

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

School: Dalbeattie Primary School

Date: May 2019

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement: Believe and Achieve

Vision Statement:

Dalbeattie Primary School aspires to:

- Pupils realising their full potential through promotion and recognition of achievement and excellence.
- Providing the highest quality teaching and learning experiences to enable pupils to develop positive attitudes to lifelong learning.
- Providing a welcoming, caring environment where each pupil and adult is respected, valued and supported; health promotion is encouraged.
- Preparing pupils for responsible citizenship by developing values, beliefs and attitudes for living in a constantly changing society.

Values:

- Consideration, good manners and to look after each other.
- Respect for everyone at all times.
- Have a sense of social responsibility in school and the wider community.
- Be committed to learning.
- Take care of the school by having a strong sense of belonging.
- Wearing the school uniform with pride.

We aim to enable our children to become:

Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens. By providing quality learning and teaching experiences and encouraging all children to achieve their full potential.

Review Date: 2 stars and wish complete May 2019. Returned information to be collated and shared with all stakeholders. Full stakeholder survey during session 19/20

Review Activities (as appropriate) This year have undertaken a 2 stars and wish review with all stakeholders. Parents and staff have

been given opportunity to provide individual feedback and class teachers have gathered feedback from whole classes. Next session 2019/220 we will carry out a full stakeholders survey with questionnaires(this will be in both paper and electronic form to try and encourage greater engagement).

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)
<p>School Priority 1 To promote and develop skills with in STEM subjects- focus on Science.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2 Leadership of learning 2.2 Curriculum 2.3 Learning ,Teaching and Assessment 3.3 Creativity and Employability</p>	<p>School representative attended SSERC training from SSERC. Training useful and informative. Staff member's skill level and confidence increased.</p> <p>Staff engaged in training with cluster colleagues to develop knowledge and skill levels. Some staff have taken approaches, resource and ideas in to learning and teaching within their own classrooms.</p> <p>Review of science needs and wants in school has started. Debate over the need for a specific Science programme/skills progression or continue to embed within IDL bundles.</p> <p>Feedback from classes and parents through self- evaluation feedback has been very positive about engagement in STEM learning opportunities.</p>	<p>Complete review of Science skills. progression in light of changing class compliments.</p> <p>Further training for staff in the delivery of science skills. MA to be used more effectively in her Science co-ordinators role.</p> <p>More consistent monitoring of the delivery of science throughout the school to ensure all children are experiencing quality science lessons throughout their time at primary school. Do we need to introduce a form of tracking?</p> <p>Further engagement and collaboration with secondary departments to develop science across the campus.</p>

<p>School Priority 2 To promote and develop skills with in STEM subjects- focus on Digital Literacy/Digital Technology.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>2.2 Curriculum 2.3 Learning ,Teaching and Assessment 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability</p>	<p>Self-Evaluation of digital school carried out as whole teaching staff. Positive in many areas but lots of work to be done to improve and achieve as a digital school.</p> <p>Review of CFE programme and progression for school. Staff using new Es and Os as part of planning. Staff becoming more confident in these and how they can become embedded in other curricular areas to develop skills.</p> <p>New policy for ICT and Digital skills developed as whole staff. ICT code of conduct created and shared with pupils throughout school. Information leaflets provided for parents around cyber safety and online gaming.</p> <p>Pupils are experiencing digital learning and teaching in most classrooms. Some further work around computing science skills and which resources/progs should be used with each class at specific levels.</p> <p>Some staff have undertaken digital skills training with the RAiSE team as part of own CPD. RAiSE team provided input during two twilight sessions to staff on resources and technology available to schools.</p> <p>Some staff are engaging in the use of programmable technology to develop skills of pupils in classes. RAiSE team visiting school to deliver high quality learning and teaching.</p> <p>Application for Edina funding successful Term 3 this session.</p> <p>Purchasing range of technology resources. Resources to be used to develop knowledge of computing Science.</p> <p>PEF funding has been used to purchase ICT resources to enable all pupils in school to have access to technology.</p>	<p>Embed policy and share with parents.</p> <p>Continue to review self-evaluation and update to progress towards digital schools recognition. Use of new resources within classes to develop pupil skill level. Evaluation and feedback of Edina funding.</p> <p>Continued engagement with RAiSE team by staff to maintain up to date knowledge and skill level in the delivery of digital technologies.</p>
<p>School Priority 3 To Raise Attainment in Maths and Numeracy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver Assessment of Children’s Progress</p>	<p>Staff have reviewed evaluated resources available in school. More practical materials required. Range of practical resources purchased to develop deliver of maths. Staff accessing resources with classes.</p> <p>Staff are all focused on making sure maths and numeracy features in timetables on a daily basis. High quality maths and numeracy observed during SMT observations.</p> <p>Range of approaches and methodology being used to raise attainment with specific groups of targeted pupils.</p> <p>WF has delivered staff training to LAs around maths recovery.</p>	<p>Ongoing monitoring of maths/numeracy within class timetables.</p> <p>Continued focus on numeracy as part of SMT classroom monitoring programme.</p> <p>Introduction of Developing Number Knowledge programme (DG progression and plans). P1-P4 Training to take place August 19 for staff P1-P4 alongside cluster</p>

<p>HGIOS?4 / HGIOELC QIs 2.2 Curriculum 2.3 Learning ,Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>DHT has started to create information booklet for parents about specific number knowledge for first level. – ongoing.</p> <p>Ongoing subscriptions to Sumdog and Education City –pupils engaged and motive by both. Staff assess and plan learning using both resources. HT observed use of both when carrying out classroom observations in term 2.</p> <p>There have been some maths/numeracy focus assemblies not yet enough and pupils need to be more aware of this to motivate and engage.</p> <p>Staff had not had opportunity to visit other schools however some have shared practice during additional staff/meetings disaggregated time from in-service day.</p> <p>Staff have used time provided through PEF teacher in variety of ways to support with the raising attainment of maths. Dialogue at attainment meetings has provided mixed feedback on the use of staff member. Effectiveness of time needs reviewed for more impact for learners.</p>	<p>partners.</p> <p>Share draft of booklet for evaluation and progress with other levels and distribute to parents.</p> <p>Review of impact and use of PEF money in raising attainment through member of staff.</p>
<p>Nursery Priority 1 To develop play experiences for learners</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 2.3 Learning,teaching and assessment 3.3 Developing creativity and skills for life</p>	<p>Staff have been very much involved in the effective planning of developing play experiences. Staff meetings have been used to progress planning opportunities.</p> <p>A variety of research and professional reading undertaken by Nursery Teacher and used to inform planning. Nursery teacher has shared ideas and evidence with colleagues in nursery team allowing decisions to be made on best approaches and resources.</p> <p>Nursery teacher has attended training session hosted by Early Years Scotland to inform planning and share practice with other colleague from throughout Scotland.</p> <p>Requests went out to wider community to support with the resourcing of loose parts resources. Limited uptake initially. Good support from some local businesses.</p> <p>Children have free access to loose parts resources both indoors and outdoors in nursery.</p>	<p>Loose parts play to become embedded in planning within the nursery environment both indoors and outdoors.</p> <p>Source further resources for loose parts play.</p>

<p>Nursery Priority 2 To enhance and develop transition opportunities within Early level</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Assessment of Children's progress School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 2.3 Learning, Teaching and Assessment 2.6 Transitions 3.2 Securing Children's Progress</p>	<p>Initial meeting held between SMT and Nursery teacher to discuss possible changes to approaches. Positive ideas to improve provision for pupils and maintain manageability for all staff involved. Planning time provided for NT and P1 CT to meet and discuss possible transition visits and how this could be developed more widely rather than just in term 4. This was used effectively and ideas shared. Earlier visits for pupils from partnership nurseries arranged by SMT. Only 1 pupil joining us from another provider. T2 and T3 opportunities to experience outdoor spaces in primary playground</p> <p>Shared afternoon took place with a carousel of activities offered. Positive engagement and opportunities for all. Variety of staff involved to support pupils through his experience. Feedback from staff involved very positive.</p> <p>Nursery pupils have attended several assemblies and both church services this session. They came along to watch P3 play in hall. Nursery pupils have experiences P.E sessions in main Primary gym hall therefore more familiar with open space.</p> <p>Shared playtimes have taken place in term 4. Older pupils demonstrated very kind approaches and attitude towards younger pupils. Nursery pupils not phased at all by new environment and pupil numbers in new space.</p> <p>All opportunities being developed and provided are building confidence in nursery pupils in preparation for moving into P1. Those pupils who have back to back places and stay for lunch have experienced lunch hall facilities and eat lunch in this space. Confident pupils and positive mealtime experience.</p>	<p>Ongoing opportunities to foster and develop positive transition opportunities from Nursery – P1.</p> <p>Opportunities to have free flow from nursery into P1 open area and relevant learning activities available for all working within early level.</p> <p>SMT to ensure that nursery are invited to and involved in any relevant whole school events that may be taking place.</p>
<p>Nursery Priority 3 Develop partnership working with other preschool groups and nurseries.</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver Assessment of Children's</p>	<p>Regular meetings have been held with Playgroup and Birchvale. Informative and useful discussions have taken place sharing knowledge of particular pupils. Continued to work within shared values and expectations. Work around shared targets for specific children has taken place and reviewed through meetings. Pupils' progress in shared setting is good from perspective of all involved. DPS maths progression has been shared with partner nurseries to try and build continuity in learner's experiences. Transition opportunities have been reviewed and discussed through shared meetings,</p>	<p>Continue with regular meetings between all partnership providers within Early Years.</p> <p>Invite members of partnerships to be part of developing number knowledge training in August.</p> <p>Consider further opportunities where partnership events and shared learning can be planned for</p>

<p>progress</p> <p>HGIOS?4 / HGIOELC QIs 2.6 Transitions 2.7 Partnerships</p>	<p>Pupils invited to attend world Book Day activity at Birchvale.</p>	<p>and take place. For example significant dates throughout year.</p>
<p>Nursery Priority 4 Increased parental engagement in nursery.</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver Parental Engagement</p> <p>HGIOS?4 / HGIOELC QIs 2.7 Partnerships</p>	<p>Closed Facebook page for Dalbeattie nursery set up and clear guidelines established for parents. Users. Regular weekly updates have been included. Information has been shared with parents about nursery events and changes to routines. Regular monitoring of this page indicates that parents are interacting with the page and positive feedback through comments is valuable. Parent's information session- reasonable turn out of parents. Those who attended were positive and supportive. This style of event provided good opportunity for informal chat and discussion. Nursery teacher has also been sharing information leaflets about play and learning through Facebook page. When events have been held for example sponsored walk, Christmas show there has been great support from parents and wider family members. Pupils really enjoy having adults in the nursery to share their learning experiences. Termly reports have been developed. Information in reports provides a clear overview of pupil progress for the term and next steps. Parents are also encouraged when reports are issued to review PLPs at same time. Feedback from parents is more regular and more informed about pupil progress.</p>	<p>Refresh Facebook page for new intake of parents and continue to use as information tool.</p> <p>Host regular stay and play sessions to involve parents in nursery.</p>
<p>2.1.1 Report on the impact of PEF</p> <ul style="list-style-type: none"> · Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? · How rigorous is the school's approach to providing robust evidence of closing the attainment 	<p>P1 Groups – PEF was used to provide additional nurture time and learning time through LA intervention to close the gap between pupils initial attainment levels when entered primary one. Additional LA time has been of huge benefit to group for personal wellbeing and meeting emotional needs.. They have had quality small group time. With focus on listening, talking, turn taking, developing fine motor skills and pencil control. All skills that the pupils did not have on entering P1 until these were in place the pupils were not in a place to learn and engage in the school experience it was all very overwhelming for them. The attainment gap has closed in terms of from where the pupils started the year and where they are now. Attainment evidence does not yet show this as gap was so wide to begin with. With continued interventions(possible maths recover and closing literacy gap from some in P1 I would hope to see continued improvements for all).</p> <p>PEF Teacher – support in various classes. Class teachers have used this support in a variety of ways and</p>	

<p>gap?</p> <p>· How well are you removing barriers to learning and ensuring equity for all?</p>	<p>the impact for learners has varied from class to class. Although planning time was provided for initial identification of groups and pupils, the approaches used and overall impact has not been as great as I would have hoped. Some further direction is required around this to have great impact and close gaps. Some class teachers have used this time effectively and attainment evidence does show progress for some learners. More robust approach is required from staff about focus and gap they want to close for specific pupils before PEF funds allocated. Small test of change model to be used.</p> <p>LA Time – has been used in various classes at various points throughout the session due to circumstances. Input has been used in variety of ways. P3/4 class felt benefit for one particular pupil in support with social emotional wellbeing and just having that person in the class for her to engage with. Support is now being used T4 to cover other LAs who are undertaking closing literacy gap training. LAs have quality training time and class support is not being interrupted or reduced. Very early to say what impact of initial closing literacy gap is going to have for two specific PEF pupils. Robust evidence is being kept for both pupils under support and supervision from Elaine Callander.</p> <p>Maths Resources/Support – Resources have been purchased following evaluation and review by staff. This has continued throughout the year and as resources have been required these have been purchased. Learning and Teaching was the focus organiser for this development as limited resources were impacting on the ability to deliver quality learning and teaching and meet the needs of all pupils in achieving within numeracy. The gaps for most PEF pupils is closing in maths but not at significant rate we may like for some. Impact of PEF teacher in P4,P2 and P5 was discussed at attainment meetings with staff. P4 teacher used time in creative way to provide her with focus time with specific group of pupils. P5 teacher used time in a similar way but with a team teach approach and provide a wider range of learning opportunities for pupils.</p> <p>ICT Equipment – Ordered but not yet in school. Update to Windows and access to WiFi impacted on this area.</p> <p>Playground Equipment – Range of equipment purchased and in use term 4. LAs and staff in playground have indicated a significant change in behaviours in playground with a focus on games and engagement with equipment rather than rough play, chasing and inappropriate games being played. Some further work required to encourage pupils to create own games, be imaginative in their play. Also need to review use of specific playground areas for some games and equipment for Health and Safety reasons. These resources will also feature as part of next sessions SIP where we will look at Better Relationships, Better Learning.</p> <p>Removing barriers to learning- made sure that throughout the year that any pupils that have required resources, funding for trips etc have had this opportunity. Two particular pupils benefited for this and had the opportunity to attend Lockerbie Manor. Both flourished in their achievements on the trip. 1-1 LA support has also been provided to support pupil in a particular class. Significant barrier to learning (social, emotional and readiness to learn).</p>
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2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to the school and its community Strategic planning for continuous improvement Implementing improvement and change. 	<p>School continues to have a well-established Vision, Values and Aims that are very relevant to all that we want to achieve for our young people. These are currently being reviewed with stakeholders and will be updated if/as required. (2* and wish feedback).</p> <p>Staff have positive awareness of the community in which they teach and the diversity of social context that pupils live in. They are committed to providing the best for the pupils and positively engage in opportunities to make the school and learners a key focus and part of community life. (Visiting and involving local community in life of school and to support pupil learning.)</p> <p>Both members of SMT have clear vision for moving school forwards and want the best for young learners at Dalbeattie Primary School. We are both committed to the interconnectedness of the school within the community with a key focus. We continue to see the school as a focal point in the community and are supportive and encouraging towards pupils to think about their place in the community and values within this. We continue to look for opportunities for change are developing and we are looking to encourage and develop cross sector working. (Nursery teacher working with partnership organisations, opportunities to develop STEM subjects, Professional learning groups for short periods of improvement work).</p>	<p>VVA need to have more focus in school and classrooms. Staff need to be making reference to these in a more focused way to pupils ensuring they are aware of what we for them.</p>	<p>3</p>

	<p>Staff are encourage to try things within their classrooms and take ownership of change. Measured risk is always taken into account and impact has to be a key focus. (P3/4 and P4 collaborative working on STEM learning.) (P7 class working with sports leaders in DHS)</p> <p>Staff have been given opportunities through disaggregated in-service time to share practice with peers. Some staff have taken ideas from these discussions and implemented changes into their own classroom routines/practices.</p> <p>Staff continue to embrace and engage with the self-evaluation process and reflect as guided.</p>	<p>Staff to be more reflective of professional standards throughout their ongoing daily practice and be more reflective when engaging with professional developments and in discussion at PRD.</p> <p>In line with staff PRDs and targets for professional learning, encourage and support staff in making changes to their practice to make improvements for learners. Encourage and support staff in being innovative and creative</p>	
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p>The positive ethos and culture throughout the whole school and classrooms demonstrate positive learning, engagement and relationships.</p> <p>Staff encourage children at all times to have a positive mindset and can do attitudes. We all have high aspirations for our young people and want them to be the best that they can be.</p> <p>Children are happy and motivated during learning observations. During observations round school pupils are mostly engaged and interacting well during learning tasks. (Ongoing observations).</p> <p>Learners are provided with a wide range of motivating and engaging learning experiences and staff will take the lead from pupils questions and direct learning if different directions to enhance learning. Relevant and meaningful contexts are used to support and enhance learning and relevance to real life experiences. (Progression in topic learning, planning). The needs of pupils are well matched for most pupils and those with additional support needs are provided with relevant and appropriate support to allow them to attain and achieve within their individual level. Within all classes, pupils are given choice and experience responsibility: this may be through the topic they pick as a personal project or who they work within a group.</p>	<p>Maintain positive ethos and culture of learning. Regular discussions and reviews with staff and pupils.</p> <p>Maintain positive expectations and high aspirations for young people. Consistency between all staff.</p> <p>Contexts for learning need to continue to be relevant to pupils and engaging. Continue to relate to real life experiences look for opportunities to build in skills for life, learning and work.</p>	<p>4</p>

	<p>In most classes if asked pupils understand the purpose of their learning and staff share LI with pupils at the start of lessons. However consistency in pupil's ability to explain and talk about their learning at high level is an area for development. Children leading learning is evident in some classes. However at times this is more sharing of learning rather than leading. (Observations)</p> <p>Digital technology is used by staff in a wide variety of ways. (Observations)</p> <p>Pupils contribute to the life of the school in a wide variety of ways through classroom discussions around pupil council matters, as members of the pupil council, eco group and as house and sports captains. Rota kids committee established this year for the first time.</p> <p>Learners contribute to wider community through participation in local events, visiting and sharing learning. Opportunities to be part of wider community are well planned in line with key aspects of learning.(Visits, trips, visitors to school, links with organizations, charities.).</p> <p>Wider achievements and citizenship recognised within school.</p> <p>School has clear vision, values and aims (VVA in all classrooms). All staff have high expectations of learners and their abilities to achieve. Staff use a variety of learning approaches to deliver teaching and learning. These range from whole class, group task, carousel approaches, active learning, practical games, outdoor learning.(Observed by SMT) Staff will research and look for resources and learning to motivate and make lessons stimulating and engaging for pupils.(Staff share findings with colleagues, evidence of new materials in planning and through observations. Staff will ask to trial new material before purchasing if they think of benefit to learners).</p> <p>Almost all staff, when delivering direct teaching, provide clear and detailed explanations and instructions. These are appropriate for the age and</p>	<p>Pupils need to lead learning. Pupils need to be able to talk more about their learning and not just about task they are doing or involved in. Learning conversations between SMT and pupils as well as CTs and pupils.</p> <p>Continue to review provision of ICT for school. Link in with Digital schools self-evaluation.</p> <p>Continue to build link with community organisations.</p> <p>Access skills from members of local community to support and enhance learning and teaching.</p> <p>More regular consultations with individual classes stages to ensure that everyone has opportunity to contribute to life of school. Pupil voice meetings similar to those of DHS.</p> <p>Look for ideas to refresh awards to make them more motivational for pupils.</p> <p>Remind and encourage pupils and parents to share wider achievements. We have tried various options and need to make this manageable and meaningful.</p> <p>Consistent high standards and approaches at all times.</p> <p>Reinforce VVA at start of each term with pupils and link to key aspects of learning. Maintain variety of approaches to engage and motivate learners.</p> <p>Opportunities to observe colleagues and see good practice. Share ideas.</p>	
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	<p>stage of children. Staff check pupil understanding of concepts and key teaching before pupils are given follow-up task to complete. Teachers are very aware of which children may need additional explanations or this delivered in a different manner therefore all needs are considered when delivering lessons. Staff are also very good at meeting the needs of pupils with additional needs for example pupils with visual or sensory needs technology is adapted to ensure their engagement in the lesson. (Observations and Staff self-evaluations at end of terms).</p> <p>Questioning is developing but needs to be consistent across all stages with the use of higher order thinking skills. Some staff use higher order thinking approaches in several curricular areas some have yet to show consistency in their approaches.</p> <p>Staff use knowledge of learners to inform and make changes in learning and will use short term interventions to support learners. Staff regularly discuss with learning assistants to meet needs of pupils. Use of PEF money to support small groups. In most classes pupils are provided with feedback about their learning and how they can improve but this needs to be planned and build in consistently.</p> <p>Assessment is a key part of planning and learning and teaching. Staff identify areas of assessment alongside their planning. (Planning overviews) A variety of approaches are used for assessment. (Staff assessment files)</p> <p>Rich tasks (linked to key topic learning) allow pupils to demonstrate knowledge and understanding, and application of skills across a variety of subjects within meaningful context. Staff are proficient in this area and are now engaging with this holistic approach in other areas of the curriculum.</p> <p>Staff assessment is valid and shows the staff's professional judgements and knowledge of the learners in their classes. Staff are engaging with literacy and numeracy benchmarks to make robust professional judgments. Staff are including reflections in their assessment comments and plan for next steps more consistently. (Assessment meetings with staff provided good opportunity to discuss all pupils attainment and achievement).</p>	<p>Time provided for staff planning for pupils with more complex needs. Opportunities to meet with LA and ASLT to develop individual programmes as required.</p> <p>Continued use of PEF funding to allow for short term interventions to take place to meet needs of learners.</p> <p>Opportunities for staff to engage in feedback sessions with pupils to inform and support progress in learning. Additional time from assembly could be used for this.</p> <p>Maintain standards and expectations around assessment to be able to inform judgments.</p> <p>Consistent planned assessment meetings. Both members of SMT to carry these out.</p> <p>Continue with planned rich tasks.</p> <p>Use of more holistic assessments to inform judgments and application of learning.</p> <p>Continue to look at key milestones assessment evidence and professional predictions and judgments. Use new tracking tool but also maintain school tracking to support dialogue with colleagues. All staff are accountable for attainment and achievement not just those at P1 P4 and P7.</p>	
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	<p>Moderation has been a focus throughout the year with planned moderation sessions taking place. Staff have shared learning and assessment in a variety of curricular areas and discussed professional judgments and attainment/achievement for pupils. This has been a valuable opportunity to share practice and develop knowledge of levels above and below current stages taught. Staff are more aware of the need for robust evidence to report on pupil's progress across the curriculum.</p> <p>Within the nursery, assessment is an ongoing process and judgments are made and noted on a regular basis in PLPs. Skills progressions and trackers are used to record progress and achievements. Assessment evidence is used in nursery very effectively to inform termly reports that have been introduced. These have been very effective in engaging parents more often and getting feedback on progress. (Nursery PLPs)</p> <p>Staff plan on a termly, and weekly basis to meet the needs of all learners. Termly plans are submitted for review by SMT and weekly plans are for professional use. (Planning feedback). Planning is proportionate and manageable but doesn't reflect key learning intentions and success criteria in all areas. Pupils are consulted on key learning they would like to engage in and staff plan learning around this ensuring breath, balance and application. Staff use information from assessment to plan next steps in pupil's learning. (Self evaluation at end of term).</p> <p>Staff in nursery are very adaptive to the interests of the children and plan to meet pupil interest, requests and needs very effectively. Parents are kept informed of learning and activities through displays of photos in windows and through nursery big books. Joint partnership working with other early years settings is also progressing well with a focus on joint expectations and shared language for children who access more than one establishment.</p> <p>Staff have access to attainment data for all pupils in their class and discussions have taken place around this with staff at attainment meetings of through setting discussions in maths (upper stages). Within the new tracking staff are aware of SIMD data, LAC information and PEF details (HT tracking spreadsheets) Staff use this information in consultation with SMT to</p>	<p>Robust moderation framework for cluster, school. This does not necessarily have to have all practitioners out at the same time. Plan closely with cluster schools and DHS Build school opportunities into SWATC time.</p> <p>Continue to review and improve planning templates to reflect LI and SC in all curricular areas.</p> <p>Planning to reflect HOTS</p> <p>Continue to track and monitor attainment and discuss through regular attainment meetings. Continue to reflect on those not achieving appropriate levels and review interventions being used to close gaps and make sure all pupils are experiencing support required.</p>	
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	<p>plan and improve outcomes for young people. Individual records have been created for PEF pupils to monitor impact of interventions and levels of attainment both in CFE levels and through standardised scores. (PEF records)</p> <p>Staff have also continued to engage in predicating attainment and achievement levels for pupils in their class to link in with key mile stones P1, P4, P7. This will ensure that everyone is aware of their responsibility for raising attainment and achievement of all learners. Nursery staff have been involved in making March predications for pupils moving into P1 and this will be considered again at end of session and shared with P1 staff as starting point for progression to ensure pace and challenge for pupils. (Tracking/prediction sheets for classes).</p>	<p>More consistent tracking of pupils facing additional challenges. Reflect on this more regularly.</p> <p>Ensure allocation of PEF funds have impact. More evidence of impact more gathering of evidence from baseline through to improvement. Small test of change model to be applied more thoroughly.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p>All staff are aware of their responsibility to ensure the wellbeing of young people in the school. (evidence in relationships observed throughout the school).</p> <p>Children are treated fairly and with respect and dignity. Staff provide and use nurturing approaches and actively refer to principals of GIRFEC in classrooms and throughout the school. (Evidence in nursery and school ethos and relationships observed).</p> <p>Relationships throughout the nursery and school are positive and team approach is very much part of the wellbeing ethos at Dalbeattie Primary School. (Care Inspectorate feedback. Nursery trying to be at different events throughout the school year to involve pupils in wider life of school).</p> <p>Staff are all proactive about promoting positive relationships throughout the school community. (Staff engagement in review of positive behavior approaches).</p> <p>Care Plans in nursery are well planned for and relationships between staff and families are very positive. (Adapted following Care Inspection). We continue to have two members of staff at care plan meetings this has been very useful and</p>	<p>More opportunities for dialogue with staff and pupils about wellbeing to ensure they feel supported in line with GIRFEC.</p> <p>Respect Me –engagement with resources as school develops anti-bullying policy. All pupils, staff and parents to be actively involved in this process.</p> <p>SMT to monitor relationships throughout the school. Ensure that all staff feel included in decision making processes within the school.</p> <p>Make sure when actions/developments happen that plans are updated. Not just at six monthly review. Make improved links between care plan and PLP.</p>	<p>4</p>

	<p>dialogue has been most beneficial in gathering information on pupils to ensure that their needs are fully met within the context of nursery. Regular reviews of plans as required.</p> <p>Staff are provided with up to date information on an annual basis around Child Protection to ensure they are aware of process and procedures. Any other updates or new legislation is shared as required. Childhood ACEs highlighted to staff to increase awareness of how these impact on young people in their classes. Staff have undertaken Flo training around diversity and GIRFEC. (Annual CP registers and records of staff completing training pupils are safe and protected in nursey/school environments staff will very much discuss any concerns with SMT around wellbeing of pupils).</p> <p>Staff are very good, sensitive and responsive at notifying SMT if they have concerns about a pupil's wellbeing and will actively engage with SMT and family to take action.(Pastoral notes).</p> <p>All children are included and engaged in the life of the school. We have adapted and modified experiences for some children experiencing challenges in their behaviours to ensure they are part of the life of the school. Opportunities for enhanced transitions have also continued to develop to make sure that pupils wellbeing needs are fully met as they move to high school.(Mary Harper input and feedback from pupils about experiences)</p> <p>School is diverse in its approach and there are no obvious barriers to participation and achievement. We work hard as a team to make sure that all pupils have opportunities and are included in life of school. We are well supported by families of pupils with differing religious beliefs at specific times of the year. (Use of PEF funds to make sure all pupils have opportunities-funded Lockerbie Manor places. 1-1 support for specific pupil to</p>	<p>More opportunities to have focus group to gather pupil views of different aspects of wellbeing. Implement a system with individual focus, class, group to monitor. CTs and SMT to take joint responsibility for this.</p>	
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	<p>meet developmental needs in P1)</p> <p>Within the school, we have made and adapted individual plans, timetables regularly to accommodate pupils moving between ground and first floor.</p> <p>Through the use of PEF funds we make sure that pupils have every opportunity to achieve in their learning. As HT I am very aware of families who may be facing challenges and monitor these through appropriate tracking and monitoring. Good relationships and links with social work and other agencies ensure that pupils are included .</p> <p>With PEF funding we have developed smaller group opportunities for pupils in P1 with some specific needs around nurture. Pupils have been supported in their learning and development through safe, secure group sessions. (Progress in groups Jackie PEF notes).</p>		
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's</i> 	<p>Continued to build on our range of resources to delivery literacy and numeracy. A wide curriculum provides opportunities for breadth and depth of learning. (Maths resources purchased through PEF funding).</p> <p>Early implementation of developing number knowledge in nursery. NT carrying out planned progression in nursery and monitoring and tracking progress n preparation to share with P1 staff in August. (Nursery plans/trackers).</p> <p>The range of and variety of learning and teaching strategies styles suits and meets the needs of pupils as groups and individuals. (SMT observations).</p> <p>Nurture groups in P1 provide commitment to wellbeing but also support the raising of attainment.(Pupils reports).</p> <p>Input from LAs/focus groups is supportive and appropriate to support and challenge learners.</p>	<p>Developing Number Knowledge train g for P1-P4 staff.</p> <p>Implementation and use of Authority Maths plans and guidance.</p> <p>Further training for LAs in closing literacy gap. Implementation of programme with targeted children as identified by CTs through attainment discussions.</p>	

<p><i>achievement</i></p> <ul style="list-style-type: none"> • <i>Ensuring equity for all children</i> 	<p>Additional LA time has been bought in through PEF funding.1-1 for one specific pupil with very low levels of attainment and wellbeing and more focused group sessions for some classes/groups.</p> <p>Interventions to raise attainment have been used effectively(SRS, Math recovery focused more direct teaching in writing delivered to small gps by two members of teaching staff.)</p> <p>We have supportive/collaborative work between CAs, LAs and SLT –dialogue is paramount in all cases. Opportunities are provided for wider learning opportunities and experiences that can support and raise attainment.(Notes from WF meetings with LAs about interventions and tasks being undertaken with children. Direct observations of LAs working with children).</p> <p>Moderation of evidence in variety of curricular areas has developed this session. Professional dialogue has continued to increase through moderation discussion. Staff much more aware of the need and impact this can have. (Moderation file of evidence).</p> <p>Teacher assessment shows progress for learners along with tracking information. Teacher’s planning for next steps in pupil learning.</p> <p>Staff have once again engaged in making predictions within and through CFE levels. Staff aware that it is not only P1,P4 and P7 teachers who have responsibility for achievement of level but it is about learning that has taken place throughout the level. (Tracking information, notes from discussions, predictions and attainment %).</p> <p>PIPS and Incas results continue to improve. The results are showing more correlation with teachers CFE predictions some not quite there yet but discussions have taken place about why not and actions next steps required for specific pupils..</p> <p>SNSAs completed at P1,P4,P7. Results are</p>	<p>Moderation to take place within stages not necessarily as whole school. Opportunities to moderate with similar sized schools within local area.</p> <p>Monitoring of attainment to maintain focused and efficient. Regular and planned attainment and assessment meetings between class teachers and SMT.</p> <p>Monitoring and tracking of attainment to continue staff to continue to predict and track pupils and in relation to expectations of achievement of levels and link into attainment meetings.</p> <p>Continue to use PIPS and INCAS as tools to monitor pupil progress. Consistent tracking of data and use in planning to meet pupil needs.</p> <p>Try small test of change within own classrooms</p>	
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	<p>positive and provide good support for staff in making judgments on achievement of levels for June collection.</p> <p>PEF has been allocated through consultation with CTs. Those who are entitled to support through this have made progress within their own ability. (Discussions at attainment meeting sa about progress of pupils supported through PEF funding).</p>	<p>to make a difference.</p> <p>Target pupils with middle level of attainment can they be pushed to achieve more with additional support and input.</p>	
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Learning pathways are clear in most curricular areas and plan around Es and Os. There is flexibility but this is closely monitored to maintain a balance for learners. (programmes/progressions).</p> <p>Pathways in Lit, Num, HWB and IDL allow pupils to build on prior learning and apply knowledge and skills already taught. (Rich Tasks/Holistic assessments +ve evidence in these in variety of classes).</p> <p>Pupils experience a range of learning throughout their journey through learning pathways. (Engagement in learning ,pupils ability to talk about their learning- collaborative evidence –school blog).</p> <p>Some classes include outdoor learning in their planned progression for learners.</p> <p>School Trips – Most classes have meaningful trips linked to topics. (Evidence on blog)</p>	<p>Pathways need reviewed and monitored in terms of composite classes where changes are required. Mainly IDL pathways. Need to focus on Science as gapo due to IDL bundle changes. More focus on pathways in expressive arts and ICT to ensure no repetition in learning.</p> <p>Staff need to become more familiar with the new Es and Os in digital literacy and implement these within their learning and teaching across the curriculum. Consistency in standards of learning and teaching across the school need to be improved.</p> <p>All classes to include relevant and meaningful outdoor learning opportunities into planned learning and teaching. New playground space needs used to full potential by all classes.</p>	
<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>	<p>Overall we have good relationships with parents and they engage in the life of the nursery and school at various points throughout the year. Parents have once again been asked to provide a 2* and wish feedback this session about strengths and areas for development within the school. Update on this is low at the moment.</p>	<p>Make it clear to parents that we expect a return for these type of questionnaires /feedback forms.</p>	

	<p>Parents attend parental consultations and open days/events. The turnout for these can be variable (% kept for 1st parents consultation were high second drop in session not so high.)</p> <p>Although not as many this session, stay and play session in nursery have been well attended and positive feedback given. Children in nursery enjoy sharing their learning with parents and family members.</p> <p>Some classes host open days and opportunities for parents to visit classrooms and engage in activities with their son/daughter. The uptake on these varies but some other family member have also attended to support young people in their learning.(P1 model making, P1/2 open day) Pupils respond well when parents visit school and they can share learning opportunities.</p> <p>P1-P3 Parents provided feedback on the use of Read, Write, Count bags provided for pupils.(Feedback forms available).</p>	<p>Register of attendants at parent's consultation to be taken. If parents don't attend send letter out to try and engage and gather information about reasons why and if they require any further information /support to engage in their Child's learning. More challenging to gauge at drop in but can look at use of sign in sheets.</p> <p>Maintain positive relationships with parents and families. Offer opportunities/workshops alongside stay and play sessions in literacy and numeracy.</p> <p>Encourage all class teachers to provide one opportunity within the academic session for parents to come into their classroom and engage in a learning opportunity with their son/daughter. Another family member may also attend. Gather pupil views following parental visits to class and record these as evidence of impact.</p> <p>Send more formal information leaflet home to parents about bags and their purpose. Ask parents to sign for bags to ensure they have seen them when children bring them home.</p>
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3. SCHOOL IMPROVEMENT PLAN 2019 - 2020

Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.

The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)
<p>School Priority 1(Maintenance) To continue to promote and develop skills with in STEM subjects- focus on Science.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2 Leadership of learning 2.2 Curriculum 2.3 Learning ,Teaching and Assessment 3.3 Creativity and Employability</p>	<p>All teaching staff to have increased confidence in delivering science in the classroom/outdoor environment</p> <p>A clear progression of science skills to be developed related to science outcomes and experiences.</p> <p>All children to have experience quality of science lessons in the classroom and outdoor learning environment throughout the CFE levels.</p>	<p>School audit of needs and wants of science in the school.</p> <p>Review of science Es and Os and coverage through topics. Identify aspects of science not delivered through IDL approach and priorities into discrete blocks of learning.</p> <p>Develop links with DHS and Science progressions at transition stage from P7 – S1. Staff undertaking SSERC training to increase knowledge of transitions in science.</p>	<p>Muriel Anderson / Carrie Lumsden</p> <p>Working Groups Established T2 and T3 to work on STEM Science and Digital Technologies.</p> <p>Development Time T2 and T3</p> <p>Use of Inservice Days Jan, Feb.</p> <p>Use of PEF Funding to purchase greater range of Science resources to provide opportunities for all children to experience quality Science curriculum.</p> <p>PEF funding to release staff to work in collaboration to review progression in Science and expected levels of knowledge and skills. Possibility of collaborative observations of Science lessons in DHS.</p>

<p>School Priority 2(New) Raising Attainment of Maths and Numeracy</p> <p>Implementation of Developing Number Knowledge and of D and G Numeracy and Maths Frameworks. P1-P4 (Early/First level)</p> <p>Second Level Review of progression Paths ways in Maths and Numeracy.</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement Assessment of Children's Progress</p> <p>HGIOS?4 / HGIOELC QIs 1.5 Management of resources to promote Equity. 2.2 Curriculum 2.3 Learning and Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>All pupils to experience quality learning and teaching in numeracy and maths.</p> <p>Increased levels of attainment in numeracy and maths throughout the school.</p>	<p>Staff in P1-P4 to undertake initial maths recovery training.</p> <p>Staff review the D and G Developing Number Knowledge resources and progression frameworks.</p> <p>Staff to begin to implement Developing Number knowledge progressions into their daily numeracy lessons.</p> <p>Opportunities for engagement with Elaine Callander Authority lead on Developing Number knowledge approaches.</p> <p>Time for staff to visit other school already implementing the approaches with success.(Observations/discussions)</p> <p>Resources to be purchased to support the implementation of new progression in learning.</p> <p>Tracking of attainment to take place to monitor progress with use of new approaches.</p> <p>Staff working at second level to review progressions in maths and numeracy to allow for increased pace in learning.</p>	<p>Lead DHT in partnership with all staff.</p> <p>Inservice Days August 2019</p> <p>Term 1 Development Sessions</p> <p>PEF Allocation to pay for training, time to allow for staff planning and implementation. Funding for resources and storage of resources.</p> <p>PEF funding to allow for future training of staff LAs and additional class teachers.</p> <p>Initial work to be completed within term 1 of session 19/20 but the implementation and review process will be ongoing throughout the session. Attainment data following implementation will be tracked and monitored continuously.</p> <p>Lead Second Level Staff Member identified through PRD</p> <p>Time frame as above</p>
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<p>School Priority 3(New) Development of Better Relationships, Better Learning Policy (Incorporating behavior and anti-bullying)</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>NIF Driver Parental Engagement Assessment of Children's Progress</p> <p>HGIOS?4 / HGIOELC QIs 2.1 Safe Guarding and CHILD Protection 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 31. Ensuring Wellbeing, Equality and Inclusion</p>	<p>Relationships for all stakeholders across the school community to be positive, supportive and founded on a strong sense of community, with shared values and high expectations.</p> <p>Pupils to have increased awareness of the part they play in developing and maintaining relationships.</p> <p>All stakeholders to be involved in the development of Relationships Policy.</p>	<p>Staff Training in Respect Me Resources</p> <p>Evaluation of Current Practice and policies.(All stakeholders to be involved).</p> <p>Workshops for Parents in Respect me Approaches.</p> <p>Creation of Policy Document.</p> <p>Professional Reading –Respect Me resources and Rights Respecting Schools Approaches.</p>	<p>Lead ED</p> <p>T2 and T3 Development Sessions</p> <p>Inservice Days T2</p> <p>Parental Workshop (PEF Funding)</p> <p>Visit to school /presentation from staff member of school implementing Rights Respecting School.</p> <p>PEF – nurture groups to develop relationships and provide nurturing opportunities for small focus groups of pupils</p>
<p>School Priority 4 (Maintenance) To promote and develop skills with in STEM subjects-focus on Digital Literacy/Digital Technology.</p> <p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people.</p> <p>NIF Driver</p>	<p>All staff to provide high quality learning and teaching experiences for learners that includes the use of digital technologies.</p> <p>All children to experience high quality learning and teaching that include the use of digital technologies.</p>	<p>Review of resources for ICT</p> <p>Provide training opportunities for staff to build confidence in the use of new technologies to build creativity into lessons. Green Screen training, Lego We do Micro bits, ipads.</p> <p>Continue to undertake regular self-evaluation of Digital Technology and Digital literacy through Digital Literacy Awards.</p>	<p>Lead HT</p> <p>Training and evaluation opportunities in-service days. T2 and T3</p> <p>Working Groups to be formed to develop the use of digital technologies.</p> <p>PEF used to maintain up to date resources and opportunities for all learners in developing digital skills.</p>

<p>School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.5 Management of Resources to promote Equity. 2.2 Curriculum 2.3 Learning ,Teaching and Assessment 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability</p>		<p>Time for professional dialogue-sharing of practice and demonstrating use of digital technologies.</p>	
<p>Nursery Priority 1(New) Raising Attainment of Maths and Numeracy through the implementation of Developing Number Knowledge and of D and G Numeracy and Maths Frameworks</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement Assessment of Children’s Progress</p> <p>HGIOS?4 / HGIOELC QIs 2.2 Curriculum 2.3 Learning and Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>All pupils to experience quality learning and teaching in numeracy and maths within the play based environment of nursery class.</p> <p>Increased levels of attainment in numeracy and maths throughout the school.</p>	<p>Nursery Teacher to oversee the training of staff in the use of the programme.</p> <p>Formats for planning and recording to be developed.</p> <p>Activities to cover each of the areas highlighted in the document to be regularly planned, assessed and recorded. A numeracy observation to be included termly in each child’s folder if possible.</p>	<p>Lead Jenny Carson</p> <p>Staff Training Inservice Days August 2019</p> <p>Nursery Teacher to use development sessions alongside Nursery Staff Meetings to undertake training with nursery staff.</p>

<p>Nursery Priority 2 (New) Preparing for the implementation of 1140 hours in 2020/21</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 1.4 Leadership and Management of Practitioners 1.5 Management of resources to promote equity. 2.3 Learning, Teaching and Assessment</p>	<p>All pupils to be provided with high quality experiences within the nursery environment within the increase allocation of hours.</p> <p>Review of provisions for learners and structure of day with increased hours.</p>	<p>New equipment to be ordered where there is a lacking e.g. tables, plates etc.</p> <p>Staff to keep up to date on how other settings who have been trialing 1140 hours are managing it, with a view to considering how best to use staff and organise the day.</p>	<p>Lead Jenny Carson and Elizabeth Duncan</p> <p>Jenny to have opportunities to visit different settings already implementing 1140hrs. Allocation from DSM and through SMT to provide opportunities for visits.</p>
<p>Nursery Priority 3(Maintenance) To continue to develop play experiences for learners.</p> <p>Ensuring the use of loose part for play becomes embedded in practice.</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>NIF Driver School Improvement</p> <p>HGIOS?4 / HGIOELC QIs 2.3 Learning, teaching and assessment 3.3 Developing creativity and skills for life.</p>	<p>Learners to continue to have increased opportunities to engage in creative play both within the indoor and outdoor learning environments through the use of loose part play materials.</p>	<p>Develop a format for planning and recording loose parts experiences.</p> <p>Source further resources for loose parts play and consider how best to give access to what we have.</p> <p>Consider ways of getting families and friends more involved – possibly set up a donation tree in cloakroom where items needed are displayed.</p> <p>Show the children more ways of using the loose parts to keep them interested.</p>	<p>Lead Jenny Carson</p> <p>Use of Inservice Days Jan/Feb and development sessions in T2 and T3</p>

