

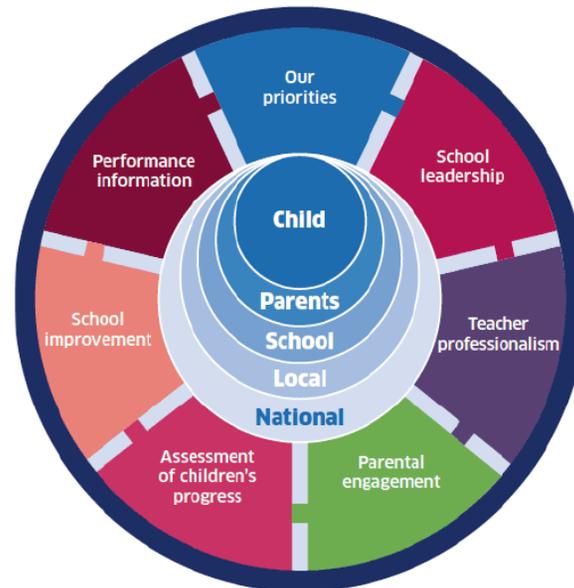
Education and Learning Directorate

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

(2021 - 2022)

School: Belmont Primary

Date: May 2021



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

At Belmont Primary School pupils, staff, parents/carers and partners in the community work together to:

- Create a supportive learning environment where everybody is happy, safe and achieving
- Raise attainment through relevant, meaningful learning experiences.
- Ensure every child has the same opportunity to succeed.

Our Values

At Belmont Primary School
we are all FRIENDS:

Fun

Respected

Included

Enthusiastic

Nurtured

**Determined
Supportive**

Our Aims

We are aiming for ALL pupils to be:

- **Successful Learners**
- **Responsible Citizens**
- **Effective Contributors**
- **Confident Individuals**

Together, we should aim to be the best we can be.

Review Date: November 2021

Review Activities (as appropriate)

- Our Pupil Council reviewed Belmont Primary School's Vision, Values and Aims in September 2019, at that time no changes were made. It is now planned for a further review as part of our 'Better Relationships' Policy to be implemented in Session 2021/22. The Pupil Council will present a draft version to pupils and staff at a whole school presentation in Session 2021/22 and this will be followed by consultation with the Parent Council. Parent/Carer views and the views of our partners in the community will be sought after this process and this will be followed by a finalised version being distributed to all stakeholders.

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) 4 key priorities and the 6 NIF drivers.

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1: Raising Attainment & Achievement (Including Learning , Teaching & Assessment)</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> Assessment of children's progress School improvement Performance information <p>HGIOS? 4 / HGIOELC? QIs: (2.3, 3.2)</p>	<p>-Following transition and predictions meetings, Headteacher's analysis of stage performance and predictions in Numeracy and Mathematics and Literacy and English CfE Levels has informed teacher judgement on the allocation of enhanced support for pupils through appropriate and targeted timetabling and identified activities/initiatives for individuals and groups of learners (CfE Predictions Proformae, Professional Dialogue, Headteacher CfE Predictions/Attainment analysis).</p> <p>-Class teacher judgement has been further informed with regards to Free School Meal Entitlement, CfE Predictions analysis, SIMD information and our knowledge of engagement through and the impact of COVID19 lockdowns on individual pupils etc., to ensure enhanced support is allocated to pupils and groups of pupils who should benefit from PEF initiatives and Additional Support for Learning input. (Professional Dialogue, Headteacher CfE Predictions analysis, Lockdown engagement data, Closing the Literacy Gap Commentary, TLQ Progress report, SNSA Performance Summary).</p> <p>-Allocation of staffing and planning for PEF priorities in June 2020 has facilitated ongoing rigorous review of the effectiveness of planned interventions through PEF with a view to streamlining them as considered appropriate. This in turn has enhanced staff awareness of strategies and resources to be utilised in improving literacy and numeracy skills and associated attainment for identified pupils. (SMT meetings with Class Teachers to discuss and identify groups of</p>	<p>To continue to agree upon and implement specific interventions to raise attainment within identified groups of pupils i.e those who benefit from Pupil Equity Funding but also to focus on universal support that will be required in the aftermath of the COVID 19 interruptions to school attendance, supporting those it has impacted on most whilst also continuing to challenge more able pupils.</p> <p>To use PEF related assessments to measure impact of identified initiatives and to inform future planning with respect to PEF Priorities for Session 2021/22.</p>

	<p>pupils who should benefit from PEF initiatives and Additional Support for Learning, Professional Dialogue, Headteacher CfE Predictions/Attainment analysis, Closing the Literacy Gap Commentary, TLQ Progress report.)</p> <p>-Staff Engagement in training in using Class Dojo, Sumdog and Numicon Online has further developed skills and confidence of teaching staff and support staff in delivering/supporting Digital Learning Activities within English and Literacy and Mathematics and Numeracy in tandem with an ongoing review of strategies and resources to promote more effective learning (<i>Collegiate Sessions - 14 Sept and 16 Nov.20, Professional Dialogue</i>)</p> <p>Access to digital technology for all learners has been enhanced and staff ensure activities are engaging and meeting the needs of all learners to support educational attainment in numeracy and literacy and attempt to close the gap in attainment between groups of learners.</p> <p>-Intensive delivery of Talking, Listening and Questioning interventions have been extremely effective in promoting understanding and developing vocabulary with identified pupils. (<i>P2 Group Assessment analysis displays an average pupil performance increase of 1 year 9 months in Information and 5 months in Grammar.</i>). Due to the Covid lockdown, we were only in a position to offer six of our P1 pupils input this session and their performance will be measured in June 2021, however, indications are that 5 of the 6 are now on target to attain Early Level.</p> <p>-During Term 4 intensive delivery of Reading and Writing interventions through further implementation of Closing The Literacy Gap across First Level have proved to dramatically increase pupil attainment and confidence in these key outcomes. (<i>Of the pupils involved, all displayed progress of a minimum of 8 PM Benchmarking levels</i>). Delivery of Fastlane Reading intervention in Term 4 has increased pupil confidence in our identified Primary 4 pupils a number of whom are now predicted to attain First Level reading in June 2021.</p> <p>-Emma Buchanan (Principal Teacher for Support for Learning) implemented the tracking of progress of children with additional needs across the Nursery, School and Children's Centre, who are working at pre Early Level. This facilitates effective and timely individualised support which takes account of the varying aspects of learners' needs including medical, sensory, physical,</p>	<p>Once the lifting of COVID19 restrictions allow to re-introduce and further explore face to face initiatives to better engage parents/carers in all stages of their child's development and establish productive home/nursery/school links.</p> <p>To continue to build on good practice and explore resources to increase the numbers of pupils and parents/carers accessing digital learning opportunities and utilising Glow in preparation for any future lockdowns.</p> <p>Consider the ongoing implementation of Closing the Literacy Gap and T.L.Q. initiatives. Give consideration to potential implementation of Numeracy and Mathematics Initiatives in Session 2021/22.</p>
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	<p>communication and academic needs. (Professional Dialogue, Customised PLPs for identified pupils, Nursery Planning Sessions, I.E.P.s, C.S.P.s with associated meetings)</p> <p>-Development and implementation of planning proformae for Curriculum for Excellence Foundation Milestones which support cohesive and progressive planning for pupils with severe and complex needs have been initially implemented for identified pupils. (Curriculum for Excellence Foundation Milestones - planning proformae, Professional Dialogue, Nursery Planning Sessions, Children's Centre Planning)</p> <p>-School/Nursery initiatives implemented to encourage Parent/Carer links through remote/virtual means have supported the development of literacy and numeracy skills within children thereby improving and enhancing support for children who face barriers to their learning due to the impact of poverty and in doing so have improved educational outcomes in relation to attainment and achievement. In challenging times the successful building and maintaining of links with parents/carers continues to promote a positive relationship through which parents feel supported and valued. (Virtual Pupil/Parent/ Carer Consultations, Nursery PLPs and Learning Journals, Pupil/Class Teacher Teams Meetings, Children's Centre Facebook, School Newsletter, School App., Nursery Facebook Page and Nursery Senior Practitioner input, Reporting to parents/carers, Nursery, P1 and P2 Information Videos)</p> <p>Whole school initiatives to engage families in home learning during the COVID 19 closure of school have focussed on lessening the impact that a prolonged period of time without school attendance may have on our pupils. We have developed and promoted effective online learning opportunities for families. Regular contact has been made with pupils through class teachers hosting daily Teams meetings, email, phone calls, the School App and the Nursery and Children's Centre Facebook Page. PEF and ASL staff have contacted individual families to engage pupils in Closing the Literacy Gap activities. Virtual Celebration of Success Assemblies have been recorded on a weekly basis to promote the positive aspects of online engagement and we are increasingly focusing on the benefits and importance of pupils accessing Glow to communicate with class teachers. (Home Learning at Belmont PS, Online Learning - Engagement Overview (March 2021))</p>	<p>Review progress made with respect to the implementation of Curriculum for Excellence Foundation Milestones Proformae. When Covid restrictions allow consult with families on their views of approaches taken.</p>
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<p>School Priority 2</p> <p>Partnership working, Wellbeing, Equity & Inclusion</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in children and young people's health and wellbeing • Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> • Parental engagement • School Improvement • Assessment of children's progress <p>HGIOS?4 / HGIOELC QIs:</p> <p>2.7</p>	<p>Agreement of a draft 'Positive Behaviour and Better Relationships Policy' further promotes open and supportive relationships across our community where children feel that they're listened to, and where they feel comfortable when discussing issues that arise through their day to day social interaction as well as sensitive aspects of their lives as and when they consider appropriate. ('Positive Behaviour and Better Relationships Policy' - Draft March 2021, Pupil Council Meetings, Professional Dialogue, Pupil Dialogue and feedback, Staff feedback)</p> <p>Pupils feel that they are consulted with regard to the development of school policy and associated approaches having played a central part in the whole school review of our Better Relationships Policy. ('Positive Behaviour and Better Relationships Policy' - Draft March 2021, Pupil Council Meetings, Pupil Dialogue and feedback.)</p> <p>Effective communication between SMT, staff, pupils and parents/carers assisted in monitoring pupil wellbeing. Along with the challenges of remote learning through COVID lockdowns, staff identified the need to maintain links with pupils in the support of their Health and Wellbeing. Staff subsequently considered and agreed a whole school approach to monitoring pupil wellbeing. Daily Teams meetings hosted by Class Teachers created links and maintained important lines of communication.</p> <p>Engagement data recorded weekly informed SMT of the need for any further intervention with next steps agreed. In identified cases this prompted involvement/coordination of Gary Burns/Ailsa Dougan (Supporting Learners) who contacted families offering support and encouragement</p>	<p>To engage parents/carers alongside pupils and staff as partners in ensuring consistency of approach to promoting positive relationships and behaviour across home and school</p> <p>In line with feedback, agree a finalised Better Relationships Policy that will inform all stakeholders of our key approaches and interventions to ensure every child's wellbeing is prioritised.</p> <p>To continue to support staff in recording significant events and carrying out appropriate interventions, a role that has become particularly challenging with the requirement of remote learning and the need to determine the welfare of pupils despite limited face to face contact during periods of lockdown.</p> <p>To consider ways in which we can further promote pupil wellbeing both within current COVID restrictions and once social distancing is less restrictive.</p>
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	<p>Staff engaged in ongoing review with regard to necessary interventions/incidents, including the use of the newly updated Pastoral Notes on SEEMiS and the Wellbeing app Procedures. These were reviewed and updated for recording with accuracy and sensitivity interventions/incidents etc. highlighting and establishing the associated responsibility every member of staff has in keeping relevant information succinct and current. (School/Nursery Development Session, Latest Pastoral Notes Refresher Training - 28 Sept 20)</p> <p>Ongoing staff and pupil awareness of guidance from the United Nations Convention on the Rights of the Child (UNCRC) and Respect Me Scotland's Anti-Bullying resource continues to inform our review to support the development of learning and teaching approaches which recognise the vital importance of pupil wellbeing and which are aligned to legislative documentation (Staff/Pupil research and follow-up displays for pupils summarising key aspects of UNCRC)</p>	<p>Pastoral Notes Refresher Training to be arranged in Term 1 of Session 2021/22 and to be made available to staff across the Nursery, School and Children's Centre to ensure consistency of approach.</p>
<p>School Priority 3</p> <p>NIF Priority</p> <p>Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>Closing the attainment gap between the most and least disadvantaged children</p> <p>NIF Driver</p> <p>Teacher professionalism</p>	<p>Staff training in using Class Dojo, Sumdog and Numicon Online has further developed skills and confidence of teaching and support staff in delivering/supporting Digital Learning Activities</p> <p>Identification of key resources ensured that these online resources were accessible to staff, learners and, where applicable, parents/carers. (Collegiate Sessions 5 Oct and 9 Nov, Professional Dialogue, Staff Whats App support group)</p>	<p>To continue to consider further ways in which we can engage and support a relatively small number of children/families identified as facing difficulties during periods of remote learning. We have established that it often tends to be children with a history of poor attendance during normal schooling. These pupils have been highlighted for support through the school's</p>

<p>Parental Engagement</p> <p>School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>(2.2, 3.3)</p>	<p>Through consultation with staff and Parent Council, reflecting on digital learning delivery in the previous lockdown, a whole school agreement on the delivery of remote learning was reached. This ensured consistency in approaches in relation to the planning and provision of remote learning.</p> <p>Improved focus and development of staff confidence has promoted more effective engagement with digital technologies and ensured ongoing delivery across curricular areas during the COVID 19 Lockdown.</p> <p>Through the establishment of supportive staff groups and maintaining ongoing links with stage partners, practitioners are supported in planning learning and teaching of digital literacy and computing science experiences and outcomes. Digital technology is a central consideration in all areas of the school's curriculum delivery and associated assessment. (Social media: Twitter, Parent Council Facebook Group, Nursery Facebook Group and Children's Centre Facebook Group)</p> <p>Access to digital technology for all learners has been enhanced and staff ensure activities are engaging and meeting the needs of all learners to support educational attainment in numeracy and literacy and attempt to close the gap in attainment between groups of learners.</p> <p>Consistent approaches, effective communication and clear expectations ensured that families were better prepared for accessing remote learning. Parental feedback through the Parent Council Facebook Group confirmed that parents appreciated the balance of 'live' support from teachers at set times throughout the day, alongside the flexibility to complete activities at times that suited family circumstances (Daily Teams Meetings,Social media: Twitter, Parent Council Facebook Group, Nursery Facebook Group and Children's Centre Facebook Group)</p>	<p>recovery initiatives now face to face learning has commenced.</p> <p>We acknowledged at a very early stage that it is much more challenging to engage younger pupils, particularly our P1 children and some P2 and P3 children in remote learning. Through our corporate endeavours we successfully implemented strategies to support families with younger children, utilising approaches such as pre-recorded video lessons which could be used by parents/carers at a time that suited them. We aim to extend the use of these resources to better inform and support parent/carers now that we have returned to normal schooling.</p>
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	<p>Regular communication with parents/carers to ensure a shared understanding of our approaches to remote learning, including help sheets and videos (how to access Glow, Teams etc.), offered families flexibility in where and when children could learn. (Use of the School App to communicate with parents/carers , Engagement throughout the school ranged, on a weekly basis, from 84%-91%. High levels of engagement from parents/carers on posts)</p> <p>Our focus on developing and promoting children's skills in working more independently, alongside the availability of the class teacher in a live capacity on Teams, helped to ease the pressure for many families. (Social media: Twitter, Parent Council Facebook Group, Nursery Facebook Group and Children's Centre Facebook Group)</p>	
<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></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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>The School Management Team, in consultation with staff, had agreed on innovative uses of PEF to take forward identified initiatives to meet the needs of individual/groups of learners. In addition there was agreement to utilise PEF to support our Recovery Process across the school thereby maximising the numbers of children to benefit from this key funding stream.</p> <p>We systematically monitor and have evidenced the impact our use of PEF has had on improved outcomes for all identified learners through ongoing Assessments and CfE predictions as well as through ongoing dialogue with PEF staff and Class Teachers. The shortening of the school session through the COVID 19 closure has reduced our analysis evidence base this session through our inability to implement interventions during the Term 3 Lockdown.</p> <p>Examples of progress in PEF interventions are detailed as follows:</p> <p><u>TLQ</u> Primary 1 Intensive delivery of Talking, Listening and Questioning interventions has been extremely effective in promoting understanding and developing vocabulary of identified pupils. Due to the Covid lock down, we were only in a</p>	

position to offer six of our P1 pupils input this session and their performance will be measured in June 2021, however, indications are that 5 of the 6 are now on target to attain Early Level.

Primary Two - Of the 14 pupils from Primary Two who participated in TLQ 11 were not on target to attain Early Level Listening and Talking by June 2021. It should be noted that these challenged learners had missed 3 months of their Primary 1 experience and 2 months of their Primary 2 experience. All 11 pupils are now on track to achieve Early Level Listening and Talking. Group Assessment analysis displays an average pupil performance increase of 1 year 9 months in Information and 5 months in Grammar

Closing the Literacy Gap/Fastlane Initiative

-Intensive delivery of Reading and Writing interventions through further implementation of the delivery of Closing The Literacy Gap across First Level have proved to dramatically increase pupil attainment and confidence in these key outcomes. Of the 11 pupils involved, all displayed progress of a minimum of 8 PM Benchmarking levels, the range of progress being 8 to 15 levels. Most pupils are reported to retain this level of confidence/performance when their one to one input comes to an end, however, this session, we have identified the need to continue to support pupils when they transition back to class based Reading activities in order to better maintain confidence and ensure optimum progress is sustained. Unfortunately due to the Covid 19 Lockdown a number of identified P2-P4 pupils were unable to participate in this intervention during Term 3. This has been partly addressed with available input during Term 4 but will continue to be a focus for identified children in Session 2021/22.

Education Scotland, following their inspection in February 2018, made the following statements with regard to the school's approach to Pupil Equity Funding:

- As a result of PEF, children benefit increasingly from a number of enhanced learning experiences from outside partners and agencies. The school deploys additional staff very effectively across the school to enhance learning and teaching.
- Deployment is consultative and informed by data that is consistently gathered and revisited by the management team.
- The recent PEF allocation has been used well to build on existing practice.
- Ongoing assessments show that individual children are benefiting from the interventions using standardised assessment measures.
- The school is reviewing the approaches and in doing so we asked them to reflect short, medium and long

term measures that are in line with those outlined within NIF.

- The School Management Team ensures that the allocation of PEF is transparent and will provide equity for all learners.
- PEF is carefully planned to improve the quality of learning and teaching and enhanced attainment and achievement for all identified pupils.

Areas For Development

- Continued implementation of our PEF initiatives with ongoing reflection on analysis of impact on learners. Explore further opportunities to involve families in determining, actioning and reviewing our PEF priorities.
- Continued use of PEF to support our Recovery Process across the school thereby maximising the numbers of children to benefit from this key funding stream.
- Consider the use of PEF in ensuring that the school's learning environment is seen and used as a resource to support learning, teaching and inclusion for all. This is of particular importance when taking into account the necessarily restricted learning and teaching opportunities available to pupils since the onset of COVID 19.
- Continue to consider how best to upskill staff already deployed in school in addition to staff appointed as a result of PEF.
- Agree a system of record - keeping which is not overly bureaucratic yet provides data/evidence required to inform future PEF spending. Complete baseline, ongoing and end of session assessments as considered appropriate/manageable.

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>1.3 Leadership of Change</p> <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> 	<ul style="list-style-type: none"> • Continuous improvement in pupil attainment, achievement and participation is the focus of the school's strategic development through the School Improvement Plan. School development priorities are identified and developed from on-going self-evaluation and reflection based on local & national priorities and standards. eg HGIOS 4 Q.I.s , NIF Priorities & drivers and Authority policy & priorities. There is a clear cycle of improvement planning. The School Management Team and staff meet regularly to discuss issues arising and to plan next steps and engage in an ongoing review of progress in terms of School Improvement Planning • Across the school there is a strong sense of collaborative leadership with well-planned opportunities for all staff to be actively involved in developing and implementing practice that reflects the shared vision of the school. Staff are encouraged to engage in curriculum development and take on leadership roles. Staff have demonstrated an enthusiasm to improve practice and to develop more effective approaches to learning and teaching. This has been evident during the recent challenges brought about by the two COVID 19 school closures when staff have displayed a strong sense of collaborative leadership and initiative in developing means by which to engage with their pupils through 	<ul style="list-style-type: none"> • To review communication and update information for staff to ensure they have a clear understanding of children affected by their socio-economic context as identified through area deprivation (SIMD) and free school meals entitlement. • To review the process of monitoring the progress of targeted groups of learners to establish the effectiveness of our significant numbers of interventions. 	<p>5</p>

	<p>remote learning. The school fosters and articulates a culture of distributed leadership where staff feel able and confident to take lead roles within and beyond the classroom setting. During Session 2020/21 staff continued to work in partnership with colleagues to engage in evaluating our approaches to digital learning and determining and leading their own professional development in this area.</p> <ul style="list-style-type: none"> • Children, parents, staff and the local community feel valued, included and that their opinions and views are taken into consideration. • School staff, Parent Council and the school community's developing knowledge of the social, economic and cultural context of the school is central to improvement planning, the pursuit of equity and closing the attainment gap and has been the key focus of the School Management Team's decisions with regard to the utilisation of Pupil Equity Funding within Session 2020/21. • The School Management Team, in consultation with staff, has agreed on innovative uses of PEF to take forward identified initiatives to meet the needs of identified learners and to rigorously review the effectiveness of planned interventions with a view to streamlining them as considered appropriate/necessary. In addition decisions have been taken collaboratively on the use of PEF to support our Recovery Process across the school thereby maximising the numbers of children to benefit from this key funding stream. These decisions have been particularly responsive to the continuing impact of COVID 19. • Through consultation with staff the School Management Team monitors closely the universal support for groups of learners within literacy and numeracy. • The School Management Team track and monitor 		
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	<p>children's progress on an individual, group, class and cohort basis and implement new initiatives across the school to improve children's experiences and outcomes. Staff are supported to initiate change and are developing a range of systems to ensure that change is effective.</p> <ul style="list-style-type: none"> • Pupils, Parents and Staff are becoming increasingly confident in engaging in learning conversations and planning for pupils' next steps in learning 		
<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"> • School Management Team and peer observations indicate that almost all pupils are actively engaged in their own learning, are motivated and show increasing skills as learners. Due to Covid Restrictions these observations were not undertaken during Session 2020/21. Through their opinions being sought, on an ongoing basis, pupils increasingly contribute to the life of the school and its community. • Through increased collaboration facilitated by Teams and Whats App groups, staff have been afforded planned opportunities to share good practice with regards to remote learning. They have shared enhanced opportunities to look outwards in their professional learning within this area allowing staff to capitalise on highly effective approaches which can now be used in other contexts. • Pupils are more involved in the assessment process and, with the aid of updated assessment rubrics, are becoming increasingly confident to talk about their learning, are involved in shaping their own learning and are aware of next steps 	<p>If Covid Restrictions permit resume monitoring procedures in Session 2021/22.</p> <p>Through collegiate working, encourage means of facilitating further opportunities for all teaching staff to collaborate and engage in Cluster moderation.</p> <p>Review the engagement of pupils, parents/carers and school staff in assessing and recording progress and in determining next steps.</p>	4

	<p>and individual targets. Pupils along with teachers have continued to work together towards determining next steps in learning and associated target setting. Class teachers have endeavoured to continue to involve parents/carers in this process through virtual means such as Teams Meetings and phone conversations.</p> <ul style="list-style-type: none"> • Almost all children are purposefully engaged in their learning and almost all teachers plan effectively in order to support children to access appropriately challenging learning activities. COVID 19 has brought about new challenges for teaching staff and as a school we have engaged in ongoing evaluation of the barriers that pupils are facing in accessing their learning and how we can support them to overcome these barriers in their home environment. • The school has focused successfully on raising the profile and impact of learning conversations, with the aim that children know how to improve their learning, across literacy, numeracy and health and wellbeing. • Staff engage in moderation activity with colleagues across the school. However Covid 19 restrictions curtailed Cluster collegiality during Session 2020/21. It is intended that a means of engaging staff on a Cluster basis can be explored during Session 2021/22. • Staff gather a wealth of data to monitor pupil progress at key milestones across stages • Senior leaders meet termly with teachers to discuss children's progress. Senior leaders fully engage with class teachers and support staff in termly discussions and proposed interventions to support children's learning and progress. 		
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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> 	<ul style="list-style-type: none"> • Inclusion and equality are embedded within our vision, values & aims and are generally evident in all aspects of the work of the school and nursery. Sadly due to Covid 19 Restrictions the pupils in our Children's Centre have been unable to attend their mainstream classes in Session 20/21. • Almost all children are confident, able to voice their opinions and views and make the most of the opportunities to achieve success which are provided through school and nursery. • During Covid related times when communication has been more challenging, the school has strived to maintain effective links with partner agencies e.g Social Services, CAMHS, SALT, Occupational Therapy etc. which ensure that the needs of individual pupils are reviewed on an ongoing basis and time is set aside for consultation with all key partners to determine appropriate next steps. • Whilst links with parents/carers have had to take on a remote approach, the nurturing ethos in the school continues to provide a context in which all children are encouraged and supported to be the best they can be. • Through attendance/initiation of relevant virtual 'Teams' meetings with partnership agencies, maintaining lines of communication and making regular contact with families, the Headteacher and Staff have been proactive in trying to minimise the impact of the COVID 19 Lockdown on the wellbeing of our pupils and school community. The school community recognises this as a potential ongoing challenge. • The School Management Team, in consultation with staff, has agreed on innovative uses of PEF to take forward priorities to meet the needs of identified learners whilst in addition allocating 	<p>To continue to utilise and further develop the current breadth of approaches being undertaken to plan and organise effective support programmes to enhance the identified learning experiences of individuals and groups of learners.</p> <p>To continue to gauge pupil wellbeing following the children's return to school after the prolonged interruption to learning caused by the two recent Covid 19 Pandemic Lockdowns. To target support to individuals/groups of children as considered necessary.</p> <p>To engage parents/carers, pupils and staff as partners in ensuring consistency of approach to promoting positive relationships and behaviour across home and school</p> <p>In line with feedback, agree a finalised Better Relationships Policy that will inform all stakeholders of our key approaches and interventions to ensure every child's wellbeing needs are being appropriately addressed.</p>	4
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	<p>universal support for all learners affected by interrupted schooling as part of our Recovery Process.</p> <ul style="list-style-type: none"> Tracking of individual progress ensures prompt and appropriate enhanced support for identified pupils through targeted timetabling, agreed approaches, activities and resources for individuals and groups of learners. Transition arrangements have demonstrated initiative from our Nursery Team in providing as many opportunities as present COVID guidance allows to familiarise children with their future P1 learning environment. There is very strong teamwork between the headteacher, the principal learning support teacher, learning support assistants and class teachers. Staff take a broad, holistic view of the kinds of barriers which children and their families experience, and which affect the children's capacity to learn, develop and achieve. Staff have taken part in professional development to improve their understanding of the effects of disadvantage, encouraged by the national priority of closing the gap in attainment between the most-and least-deprived children. 		
<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> 	<ul style="list-style-type: none"> There is a positive, nurturing ethos in our school. CfE attainment levels for Primary 1,4 and 7 evidence that, despite interruption to face to face learning over 2 lengthy periods of Lockdown, almost all children are making good progress in their learning attaining appropriate levels in literacy and numeracy. (CfE Attainment data 	<p>-To continue to agree and implement specific interventions to raise attainment within identified groups of pupils i.e those who benefit from Pupil Equity Funding but also to focus on the universal</p>	4

	<p>June 2021, Year Group Progress Files, PLPs and Pupil Profile). In addition our School App highlights the active role our children undertake in school and in the wider community.</p> <ul style="list-style-type: none"> Consistently good progress is evidenced by thorough tracking of attainment at all stages in literacy and numeracy, with analysis of the school's data supporting allocation of support staff and progress across the school. (Year Group Progress Files, PLPs and Pupil Profiles, CfE predictions/performance analysis 2020/21). Increasingly teaching staff are confident in making judgements, with respect to attainment of a level, which in turn is supported by a range of assessments and school rubrics. The school is making appropriate use of the national CfE benchmarks and is using these to inform professional judgement. Through regular review of our assessment approaches staff are increasingly confident in making judgements with regard to individual pupil progress and next steps and pupils are becoming increasingly confident in engaging in learning conversations. Through the creation of Glow Teams and Whats App groups staff have been afforded a virtual forum to share good practice and build confidence in delivering learning within a very challenging year. They have continued to identify opportunities to look outwards in their professional learning and capitalise on these effective approaches now we have returned to face to face learning. 	<p>support that will be required in the aftermath of the COVID 19 interruptions to school attendance, supporting those it has impacted upon the most whilst also continuing to challenge more able pupils.</p> <p>-To use PEF related assessments to measure impact of identified initiatives and to inform future planning with respect to PEF Priorities for Session 2021/22.</p> <p>-Through collegiate working, encourage means of facilitating further opportunities for all teaching staff to collaborate and engage in Cluster moderation.</p> <p>-Further develop the use of SNSAs as a diagnostic tool to better inform assessment of progress at individual, class, cohort and school level.</p>	
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	<ul style="list-style-type: none">• Most children are fully engaged in their learning, are developing in confidence and are happy to contribute to the life of the school and wider community. They are developing skills and attributes which reflect the four capacities.• The school recognises, celebrates and shares children's successes and achievements. Whilst there have been additional challenges faced through COVID19 restrictions we have still endeavoured to offer a range of opportunities for wider experiences. (School App, Pupil of the Week Awards, Writing Awards, Virtual Assemblies, School Newsletter, Pupil engagement in a range of activities as either leaders or participants, Pupil Council)• All staff are working hard to develop more focused pathways to promote equity of success and achievement for all pupils. Children feel included, attendance since the return to school following the Term 3 Lockdown has averaged a very positive %. There have not been any exclusions over the past 4 years.• We generally have many groups and committees and these provide good opportunities for children to take on leadership roles in school. Sadly Covid Restrictions have very much limited opportunities for these groups and committees to meet during Session 2020/21. Digital leaders provide support to both staff and pupils and communicate with parents and carers through their GLOW blog and Twitter.		
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<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> 	<ul style="list-style-type: none"> • Staff are committed to further developing equity across the school. They are aware of the socio-economic context of the school and take steps to ensure barriers to learning are removed. PEF funding has been focussed on additional staffing and training of staff to support the development of literacy and numeracy skills. Staff (PEF) have additionally been deployed across the school as the key element of our Recovery Process. (PEF Driver Diagrams, Analysis of PEF Initiatives - baseline, ongoing assessments). Staff (PEF) have additionally been deployed across the school as the key element of our Recovery Process. <p>Nursery PLPs, Big Book and Journal observations evidence children's development of fine motor skills and early writing. Most children are making good progress in early communication and language, with a few making very good progress.</p> <p>The Nursery focuses on building relationships with parents/carers and children from the outset. This approach and providing a positive outlook and climate creates the optimum environment for children to achieve. During the COVID19 pandemic this approach has been facilitated online through letters, Facebook and email.</p> <p>Using real life and imaginary contexts, providing loose parts and a variety of resources we support children to develop their language and mathematical skills. Nursery pupils count with confidence during play and some show good number recognition skills. Learners are developing their use of mathematical language and numeracy skills. A</p>	<p>The Nursery Team will evaluate the content of Online Learning Journals and PLPs. They have identified a need to liaise with children and parents/carers to agree a balance in a dual approach of hard copy evidence and online communication. The main focus will be a holistic reflection of the child's learning and progress.</p> <p>Opportunities to encourage creativity, problem solving and enhanced wellbeing for our children will be explored as a priority during Session 2021/22. Through the Nursery Team engagement in the Scottish Government funded 'Out</p>	
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	<p>few children are beginning to talk about larger numbers in relation to real-life situations .(PLP assessments, Journal observations, Nursery Team observations, Nursery Big Book and the improving use of Hots questioning)</p> <p>Through using HOTS questions staff support children to extend their vocabulary and thinking. Children in the nursery are developing their problem solving skills as they play and investigate. Children are playing and working confidently and independently across the learning environment. Learners are developing good self-help skills. They are involved in risk assessing different areas of the nursery. Staff use prior learning well and plan with children when moving onto a new interest. Children are involved in the development of these new interests through their actions, emotions and words. (PLP assessments, Journal Observations, Nursery Team observations)</p> <p>Staff display an awareness that listening to children, observing them and giving them a voice promotes self-esteem and self-worth in our young learners. Children are observed as leading their learning, playing confidently and independently and engaging in their own interests. Children lead when exploring new interests and are increasingly taking ownership for planning for their own learning.</p> <p>Online Journals have been implemented since March 2021. These provide an enhanced opportunity to link with home. Parents/carers are encouraged through Facebook, Journals, Letters, emails and face to face engagement at pick up/drop off times to be proactive in adding wider experiences and achievements to their child's learning journal.</p>	<p>To Play' Project we will focus on using the school community and local Green Space to further promote learning. Staff will also undertake a review of currently available outdoor play resources and activities identifying their suitability and addressing any agreed resource needs.</p> <p>To provide opportunities for Session 2021/22 Pre School children and identified Primary 1 children to further engage in TLQ sessions having had their planned experiences limited due to the Covid 19 Lockdown.</p>	
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	<p>Enhanced opportunities have been previously offered for PLPs in nursery to be shared with parents/carers encouraging them to be more proactive in adding information on their child's experiences/achievements thus providing a more holistic account of their learning journey. Covid restrictions have greatly compromised this approach since March 2020. A Wider Achievement Board is situated in the foyer with parents/carers also regularly adding to the Nursery Facebook Page. As this Wider Achievement Board could not be utilised by parents/carers during COVID restrictions a Nursery facebook group has been introduced which has proved a very positive forum for sharing Wider Achievements.</p> <p>Nursery initiatives to encourage Parent/Carer links support development of early literacy skills with children, and their families, through improving and enhancing support for nursery children who face barriers in their learning due to the impact of poverty and in doing so have improved educational outcomes in relation to attainment and achievement. The successful building of early links with parents/carers promotes a positive relationship through which parents feel supported and valued. Due to current COVID restrictions staff have identified alternative means by which to create and maintain lines of communication. A transition facebook page has been formed along with staff making contact via telephone calls. Letters and pamphlets have been issued along with videos for children and parents/carers to view to further familiarize them with the nursery setting and members of the Nursery Team.</p> <p>The allocation of a Senior Nursery Practitioner has supported the development of our engagement with Education Scotland's initiative to work with parents/carers to raise attainment and close the poverty related attainment gap in Early Years offering improved</p>		
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	<p>and enhanced support for nursery children who face barriers to their learning due to the impact of poverty with the aim of improved educational outcomes in relation to attainment and achievement</p> <p>TLQ and pre-TLQ interventions have been effective in promoting understanding and development of early talking, listening and questioning skills. Although pupil participation was limited due to the coronavirus lockdown all of the pupil participants identified progressed their learning and performance across Information and Grammar during the duration of the TLQ Initiative. Children who we believe would benefit further from TLQ input have been identified for support when commencing Primary 1. (TLQ PEF Attainment record/analysis)</p> <p>Emma Buchanan's (Principal Teacher for Support for Learning) review of tracking progress of children with additional support needs across the Children's Centre has informed approaches to be taken for the tracking of progression for identified learners across the Nursery. This facilitates effective and timely individualised provision which takes account of the varying aspects of learners' needs including medical, sensory, physical, communication and academic needs. (Professional Dialogue, Customised PLPs for identified pupils, Nursery Planning Sessions, I.E.P.s,C.S.P.s with associated meetings)</p> <p>Development and implementation of planning proformae for Curriculum for Excellence Foundation Milestones which supports cohesive and progressive planning for pupils with severe and complex needs has been implemented for identified pupils. (Curriculum for Excellence Foundation Milestones - planning proformae, Professional Dialogue, Nursery Planning Sessions, Children's Centre Planning).</p>		
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<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<ul style="list-style-type: none"> • All teachers plan for coherent and progressive learning through learning pathways developed at school and cluster level in: Literacy, Numeracy, Science, Technologies, Health and Well Being and R.M.E. All teachers plan for Social Studies using an Interdisciplinary Learning approach • Learning pathways provide flexibility and are based on CfE Experiences and Outcomes and the Principles of Design. Our planning approach is a blend of discrete subject development and interdisciplinary studies to develop E's and O's across all curricular areas. • During the COVID19 Lockdown January - March/April 2021, all teaching staff have taken responsibility for developing aspects of digital literacy across the curriculum. • All staff take responsibility for developing literacy, numeracy and health and wellbeing across the curriculum. • All staff are using Assessment Rubrics, which are underpinned by the Benchmarks, in literacy and numeracy for planning and associated assessments. Children are encouraged to take ownership of these and to use them to identify their learning targets. Learning conversations are a key feature of our approach to curriculum delivery and these support pupils to talk to their learning in an informed way. • Through engaging in ongoing review and revision of rubrics staff have generated assessment proformae that are more focused and meaningful to both staff 	<p>To undertake a whole school review of Outdoor Learning linking with the Nursery's involvement in the Scottish Government funded Out To Play Initiative and Dumfries and Galloway's Outdoor Learning resource published in 2021.</p>
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	<p>and pupils in determining progress within the curricular areas of Numeracy and Maths and Literacy and Language and which are aligned with the appropriate Benchmarks.</p> <ul style="list-style-type: none"> The school has a well-established 3 year programme for health and wellbeing which ensures progression in learning and also offers flexibility to respond to particularly relevant and current issues which can arise in the community. Partners plan in collaboration with the school to deliver aspects of the health and wellbeing programme. This is updated regularly and involves partners and experts in the community in supporting content and skills development. Due to Covid restrictions partners have been unable, during Session 2020/21, to directly work with children in the school setting. 	
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people’s learning.</p>	<ul style="list-style-type: none"> During the ongoing COVID19 pandemic, SMT and staff have endeavoured to explore innovative ways in which to maintain partnership links. Child, Parent and Teacher Consultations have taken place over Teams Meetings and telephone conversations. Consistent approaches, effective communication and clear expectations ensured that families were well-prepared for accessing remote learning. Parental feedback through the Parent Council Facebook Group confirmed that parents appreciated the balance of 'live' support from teachers at set times throughout the day, alongside the flexibility to complete activities at times that suited family circumstances (Daily Teams Meetings, Social media: Twitter, Parent 	<p>To continue to consider further ways in which we can engage a relatively small number of children/families identified as facing difficulties during periods of remote learning. We have established that it tends to be children with a history of poor attendance during normal schooling. These pupils have been highlighted for support through the school's recovery initiatives now face to face learning has commenced.</p>

	<p>Council Facebook Group, Nursery Facebook Group and Children's Centre Facebook Group)</p> <ul style="list-style-type: none"> • Regular communication with parents/carers to ensure a shared understanding of our approaches to remote learning, including help sheets and videos (how to access Glow, Teams etc.) offered families flexibility in where and when children learn during the second Covid Lockdown. (Use of the School App to communicate with parents/carers , Engagement throughout the school ranged, on a weekly basis, from 84%-91%. High levels of engagement from parents/carers on posts) • Our focus on developing and promoting children's skills in working more independently, alongside the availability of the class teacher in a live capacity on Teams, helped to ease the pressure for many families. (Social media: Twitter, Parent Council Facebook Group, Nursery Facebook Group and Children's Centre Facebook Group) • Through use of our Children's Centre Facebook page and individual pupil tablets, all Children's Centre pupils and staff are engaging positively with partners who support the achievement of long and short term targets and inclusion in our Broad General Education provision. • Across our nursery, school and children's centre all pupils are routinely engaging in partnerships which support Health and Wellbeing and the associated raising attainment and achievement agenda. As a result of effective partnership working all our learners have access to an extended range of experiences through which they are developing skills. 	
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	<p>The in-school input from external agencies has necessarily been curtailed due to Covid restrictions during Session 2020/21.</p> <p>(Pupil, Parent/Carer Feedback, Partnership Feedback, School App, Nursery Facebook Page, Children's Centre Facebook page. Virtual Parent/Carer Consultations)</p>	
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3. SCHOOL IMPROVEMENT PLAN 2021 – 2022 *(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>Raising Attainment & Achievement (Including Learning , Teaching & Assessment)</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> Assessment of children's progress School improvement Performance information <p>HGIOS? 4 / HGIOELC? QIs: (2.3, 3.2)</p>	<ul style="list-style-type: none"> Improved attainment in Literacy and English and Numeracy and Maths Enhanced opportunities for children to further develop and apply their skills in numeracy and mathematics across the curriculum. Enhanced professional skills and the associated capacity of teaching staff in Literacy and Numeracy. Improved vocabulary and language skills at Early Level and First Level (Primary 2) PEF TLQ approaches. Ensuring L1 + L2 approach is embedded across the school to maximise learning of L2 and L3 for pupils as appropriate. Developing effective transition of L2 and L3 to Secondary School. 	<p>To review current delivery of learning and teaching within Numeracy and Maths</p> <p>To encourage peer observation throughout the school to identify effective practice in Numeracy and Maths.</p> <p>To determine approaches to enhance delivery of learning and associated pupil experiences within Numeracy and Maths.</p> <p>To identify potential opportunities for professional development within this area (teaching and non-teaching staff)</p> <p>To up-skill staff through training for Closing The Numeracy Gap which did not prove possible during Session 2020/21 due to the closure of schools. To identify pupils who will benefit from this intervention and implement this approach (PEF).</p> <p>To up-skill staff through Stephen Graham Creating a Balanced Reader and Writer Inputs - Discussion Text Types training. An approach to explicitly teaching writing whilst encouraging a gradual release to pupil independence.</p> <p>Identified Teachers attending sessions to disseminate information and approaches to</p>	<p>Collegiate Sessions</p> <p>Professional Dialogue</p> <p>Peer Observation</p> <p>SMT Monitoring</p> <p>SMT Meetings with Class Teachers and ASL staff</p> <p>Closing The Numeracy Gap Training - Elaine Callander</p> <p>PEF Action Plan (August 2021/June 2022)</p> <p>Collegiate Sessions</p> <p>Professional Dialogue</p> <p>Stephen Graham Webinar sessions - 5 sessions</p> <p>Professional Dialogue</p> <p>Cluster Collegiate Sessions</p> <p>In- Service</p>

		<p>colleagues during collegiate/In-service time. Teaching staff to engage in Cluster moderation of Writing.</p> <p>-Further implementation of the delivery of TLQ and Words Together across Early Level and into First Level. -To continue to rigorously review the effectiveness and impact of planned interventions with a view to streamlining them as considered appropriate/necessary. - Further implementation of the delivery of Closing The Literacy Gap and Fastlane across First Level. - To utilise all available information e.g Free School Meal Entitlement, CfE Analysis, SIMD information etc., to ensure support is allocated where possible to pupils and groups of pupils who have been most impacted by the extended school absence that has resulted from the Coronavirus Pandemic School Closure.</p> <p>To introduce Spanish at P.5-7 by identifying staff who have previously attended professional development sessions in L3 Spanish.</p> <p>Duolingo App to be promoted with staff to increase confidence and skills. Professional reading and reference. Education Scotland Modern Language Network Hub.</p> <p>Staff to access Modern Foreign Language Conference 2+1 resources on Glow as professional development.</p>	<p>PEF Action Plan (August 2021/June 2022)</p> <p>SMT consultation with mainstream staff and ASL staff. Professional Dialogue PEF Action Plan (August 21/June 2022)</p> <p>Appropriate timetabling to allow for Language Leaders (staff) to support across the school. Participation at Cluster Meetings and through the Cluster Plan. Cluster Twilight Sessions to promote transition of languages. Secondary languages staff supporting Primary staff in school.</p>
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		<p>Establish Pupil Language Leaders to create multilingual labelling around the school community (French and Spanish)</p>	
<p>School Priority 2</p> <p>Partnership working, Wellbeing, Equity & Inclusion</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children <p>NIF Driver</p> <ul style="list-style-type: none"> Parental engagement School Improvement Assessment of children’s progress <p>HGIOS?4 / HGIOELC QIs:</p> <p>2.7</p>	<ul style="list-style-type: none"> Increasingly open, positive and supportive relationships established across the community, where children feel that they’re listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives as and when they consider appropriate. A climate in which children and young people feel safe and secure is evident across our Nursery and School. All staff and stakeholders agree and share a responsibility for identifying the care and wellbeing needs of children and their role in this process. All staff are aware of the need for pupils to observe positive role models in order to achieve a climate of mutual respect across our Nursery and School. Learning and teaching approaches which recognise the vital importance of pupil wellbeing are increasingly adopted. Parents and carers engage as partners in ensuring consistency of 	<p>Following on from our Draft Positive Behaviour and Better Relationships Policy March 2021, discuss with staff initial pupil feedback from May 2021 outlining their suggestions with regard to positive behaviour practice that they feel should be maintained and ideas for enhancing pupil experiences and motivation e.g reward systems.</p> <p>Agree revised content of Draft Policy to be presented to Pupil Council. Following agreement with pupils present proposed finalised policy to Parent Council and inform all stakeholders of our key approaches and interventions to ensure every child’s wellbeing</p> <p>To agree approaches for implementing finalised policy across the school involving all key stakeholders in the process.</p> <p>Having achieved a place on the Scottish Government Funded Out To Play Improve initiative: -Two Nursery team members identified (K. Newell and K.McDowall - Strategic leader) -To follow initial training -Design, develop and execute an outdoor learning improvement project (to be</p>	<p>Draft Positive Behaviour and Better Relationships Policy March 2021 Professional Dialogue Feedback from Pupils May 2021. S. Binnie to revise draft policy as agreed.</p> <p>Pupil Council Meetings Parent Council Meetings School Assemblies (Virtual or otherwise</p> <p>Collegiate Sessions Professional Dialogue Classroom/Playground practice</p> <p>Scottish Government 'Out To Play Improve' Scoping Meetings National Introductory Workshop 6x1/2 day virtual workshops Coaching and Mentoring sessions Professional Dialogue</p>

