and manage challenging situations. 		
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<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 achievement</i> • <i>Ensuring equity for all children</i> 	<p>Attainment in literacy and numeracy:</p> <ul style="list-style-type: none"> • Data provided by the school is overall accurate. • Teacher professional judgement takes account of standardised assessments, Scottish National Standardised Assessments, writing criterion and commercial end of unit assessment. • Ongoing assessment is gathered through well used assessment for learning strategies. • Overall attainment is improving over time. • Almost all children are improving from prior learning. Most to almost all children are achieving expected CfE levels in reading, writing, listening and talking and maths. A few are exceeding the expected CfE levels. Children's learning is supported through appropriate interventions. • Attainment data is used to track learner progress over time in all stages, determining next steps for learners and any required interventions. • All teaching staff are developing their understanding of the Benchmarks in determining a learner's attainment. • Teaching staff use a range of evidence to assess pupil progress, and use this data as a basis for professional dialogue in Support for Learning consultations, attainment meetings, transition meetings and planning sessions. • The monitoring and tracking system has been revised and maintains a tight focus on attainment in literacy and numeracy. This is used reflectively to identify next steps. • The P1-7 'Snapshot of learning' jotters also allows us to share quality work between home and school. They also offer learners the chance to build self-awareness and self-evaluation skills. 	<ul style="list-style-type: none"> • The headteacher is currently exploring ways to further develop moderation activities within her partnership schools and cluster schools. • HT to continue to develop the accuracy of teacher professional judgement. • Devise a programme of curricular blocks of learning, e.g. using STEM as a vehicle to promote skills for learning, life and work. All staff are keen to ensure this learning is embedded across the curriculum. • Offer P1-7 parental workshops for numeracy, linked to a STEM parent information evening in Term 3. This will support parents in their understanding of numeracy strategies and it will help parents to support their child's learning at home. 	<p>4</p>
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	<ul style="list-style-type: none"> • P7 pupils have created learning blogs as part of their e-portfolios to give a snapshot of learning, of their latest and best achievements. This is used as part of their transition to S1. • Work with our cluster colleagues to refine the P6/P7 'Go Getters' as a launch pad into nationally accredited programmes such as Duke of Edinburgh awards. • We have created a Pupil/Parent friendly summary of our School Improvement Plan priorities and what this looks for parents & staff and pupils & staff. • The development of French across the school as part of the 1+2 Languages initiative has increased learner confidence, enthusiasm and ability. • In Numeracy, a focus on mental maths accuracy and recall has improved learner confidence and motivation in the early and mid-first level learners in core numeracy skills. 		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • We have strategies in place for Literacy, Numeracy and Health & Wellbeing which detail a wide range of interventions we select from on an individual basis when a need is identified. • Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies to meet a personal or social need. • The school Digital Literacy strategy has been disseminated through the cluster, and staff have attended a range of training to ensure that we can deliver this strategy. 	<ul style="list-style-type: none"> • Continue to embed the digital literacy strategy, and continue to increase staff and pupil confidence by rolling out four pillar planning. • Continue to roll out the use of Blogs for pupils to share and celebrate their learning. • Through the use of STEM, focus on developing the skills of our children need in the world of work. 	

2.7 Partnerships – Theme 3: Impact on Learners

The impact of parental involvement on improving children and young people's learning.

- Ae and Amisfield Primaries play a significant role in the life of the local community. This came to light during the support from the public during our Statutory Consultation last session.
- We communicate with parents and families in a variety of ways, including the termly class newsletters and the twice yearly 'Snapshot Jotters'. Wider achievements are shared between home and school, and are celebrated through newsletters and assemblies.
- We have developed our 'Parent, Teacher and Pupil Consultations' to include pupils and parents together in conversation about pupil learning and next steps. This has increased parental awareness of their child's learning journey.
- We offer a range of opportunities throughout the school session for parents and families to come into school to share in the learning.
- Within our rural settings, we work with a range of partners including Active Schools, iBike and Let's Get Sporty to enable us to offer a range of after-school activities in blocks throughout the year. The staff and parents also run clubs after school. The P6 children are starting Play Leaders training in January and they will run clubs during the school day once they have completed their Playleader Scotland training.
- Extend the range of workshops offered to parents, including opportunities for pupils to lead the workshops e.g. digital literacy through STEM activities.
- Continue to offer a range of opportunities for parents to be engaged in the life of the school and in celebrating their child's achievements. Use parental feedback to adapt these as needed.
- Continue to seek parental involvement in running activities and clubs.

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 (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1 Building shared standards and expectations in Literacy</p> <p>NIF Priority Improvement in attainment, specifically in literacy (<i>reading</i>) and numeracy</p> <p>NIF Driver Teacher Professionalism; Parental Engagement; Assessment of Children's Progress.</p> <p>HGIOS?4 / HGIOELC Qis 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment</p>	<p>Embedding the updated literacy tracking will ensure consistency and clear picture of coverage and next steps for all learners.</p> <p>Increasing staff confidence in assessing aspects of literacy through focused assessments and holistic assessments: this will support pupils to apply and transfer their literacy skills across all areas of the curriculum.</p>	<p>Literacy tracking- implement and refine if needed.</p> <p>Cluster moderation with a focus on reading: developing both focused interventions and holistic assessments towards achievement of a level.</p> <p>Sub-cluster moderation with a focus on listening and talking: developing, implementing and refining holistic assessments,</p> <p>Staff to work on moderating baseline literacy assessments to ensure shared standard and expectation.</p> <p>Literacy interventions to be identified through this moderation process.</p> <p>Review resources across the partnership for reading with a view to develop: paired reading, guided reading, fiction, non-fiction, reciprocal reading, parental workshops</p>	<p>August 2019 In-set: All staff to review all tracking and refine if needed Feb 2020 In-set: review tracking and refine if needed.</p> <p>Cluster - QAMSOs and Cluster leads; all teaching staff: 3 cluster collegial sessions - 6 November / 12 February / 6 May.</p> <p>Sub-Cluster - QAMSOs; all teaching staff; 2 collegial sessions: 18 September and 26 February (or In-set)</p> <p>Partnership - 2 collegial sessions September / February In-set.</p> <p>All staff; ongoing through the year.</p> <p>All staff across the partnership: August 2019 In-set – review tracking and benchmarks. Staff Development – reading resources Feb 2020 In-set – Plan for parental workshop.</p>

<p>School Priority 2 Building shared standards and expectations in Numeracy</p> <p>NIF Priority: Improvement in attainment, specifically in literacy and <i>numeracy</i></p> <p>NIF Driver: Teacher Professionalism; Parental Engagement; Assessment of Children's Progress.</p> <p>HGIOS?4 / HGIOELC QIs: 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work; 2.3 Learning teaching & assessment; 2.6 Transitions Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment</p>	<p>Embedding the revised numeracy tracking will ensure consistency and clear picture of coverage and next steps for all learners.</p> <p>Increasing staff confidence in assessing numeracy both as focused assessments and holistic assessments: this will allow pupils to apply and transfer their skills in numeracy into other areas of the curriculum, and therefore increase their confidence in numerical application.</p> <p>Embedding the use of Third level units will enable us to increase expectations for pupils who are achieving within second level. Work closely with the colleagues in the Dumfries High School.</p> <p>Building parental confidence in supporting their child in numeracy through parental sessions will enable pupils to be supported at home appropriately. This will build pupil achievement as a result.</p>	<p>Numeracy tracking - implement and refine if needed.</p> <p>Numeracy holistic assessments - plan and moderate.</p> <p>Cross-sector moderation and plan visits to DHS.</p> <p>Parental sessions on how to support numeracy.</p>	<p>August 2019: introduction and familiarisation of the new tracking by all staff.</p> <p>August 2019: all staff to use the new tracking to plan and prepare.</p> <p>Feb INSET: review tracking and refine if needed.</p> <p>November and March: Stage holistic assessments with a numeracy focus</p> <p>Collegial time for whole-staff discussions on holistic assessments, and identifying next steps (January and February).</p> <p>Review numeracy resources across the partnership (PEF funding – Ae)</p> <p>September 2019: P6/P7 teacher to shadow secondary S1 Maths classes working at Third Level. January 2020: Cross-sector moderation with secondary school colleagues.</p> <p>September 2019: 'Numeracy Night' session with a numeracy focus. At this session parents will be asked about their expectations and views about maths across the levels. Invite PT Maths Teacher from DHS</p>
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<p>School Priority 3 Building shared standards and expectations in planning grids, tracking and assessment frameworks</p> <p>NIF Priority Improvement in attainment, specifically in literacy and numeracy</p> <p>NIF Driver School Improvement School Leadership Teacher professionalism</p> <p>HGIOS?4 / HGIOELC Qis 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work; 2.3 Learning teaching & assessment; 2.6 Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment</p>	<p>Building staff confidence in using Planning grids – that incorporate Benchmarks across Literacy, Numeracy and HWB will help inform coverage and understanding.</p> <p>Building staff confidence in using Tracking grids – that incorporate Benchmarks across Literacy, Numeracy and HWB will help inform assessment.</p> <p>Developing and embedding our Assessment Framework will increase staff confidence in using ‘make, say, write and do’ more effectively.</p> <p>Make improvements to the pupils’ ‘Snapshot of learning’ jotters – create a format that allows regular reporting to parents on their child’s progress.</p>	<p>Implement and refine Planning grids across the partnership.</p> <p>Implement and refine Tracking grids across the partnership.</p> <p>Review our bundles across the partnership to inform our assessment.</p> <p>Review reporting to parents over the course of the session</p> <p>Include the pupils in the discussion about learning and assessment</p>	<p>Aug 2019 In-set – review Planning folders</p> <p>Aug 2019 In-set – review Tracking format</p> <p>Start the process in Aug 2019 In-set</p> <p>Gather exemplification of different kinds of reporting across the cluster</p> <p>Termly learning conversations with the pupils to engage in progress.</p>
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