Dumfries & Galloway COUNCIL

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

School: Brownrock (Brownhall & Caerlaverock 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 Partnership Mission Statement

We are aware that it is important to see our schools as one piece in the jigsaw that makes up the wider community. There is a huge range of people involved in the day to day life of our schools, and only when we work in partnership can our schools be fully effective.

Brownhall - Motto – *Believe to achieve*	Caerlaverock - Motto – *We are small but mighty*
Vision – Through learning in a caring, stimulating, healthy and holistic environment, we are given the opportunity to achieve our full potential though inspiration, fun, imagination, individuality and teamwork.	Vision – We are given the opportunity to achieve our full potential and develop our skills for learning, life and work. Through learning in a caring, stimulating, enterprising and safe environment, and through working with our partners, we shall have the self-belief and motivation to prepare us for the next chapter.
Values – Honesty, Respect, Friendship, Responsibility and Self-belief	Values – Teamwork, Friendship, Independence, Self-belief & Achievement
Aims – • Be achievers • Be enthusiastic • Be creative • Be self-evaluative • Be independent	Aims – • To take responsibility for our own learning in health & wellbeing, literacy and numeracy • To self-evaluate our own learning in order to celebrate our successes and find next steps • To improve and use team work and co-operation, in school and out • To be responsible and caring, in school and out • To share our thinking and ideas with others

Review Date: February 2017

Review Activities (as appropriate):
- Through consultation with parents, staff and pupils in both schools
- Values were discussed and developed in school assemblies (again during 2018-19)
- Child friendly versions were developed and displayed in both schools (reviewed April 2019)
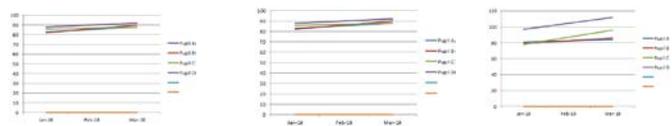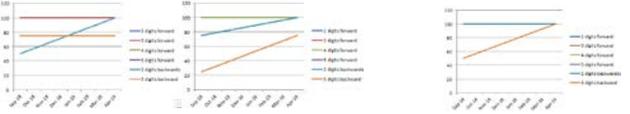- School Vision leaflets were developed and shared at both schools

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

2. School Improvement Progress Report

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate *(Include evidence of impact.)*	Next Steps (Looking Forwards)
School Priority 1 **Raising Attainment** **NIF Priority** **Improvement in attainment, particularly in literacy & numeracy** **NIF Driver** **HGIOS4 / HGIOELC QIs:** **2.2** **The Curriculum** **Rationale and design** **Development of the curriculum** **Learning pathways** **Skills for learning, life and work** **2.3** **Learning teaching and assessment** **2.6** **Transitions** **Collaborative planning and delivery** **Continuity and progression in**	Attainment is improving; the majority to almost all pupils are now achieving the expected CfE in most stages. Children's learning is supported through appropriate interventions that are having a positive impact upon learning. *Closing the Literacy Gap/ Fast Lane* projects have been developed in both schools thus increasing confidence and raising attainment. This has involved pupils from P2 to P7 and has impacted upon spelling and reading attainment. Staff are currently undergoing training for *Closing the Numeracy Gap.* Reading (Standardised Scores) - Working Memory groups have been used to support children with Developmental Disorders. We adapted and adopted Amisfield's Mental Maths programme and have rolled this out for all P2-P7 pupils in both schools, resulting in most to almost all pupils across the partnership achieving the expected CfE levels in Numeracy/Maths. Of the parents that completed our Parental Satisfaction Survey all felt that their child was progressing and that the respective school kept them well informed of their child's progress. Programmes for Learning in Literacy, Numeracy, RME, Digital technologies, Modern	Continue to moderate assessments in line with Education Scotland's moderation questions, at school and cluster level. Further professional dialogue opportunities to build on shared expectations, at school and cluster level. (PEF funding) Develop Closing the Numeracy Gap (PEF funding) Continue to identify professional learning opportunities based on the needs of the learners. Undergo training and implement practices for *Closing the Writing Gap* (PEF funding) Revisit and embed formative assessment strategies, ensuring clear and concise learning intentions and success criteria. Continue to engage children in talk about next steps in learning during lessons, making their individual targets more explicit. Extend monitoring and tracking pupil progress beyond literacy, numeracy and health and wellbeing to encompass and reflect pace, challenge and progression in the broad, general education

learning **3.2** **Raising Attainment**	Language and Expressive Arts all now include Benchmarks. Teachers engage fully with Benchmarks in tracking for Literacy, Numeracy and Health & Wellbeing. SNSA diagnostic data used when agreeing next steps for learners; attainment meetings have been carried out.	Develop Science Programme of Learning
School Priority 2 **Sharing the Standard** NIF Priority **Improvement in attainment,** **particularly in literacy and numeracy** 2.2 The Curriculum Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work 2.3 Learning teaching and assessment 2.6 Transitions Collaborative planning and delivery Continuity and progression in learning 3.2 Raising Attainment	Staff have worked within stages and across stages, as well as with cluster partners, to moderate planning and assessment. This has built staff confidence and shared expectations (see moderation calendar and records). Using a range of assessment evidence (see attainment tracking, assessment folders; notes from Support for Learning and Attainment meetings), staff highlighted pupils who required intervention in their numeracy. Progress has been tracked on an ongoing basis, allowing both teachers to tailor the input as required. Online numeracy interventions have also been used for identified individuals. Literacy, Numeracy and HWB tracking has been updated to highlight the Benchmarks and this, together with the Benchmark 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. Working with partners within stages, and across cluster schools, throughout the year has increased 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.	Opportunity for focused numeracy and holistic assessments to be moderated across sectors to build shared expectations in line with Education Scotland's moderation questions, at school and cluster level (possibility of developing within SWEIC Family) Further professional dialogue opportunities to build on shared expectations, at school and cluster level. (PEF funding) Continue to implement, refine and extend the Maths Recovery approach as required (*Closing the Numeracy Gap)*

School Priority 3 **Employability** **NIF Priority** **Improvement in employability skills and sustained, positive school leaver destinations for all young people** 2.2 The Curriculum Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work 2.3 Learning teaching and assessment 2.6 Transitions Collaborative planning and delivery Continuity and progression in learning 3.2 Raising Attainment	Research has been carried out to help produce a plan for increasing our pupil's employability skills and knowledge of skills for learning, life and work. The 'Brownrock framework for Skills for Life, Learning and Work' has been created electronically as an overview of skills, framework progression, 3 year rolling programme, tracker and reference point. The 'top-layer' of Skills for L, L and W has been linked to our curriculum bundles to show coverage and specific focus within our IDL contexts. A 'Skills Passport' has been created to be the end product for each pupil to record individual experiences and evaluations. During in-set and collegiate sessions, we created a bank of ideas for skill sessions throughout the year, along with possible outside agencies, local businesses, parents and carers, and other members of the community that could come in and work with us. We have considered joint sessions with stage partners, across the partnership and whole school sessions. All of this has been collated and shared electronically. A 'Skills Spreadsheet' has been created to show coverage of the particular skills at 'top level', being broken down into deeper and more meaningful contexts. This enables staff to discuss professionally what skills to target and the exact breakdown of each skill. This can then be shared with, discussed and added to with our pupils.	Skill Sessions will begin across the partnership from Aug 2019 Plans, passports, tracking and evaluations of skill session will take place as the year progresses. Continual discussion with pupils and staff across the partnership about what is working well, what could be improved and what to do next. Each classroom across the partnership will create a 'learning wall' that will be on display the year round. It will be a display of the 'top level' skills for L, L and W that each teacher will adapt to their own choosing and teaching environment. This display will be used to spark discussion about skills with our pupils and promote continual understanding of their relevance.
2.1.1 Report on the impact of PEF • **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?**	We continue to monitor and evaluate learners' progress through tracking of attainment and achievement, termly attainment meetings, and ongoing teacher assessment. As a result, we have clear information on the attainment of all pupils and have systems which promote excellence and equity. This includes for those facing additional challenges, e.g. sudden bereavement and financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. In June 2018, we identified which of our children should be targeted by the PEF funding, and highlighted possible interventions. Priorities were established by the SMT for a range of interventions, including nurture sessions, *Closing the Literacy Gap, Fastlane* and *Closing the Numeracy Gap* interventions, Speech to Text apps (I-Pads). Staff have undergone training to enable us to offer a range of interventions as needed, and to ensure we have sustainability with staff increasing their expertise. The impact of these has been tracked from a baseline assessment on an ongoing basis, with the assessment used tailored to the nature of the intervention e.g. focused literacy and numeracy assessments. There are individual profiles of evidence for children that have been supported. The impact of these interventions was reviewed on a termly basis using the ongoing data, pupil evaluation and staff evaluation, as well as being discussed in attainment meetings. We have then amended priorities as an intervention has come to a natural close, or if an intervention needs to continue. We track the attainment of all pupils triangulating the evidence of formative and summative assessments in class, as well as the	

	focused assessments of the PEF interventions. This data shows that all children supported through the PEF have made progress both in literacy and numeracy, as well as in their Health & Wellbeing. Our tracking data shows several children have significantly closed the gap, making more progress than the timeframe. We will continue to refine the interventions, establishing priorities for the children as required. We will continue to track impact, and adapt plans as required.

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
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• Staff working more effectively as a team. There is a strong ethos of sharing practice and of peer support and challenge, working within most stages, whole-school and cluster level. We continue to plan for collaborative approaches for class/level/ school/cluster to take forward. • Termly attainment meetings use the data we hold for each learner, with our knowledge of the child to analyse next steps and any interventions required. We track the impact of these interventions, and adapt plans as needed. • Incas (P2-7) and SNSA (P1,4&7) used to provide data • Data is collected on an ongoing basis for all interventions, enabling us to assess the impact of these and refine as required. This data includes summative assessments for literacy and numeracy. • We have an established monitoring programme. • The monitoring programme includes regular opportunities at school level for staff to moderate planning and assessment, and samples of work to ensure we have a shared understanding of standards. • We evaluate the impact of our improvement agenda through focused audits for pupils, parents and staff, as well as an ongoing programme of learning talks, and sampling of work.	• Continue to place improvements for our learners at the heart of self-evaluation and professional learning. • Revisit and embed formative assessment strategies, ensuring clear and concise learning intentions and success criteria. • Continue to engage children in talk about next steps in learning during lessons, making their individual targets more explicit. • Extend monitoring and tracking pupil progress beyond literacy, numeracy and health and wellbeing to encompass and reflect pace, challenge and progression in the broad, general education • Develop Science Programme of Learning	4
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• Both schools are welcoming and have a supportive, positive ethos – all are treated with respect and relationships are positive between learners and teachers. • Our shared curriculum has been developed to reflect the local communities and learners' needs. • Planning is done collegiately across stages and between schools. • Teachers involve learners in planning by encouraging them to contribute to projects. Learning intentions, success criteria are shared;	• Implement our own Progression Framework for Skills for Learning, Life and Work that will track individual learners and developing the 'language' of skills. • Develop programmes of learning for other curricular areas e.g. Science. • Update HWB programme of learning to remove SAL's and include Benchmarks	4

	feedback is give verbally or in written format depending upon needs; HOT's questioning is used to develop thinking and extend learning. Pupils self and peer assess to develop their understanding. Collaborative learning is used to enable learners to support one another. • Lessons are differentiated according to needs, thus allowing pupils to learn at their own pace. • Through regular attainment meetings with HT, CT and ASfLT, we consider pace and progress, highlight gaps in learning, and identify appropriate strategies. We use individualised educational plans to set targets involving staff, parents and pupils. Staff discuss learners' progress and effective ways to improve learning and teaching • Learners are involved in discussions regarding their learning. Staff discuss learners' progress and effective ways to improve learning and teaching. Learning progress is shared regularly with parents through discussions and *Journals of Excellence.* • Almost all our pupils are successful, confident and responsible learners who contribute effectively to school life, as well as that of both local communities. • School values are displayed through each school, and we strive towards these and use assemblies to promote them. Both schools have leaflets that allow us to share our Vision, Value, Aims and Partnership Mission Statement with families. • Our recent work on our Digital Literacy programme along with support from RAISE staff, we have increased experiences for all learners and teachers. With this increased confidence, we shall promote ICT to raise attainment in other curricular areas. • By updating our Literacy & Numeracy/maths programmes, we are increasing teachers' confidence regarding Benchmarks – these also link to our new trackers. • Individual pathways of learning are recorded in our Literacy, Numeracy/maths and HWB trackers. These can also be used to highlight gaps in learning, along with pace and progression. • Learners have increasing opportunities to apply new skills in a variety of contexts with the respective community, outdoor learning and IDL studies. This will be further developed as we work towards completing our own Progression Framework for Skills for Learning, Life and Work that will track individual learners and develop the 'language' of skills.

	• Skills and knowledge are improving in mental maths now that we have a structure to follow – this is leading to increasing attainment. • We work with the whole cluster, along with a smaller school sub-group, on moderation, sharing the standard and developing holistic assessments to ensure confidence in making professional judgements and sharing of standards.		
3.1 Ensuring wellbeing, equality and inclusion • *Wellbeing* • *Fulfilment of statutory duties* • *Inclusion and equality*	• Children are polite, well-behaved, motivated and enthusiastic learners. • Staff know the children and their families well and work hard to address the needs of individuals, supporting children and parents. During recent School Collaborative review, parents acknowledged this, and the approachability of staff. • All staff and partners model behaviour that promotes and supports the wellbeing of all. • All staff and partners are responsive to the wellbeing of individuals. • Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the wellbeing of all. Our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared for. • Attendance levels are high. Exclusions rates are now very low (0% to date this session), and inclusion is successful. • Young people understand the importance of developing their own digital skills for learning, life and work.	• Continue to develop learning blogs for older pupils • Develop Skills Programme for all • Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions. (PEF funding) • Ensure all new staff are fully aware of the needs of the pupils with whom they are working, and implement relevant training as required. • Update the anti-bullying guidance in line with the updated national guidance	4
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (for Early Learning Childcare)**	• Attainment is improving; the majority to almost all pupils are now achieving the expected CfE in most stages. Children's learning is supported through appropriate interventions. • Attainment data is used to highlight gaps in learning, and then identify appropriate strategies. We use individualised educational plans to set targets involving staff, parents and pupils. Staff discuss learners' progress and effective ways to improve learning and teaching. Achievement of a level statistics are collected in June each year. • There are close working transition phases from class to class as staff continually discuss each child's progression and readiness for their next stage of development. All our older pupils will have been in the catchment school many times by the time they leave us, however almost all our	• Introduce and develop *Closing the Numeracy Gap* • Introduce and develop *Closing the Writing Gap* • Continue to engage children in talk about next steps in learning during lessons, making their individual targets more explicit. • Extend monitoring and tracking pupil progress beyond literacy, numeracy and health and wellbeing to encompass and reflect pace, challenge and progression in the broad, general education • Develop Science Programme of Learning	4

- *Progress in communication, early language, mathematics, health and wellbeing* - *Children's progress over time* - *Overall quality of children's achievement* - *Ensuring equity for all children*	pupils attend a nearby non-catchment secondary. To support this, we work closely with their staff to provide a highly individualised transition programme if required. • Through the use of our programmes of learning, teaching staff are developing their understanding of the Benchmarks in determining a learner's attainment. They will continue to increase confidence in their judgement of attainment, using the Benchmarks, to ensure that they are planning quality assessments in line with national expectations. • Teachers use a range of data and evidence to assess pupil progress and as a basis for professional dialogue during attainment meetings, review meetings with parents, Learning consultations and planning sessions. • Monitoring and tracking is used in Literacy, Numeracy/Maths and HWB – this is used to help identify next steps in learning. • Interventions are having a positive impact upon learning. *Closing the Literacy Gap/ Fast Lane* projects have been developed in both schools thus increasing confidence and raising attainment. This has involved pupils from P2 to P7 and has impacted upon spelling and reading attainment. • *Working Memory Groups* in both schools have supported children with Developmental Language Disorders. • Supported by PEF, we are receiving training in *Closing the Numeracy Gap*, and during Attainment Meetings, have highlighted the learners that will be involved in this project. • Our ASfL, Early and First Level teachers have completed Numeracy Recovery training. • *Journals of Excellence* are used to engage parents in their children's learning and promote discussion at home. • We have created a parent/pupil friendly version of our School Improvement Plan and progress report. • Spanish has been introduced and is being further developed in P5-7at Brownhall and P4-7 at Caerlaverock. BYC French Framework is embedded in P1/2 in both schools, with the older classes undertaking at least the P3 programme. Both schools benefited from a French exchange teacher who was with us for a week. Teacher confidence is increasing in both schools. At Brownhall, staff have been working with Mme		

	Norel in a variety of ways – twilight trainings, class visits and the exchange programme. Two staff are undertaking online Mod Language training. • Supported by PEF, staff were released to observe good practice in other schools; this resulted in us introducing Amisfield's Mental Maths initiative. • In Numeracy, a focus on mental maths accuracy and recall has improved learner confidence and motivation in core numeracy skills. These activities are raising attainment.	
2.2 Curriculum: Theme 3 Learning Pathways	• Vision, Values and Aims have been re-visited at assemblies. • Staff and partners are providing more opportunities to develop skills for learning, life and work in motivating contexts for learning. • Our curriculum is planned to offer flexible learning pathways building on prior learning. Pupils have input into their learning journeys and discuss their next steps with a member of staff regularly. • All staff take responsibility for developing literacy, numeracy, health and well-being and digital literacy across the curriculum. Learners demonstrate these skills in a variety of meaningful contexts. • We have strategies in place for Literacy, Numeracy and Health & Wellbeing that include 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.	• Develop our new Skills programme • Enterprise opportunities are the focus for two IDL bundles to ensure coverage throughout both schools • Time is built into collegiate sessions to share transition information/records with the next teacher, thus ensuring staff have a greater knowledge of previous learning and ensuring appropriate challenge
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• Journals of Excellence were developed in both schools to provide parents with increased opportunities for parents/carers to discuss learning with pupils. • Our learner conferences include pupils and parents together in conversation about pupil learning, and next steps. This has increased parental awareness of their child's learning journey. • Several children were selected to participate in the *FastLane, Closing the Literacy and Numeracy Gaps* project. Parents were invited up to hear about the project and learn how to support the pupils at home. • Caerlaverock Primary has worked very closely with the local area and regularly shares school news on community website. • Brownhall has Glow Blog upon which news, photographs and stories are shared.	• Continue to provide increased opportunities for peer visits within school, partnership, cluster and wider – SWEIC Family • Continue to release teachers for development work, peer observations (PEF funding) • Extend the range of workshops offered to parents, including opportunities for pupils to lead the workshops e.g. literacy, numeracy and digital literacy (PEF funding).

	• Brownhall has made links with Allanbank Care Home. • Caerlaverock has worked with the community's soup lunches (Barbour Hall).	

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.

Improvement Area	Outcomes for Learners / School Community	How are you using pupil equity funding to improve outcomes for learners?	
		Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
School Priority 1 - Closing the Gap

NIF Priority: Closing the attainment gap between the most and least disadvantaged children; Improvement in children and young people's health and wellbeing

NIF Driver

HGIOS 4 / HGIOELC Qis:

2.1 Arrangements to ensure wellbeing
2.2 Skills for learning, life and work
2.4 Universal support; Targeted support; Removal of barriers to learning
2.5 Early intervention and prevention
2.7 Development of | Improve description of factors and strategies within IEPS, ensuring targets are SMART and short-term targets evaluated. These should be set on an annual basis - ideally from Term 1. Support for Learning paperwork will be more manageable for staff - pupils and parents clearly and confidently understand needs and next steps.

Needs will be identified as early as possible to allow us to tailor interventions as required. Learners will be supported in their emotional, social and mental well-being, and have a bank of strategies to draw upon. Learners will be ready to learn.

Staged interventions will be tailored to the needs of each pupil, using a range of assessment data. These tailored interventions will support pupils to overcome barriers to learning and therefore work towards achieving their potential.

Parents will be confident in how to support and/ or challenge their child appropriately. Learners will understand that their learning is not just within school. | Review the Support for Learning paperwork, and refine as needed. Review of targets with parents and learners.

Liaise with cluster colleagues to review practices in other schools, and review against our practices.

Implementation of learning targets which are more pupil-friendly (ongoing).

Review learning targets, moderate across stages and across cluster schools.

Attainment data to be triangulated to ascertain barriers to learning.

Interventions will be implemented, with impact being evaluated on an ongoing basis. termly attainment meetings will track this impact, and interventions amended accordingly.

Update HWB tracking across all areas of the curriculum to include the Benchmarks.

Develop progression of skills for Science

Teaching staff to familiarise themselves with updated tracking and progression grids, and use this as a basis for long-term planning. Extend monitoring and tracking pupil | Led by ASfL teacher - August INSET. Parental and learner review sessions across the year.

Teaching staff in stages, sub-cluster and cluster colleagues: January to March 2020.

ASfLT and HT; teaching staff and learning assistants: June 2019.

Phase 1 interventions commence August; refined termly or as needed. (PEF funding)
 Closing the Numeracy Gap
 Closing the Writing Gap

SMT; class teachers: April to June 2019.

SMT and teaching staff: April to June 2019.

Teaching staff in stage teams June 2019.

Teaching staff in stage teams August 2019. |

partnerships; Impact on learners 3.1 Wellbeing Inclusion and equality 3.2 Quality of achievements; Equity for all learners 3.3 Employability skill		progress beyond literacy, numeracy and health and wellbeing to encompass and reflect pace, challenge and progression in the broad, general education.	Teaching staff across stages: Feb INSET.
School Priority 2 - Building shared standards and expectations in Literacy NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy NIF Driver: HGIOS4 / 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	Embedding the literacy tracking will ensure consistency and clear picture of coverage and next steps for all learners. 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.	Literacy tracking- implement and refine if needed. Cluster moderation with a focus on reading: developing both focused interventions and holistic assessments towards achievement of a level. Sub-cluster moderation with a focus on listening and talking: developing, implementing and refining holistic assessments. Stage teams moderating baseline literacy assessments to ensure shared standard and expectation. Literacy interventions to be identified through this stage moderation process. These will be implemented, refined and evaluated in a cyclical process across the year.	Aug Inset review tracking and refine if needed. QAMSOs and cluster leads; all teaching staff; 3 cluster sessions November, February and May. QAMSOs; all teaching staff; 2 collegial sessions September and February, Stage teams; 2 collegial sessions September, February INSET. All staff; ongoing through the year.

13

School Priority 3 –	Embedding the numeracy tracking will ensure consistency and clear picture of coverage and next steps for all learners.	Numeracy tracking- implement and refine if needed.	Aug Inset review tracking and refine if needed.
Building shared standards and expectations in Numeracy NIF Priority: Improvement in attainment, specifically in reading, writing and numeracy NIF Driver: 	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.	Numeracy holistic assessments- plan and moderate.	November and March: Stage holistic assessments with a numeracy focus (PEF funding) Collegial time for whole-staff discussions on holistic assessments, and identifying next steps (January and February).
	Staged interventions will be tailored to the needs of each pupil, using a range of assessment data. These tailored interventions will support pupils to achieve their full potential.	Develop Maths Recovery and *Closing the Numeracy Gap*	Individual needs of pupils to be considered and addressed
HGIOS4 / 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	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.	Parental sessions on how to support numeracy; possible creation of support guides. (PEF funding).	September 2019: Come and Join Us session with a numeracy focus. At this session parents will be asked about their expectations and views about maths Collegial time for whole-staff discussions on maths homework, and identifying next steps (September and January).