

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

School: Kirkcowan & Wigtown Partnership

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 *Wigtown Burgh motto 'Let Wigtown Flourish'*

Wigtown School Statement

Vision

That pupils, staff and parents work actively together encouraging all children to develop skills for life, which will enable them to make responsible choices and achieve their full potential.

Values

The key values that we believe will help us to achieve this are: Self belief, Ownership of learning, Honesty, Co-operation (team work), Respect

Aims

We aim to provide children with opportunities that help them to become:

Successful learners, Confident Individuals, Effective Contributors, Responsible Citizens

Possible vehicles for this include: organisation of learning, masterclasses(developing young workforce), PLPs, committees, Eco, Pupil council, Fairtrade, charities, outdoor learning, enterprise, interdisciplinary learning, Scotland's Book Town and festival week, Reading Passports, transition activities, digital literacy and community involvement.

Review Date:

staff & pupils ongoing throughout the year May 19, Parents August 18/August 19

Review Activities (as appropriate):

Collegiate sessions, display in staffroom, assembly/house time, SMT in class discussions/learning conversations. Parent council, parental questions – whole parent body.

Kirkcowan School Statement: 'Together we Succeed'

At Kirkcowan School we provide a safe and welcoming environment where individuals can realise their potential. We are committed to ensuring that Kirkcowan School is a community in which:

- **Children develop a strong sense of self-worth that endures through successes and failures.**
- **Children develop a sense of responsibility for themselves, others and the environment with strong community links.**
- **We respect and care for each other and value the diversity that exists among people, developing teamwork within school.**
- **Learning is engaging and challenging and fosters a sense of curiosity.**
- **Education is seen as a life-long experience.**
- **Children and their wider families feel supported.**

Review Date: with staff May 18 & with pupils, parents & parent council Aug/Sep '18, Feb 19 & May 19/Sep19

Review Activities (as appropriate):

- **Parents were asked to identify things that the school does well and aspects we can improve on.**
- **Discussion took place with staff throughout the session and again at the end of the school year.**
- **Children were asked to comment on what their school does well and what we need to improve.**
- **Members of the Parent Council were asked to comment revised school aims and curricular overviews**
- **Pupil voice display/assembly house time. Reflective questions.**
- **Staff display in the staffroom to annotate.**

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</p> <p>NIF Priority</p> <p>Improvement in attainment...literacy and numeracy</p> <p>NIF Driver</p> <p>Assessment of children</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>2.2 ,2.3, 2.5 & 2.7</p>	<p>Review of maths across the partnership completed & reinforced with cluster working reviewing the progression pathways & developing a suite of assessments to support teacher judgement in measuring 'a year's growth' across the levels. Concrete materials purchased from ELCC to P7 to support teacher engagement with developing number knowledge strategies. Mental maths programme reviewed and new strategies implemented although more work on number talks to continue next session. At Kirkcowan most classes showed achievement of 80% & higher in their InCAS mental arithmetic scores. At Wigtown most classes showed 70% & higher in their InCAS mental arithmetic scores.</p> <p>Staff confidence through developing number knowledge training has been strengthened & a programme is in place to ensure all staff including HT have received training next session. Highlight robust diagnostic assessment for maths.</p> <p>PT (Wig) led teaching staff in completing a questionnaire in their confidence in maths & then led a session to pull together knowledge & strategies following developing number knowledge training.</p> <p>This session both school worked with the Raise team to develop maths through other areas. Children's had opportunity to try new experiences through engineering, more work in this area & link with DYW & our masterclasses.</p>	<p>Continue to have raise expectations to 85% on track, review strategies for individual children. Use soft start as smart start to build daily repetition of skills & knowledge, use children as lead learners to share strategies through number talks. Use collegiate time/peer observations to share strategies across the partnership.</p> <p>Ensure all staff demonstrate an increased confidence in their understanding of maths progression and enhance their teaching through a range of strategies & further developing number knowledge training. Explore the possibility of working with closing the numeracy gap interventions.</p> <p>More experiences of enterprise/real life community involvement.</p>

	<p>Current writing progression & planners were reviewed and a rubric style approach has been adopted ready to roll out in August. It will allow for clear steps in skills progression through & across the CfE levels. Some work has been done to incorporate real life authors (book festival), theatre visits, memorable experiences/drama- can be built on further next session. Through visible learning greater pupil involvement in identifying and understanding their next steps in learning alongside greater teacher clarity.</p> <p>Spelling programme to be reviewed next session.</p> <p>Impact on writing not evidenced yet but as a baseline Kirkcowan average shows children's attainment at writing across the school at 63% where Wigtown is 72%.</p>	<p>ELCC ensure all staff across the partnership are aware of & understand the principles of the rubrics & areas through play where writing can be developed/enjoyed /explored. Further build staff understanding of their connection with achievement of a level& the importance of a good start/strong foundations & the value/role that ELCC has.</p> <p>Look for opportunities for pre-writing training/visit other ELCCs where this is a strength.</p>
<p>School Priority 2</p> <p>Creating a culture of collaborative leadership at all levels.</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>School leadership</p> <p>HGIOS?4 / HGIOELC QIs: 1.2; 1.3</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching & assessment</p>	<p>A progression of skills was shared through staff professional development, Kirsty Maxwell led on this. It is ready to be fully implemented in August after whole staff review on the in-set day, as part of this staff awareness of Education Scotland expressive arts benchmark documents will be raised.</p> <p>All learners will be able to reflect on their skills progression and experience a range of skills and experiences.</p> <p>There was greater involvement with the local community sharing their expertise through masterclasses at Wigtown, this was really successful & something to be shared across the partnership.</p> <p>Professional discussion with colleagues across school & work led by PT (Kirk) has identified a progression of skills of digital literacy. This can be trailed from August with further work to be done on becoming a digital school.</p>	<p>August 19 In-set share the progression of skills with all staff. Discuss ways of involving the community eg flower show/masterclasses/spring fling(workshop visits)</p> <p>Evaluate children's skills progression & use staff strengths across the partnership.</p> <p>Implement reviewed skills progression/evaluate resources/staff confidence to deliver it.</p> <p>PTs to evaluate each school against the digital schools award. Create an updated ICT/digital literacy policy. Work more closely</p>

		to see what raining/PL Raise team/ICT dev officers can offer. Review current resources & update.
<p>School Priority 3</p> <p>NIF Priority Creating a culture of collaborative leadership at all levels.</p> <p>NIF Driver</p> <p>Raising attainment</p> <p>Engaging experiences</p> <p>School leadership</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>2.3,3.1,3.2</p>	<p>Positive ethos has been further developed throughout all staff within the school. All staff will have raised awareness and understanding through visible learning training of the impact and importance of positive relationships.</p> <p>Targeted children experienced relax kids sessions. Providing them with opportunities to have a period of calm in their week. It provided them with strategies they could transfer into their wider life: 'I was worried about the maths assessment so I used the breathing I had practiced with Gayle & it really helped.'</p> <p>Staff implement AiFL strategies throughout classroom practice, embed the principles. Ensure that this is consistent across all classes.</p> <p>Staff have begun to engage with Visible Learning Programme to bring focus back to the impact they are having on learners. Quality feedback will be key and staff confidence should develop further enhancing the learner experience by developing confident, successful learners who have the skills to become their own teachers.</p>	<p>Ensure new staff are on board with school ethos, positive behavior techniques etc. PT will lead in this as are constantly within the sch</p> <p>ELCC to be mindful of attachment style approaches to support our most vulnerable children.</p> <p>Review of our positive behavior policy/better relationships to build on this whole school ethos. Ensure whole school staff have access/are aware of this – make time for meetings with them.</p> <p>Teaching staff will engage in growth mindset training & demonstrate its principles in their classroom practice.</p> <p>Evaluation shows staff need greater understanding of the pedagogy behind the principles of Visible Learning. Professional reading identified to lead them through '10 Mindframes for Visible Learning, Teaching for success by John Hattie & Klaus Zierer. Clear plan in place through impact coaches & SMT to widen pupil/parent & staff awareness of strategies through next session.</p>

<p>Cluster Shared Focus</p> <p>1+2</p> <p>Numeracy & Mathematics</p> <p>Tracking</p> <p>NIF Priority</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver</p> <p>Improvement School Leadership, Assessment of Children's Progress, School, Performance</p> <p>Information</p> <p>HGIOS? 4 / HGIOELC? QIs</p> <p>1+2</p> <p>1.2, 2.2, 2.3, 3.3</p> <p>Numeracy</p>	<p>1+2 Cluster plan and implementation model was presented as an example of good practice at D & G Modern Language Conference which was attended by Education Scotland.</p> <p>Programme planned and staff trained to deliver 2nd Language to start in Aug 2019. (Spanish) Lead practitioners to train P5-7 staff in delivery of second language. Increased teacher confidence in the delivery of Spanish in August 2019. Programme will lead to consistent approach to learning across the cluster which will enable us to measure the impact on uptake and attainment at secondary.</p> <p>Assessment materials available for P1-7 in French by March 2019 Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1st Language) Change of staff and difficulty getting staff cover has impacted on the capacity to carry this through.</p> <p>Numeracy & Mathematics</p> <p>Raise attainment at all levels across the DEHS cluster by 10% over the next 2 years. HTs revisited, reviewed & updated cluster programme focusing on progression. Class teachers moderated the learning experiences, assessment and context. Cluster training for class teachers on Maths Recovery. Training in 'Developing Number Knowledge' has led to increased confidence in delivery of Numeracy and focus on targeting individuals to raise attainment. Following HT review of cluster Maths, assessments for all stages have been developed to measure attainment across the cluster to aid future moderation.</p> <p>Tracking HTs are ensuring pace and challenge of learning is appropriate meeting needs of all pupils through quality assurance and evaluation of data with staff to impact on specific learner needs and raise attainment.</p>	<p>Assessment materials available for P1-7 in French by March 2019 Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1st Language)</p> <p>Primary HTs moderate French through learning conversations with pupils at each stage with view to making any relevant amendments to S1 programme to build on progression from primaries.</p> <p>Implement Spanish from P5 from August 2019.</p> <p>Developing Number Knowledge' – continue training for staff.</p> <p>Implement assessment materials at all levels.</p> <p>HTs to share progressions and assessments with secondary colleagues.</p> <p>Partnership schools will continue to develop skills in 'Developing Number Knowledge' in their own settings.</p> <p>Continue quality assurance, data analysis and tracking of pupils to raise attainment and meet the needs of all pupils.</p>
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<p>2.3, 3.2,</p> <p>Tracking</p> <p>2.3, 2.4, 2.6</p>	<p>Barriers to Learning are identified and interventions implemented through further embedding the shared tracking document across the cluster and through tracking meetings within individual settings.</p> <p>P7 is shared with secondary as part of transition process.</p>	<p>Continue to share data with secondary colleagues.</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 gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p>Relax kids workshops have allowed targeted children to build strategies & resilience: 'I was worried about the maths assessment so I used the breathing I had practiced with Gayle & it really helped.' The trainer observed that a group of older children who couldn't work together at the start of the block by the end of 6 weeks could massage each other & show strategies to cope with each other. This was also observed by their class teacher.</p> <p>EYSA – supported targeted children in the early years. She led a nurture group to ensure targeted children got some individual & small group time each week to have a chat discuss emotions/feelings. The children built a strong bond & looked forward to this time. Through their behaviour it was easy to evidence the impact this had. These children showed an increase in their ability to concentrate in tasks in lass.</p> <p>TLQ- As part of a small group targeted children were able to develop listening skills & concentration. Targeted children showed an increase in their ability by 5months for information & 1year 6 months for grammar.</p> <p>Visible learning – increased staff awareness of the impact of the importance of their positive relationship with the children & their involvement of the children in their learning continues to develop well.</p>	

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>Almost all pupils in Kirkcowan school are able to talk about their school motto and further discussions during assembly and house time have been directed to build on their sense of pride in their school.</p> <p>Some pupils at Kirkcowan mentioned the teachers involving the children in decisions that affected them i.e. how/where to display things within their classroom. Others mentioned areas of their learning and outside play was still identified as an area to improve.</p> <p>A child friendly SIP is displayed in the hall to encourage all stakeholders to engage with it during assembly time.</p> <p>Pupil voice questions are in the corridor for school children with adult/child led questions has provided really valuable insight into our children i.e. when asked were they looking forward to the Easter holidays 5 replied No. Staff then followed up with circle times/class discussion about positive things the children could do at home/provided activities for them to do over the holidays.</p> <p>A staff member attended additional QAMSO training at authority level on numeracy at 2nd level.</p> <p>Two members of our teaching staff successfully completed communication champion training with D&G NHS SLT department. Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change.</p> <p>A newsletter at the start of each term has been implemented following parental request although HT acknowledges monthly ones to highlight the success and achievements would have greater</p>	<p>Involve pupils/parents/wider community in reflection of the school. (HT/SMT to lead) through development of an app/ working party on parental engagement across the partnership. Send home shorter more focused parent friendly version of the SIP to all parents. Share SIMD data with new staff.</p> <p>Continued work at Kirkcowan- Inform parents of the reason behind these displays & introduce parents/community suggestions to box to capture thoughts throughout the year. Possibility of a section in the community newsletter to seek greater community involvement.</p> <p>Wigtown – SMT/school staff to build on our community links. Loreburn for sheltered housing neighbours, community council, book festival, booksellers committee, Wigtown in Bloom etc Invest time in creating the right climate for the pupil voice/question display and encourage staff/then pupil engagement.(pupil voice committee to lead on this with SMT)</p> <p>Create a child friendly SIP display for the hall to refer to throughout the year at assembly.</p> <p>HT –continue and build on clear focus with House captains in both schools about their roles and responsibilities. Also all P7s as prefects, expectations etc.</p> <p>Collegiately set clear remits for PTs/HT within the SMT.</p>	<p>3/4</p> <p style="text-align: right;">8</p>

	<p>value and impact in involving parents in the life of the school. Another change in clerical has hindered this at Kirkcowan but we are now better placed to carry this forward. We have also following discussion with a parental focus group included the pupil voice questions & responses within the newsletter.</p> <p>House captions continued at Wigtown with the focus of being role models and leaders within the school. Wigtown-reintroduced the wall in the dinner hall. Encourage all stakeholders to contribute to it with current and relevant information. School achievements were shared for all the children to engage with. A fifth teacher meant the introduction of a pupil voice committee and staff development in May led to greater clarity about each committee & its remits.</p> <p>A member of teaching staff has been working at national level as a QAMSO for numeracy. Parent council's at both schools have engaged with the SIP and in influencing future developments. More work now needs to be done to access the whole school body and its community.</p> <p>All core teaching staff have a greater awareness of each school's SIMD and the children within this. Government focus through PEF has raised awareness of FME. HT has implemented a new DEHS cluster tracking format for staff allowing access to this information at a glance.</p> <p>All teaching staff this session were involved in staff development encouraging leadership and ownership of curriculum development.</p> <p>All staff across the partnership continually strive for the best for the young people in their care. Multi agency working further embeds this ability. Our SMT vision continues to gather clarity. This session ends with significant staffing changes at Kirkcowan but a new appointment brings opportunity. At Wigtown appointment of a Nursery Manager has brought about positive change and strengthened the team within ELCC.</p>		
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<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>Learning & Engagement</p> <p>Kirkcowan has an inclusive and nurturing ethos. The school motto of 'Together we succeed' is embedded within the attitude and culture of the children and staff. It is a whole school team.</p> <p>-Introduction of question of the week last session allows the children's voice to be heard about a wide variety of issues and PT is responsible for monitoring it and evaluating its impact allowing the children to see their place within the decision making process in the school.</p> <p>-HWB shared nurturing approaches encourage the children to become increasingly resilient and this session Relax Kids is encouraging this even more.</p> <p>Current discussion and assembly focus at Wigtown is reviewing the motto, vision, values and aims to give the current pupils and staff a sense of ownership.(no current staff were in post when it was established) Initial focus has been on establishing a strong staff team.</p> <p>-5 classes at Wigtown means that the already established committees could be enhanced with a pupil voice committee. They are in the early stages of working closely with the HT to share pupils' views, gather evidence and celebrate good work through creating and leading a programme of assemblies.</p> <p>Across the partnership PLPs allow focused discussion around next steps in literacy, numeracy, personal targets for HWB & a chance to share & celebrate wider achievements & record skills learned through masterclasses.</p> <p>-Following development work last session both schools have built on their masterclass programme and worked with parents & members</p>	<p>Ensure all staff, especially those new (50%) within a session are aware of & understand the inclusive ethos.</p> <p>Increase the children's awareness of their voice and in making further choices for the school. An aspiration through 'Visible Learning' techniques is to build on the children's skills of being an effective learner & in giving them the skills to properly influence change. Evaluate the impact & look for more ways to use the techniques especially for older pupils in breathing techniques.</p> <p>Co-construct an effective motto based on sound VVAs which engage and mean something to the children. From there build this into the identity of the school and its place within the community.</p> <p>Build on these skills to create leaders at all levels and motivate the children.</p> <p>Focus through visible learning to ensure the children are fully involved in creating & understand these to have greatest impact on their attainment and achievement. All staff will have had training in Feb in-set. Look for impact following that linked to visible learning action plan.</p> <p>Ensure focus on skills and children have a range of experiences, consider best way to track this for maximum impact.</p>	<p>3/4</p>

	<p>of our communities in offering the children a range of activities.</p> <p>-ELCC across the partnership encourages children to chat about their wider experiences. They involve the children in making choices throughout the nursery from what to eat for snack to choices for learning and play.</p> <p>Quality of teaching Observation & focus groups by HT & VL assessor found aspects of high quality teaching throughout the schools. Staff use LI, SC and give feedback and children could discuss different ways they knew they were doing well.</p> <p>- Although feedback is given to pupils more work could be done to ensure the quality and impact as not all pupils were able to identify their next steps in learning but a significant number could talk about their learning whilst some still talked about what they had been doing.</p> <p>Aifl techniques (Kirk PT led inset training) and HOTS questioning are used by almost all staff but a greater focus would ensure that this was consistent and across the curriculum & across all classes.</p> <p>-There are a variety of different ICT resources and software used to extend and support the curriculum across the schools. Staff integrate these into their lessons; Wordsmith, Tigtag, Sumdog, doorway online etc. There is also some use of video, photographs and PowerPoints to evidence a variety of learning and daily use is made of the interactive whiteboard in all classes. Development of digital schools award should highlight the value & role of ICT with all staff to ensure consistency across the classes/partnership.</p> <p>Effective use of assessment Staff across ELCC and school gather information effectively though observation, effective questioning and observation to inform their professional judgement. They also have a range of assessments across the curriculum to aid this</p>	<p>-look at re-establishing partnership working for development to support the new nursery manager.</p> <p>Quality of teaching Discuss VL findings with all staff following the Feb inset training.</p> <p>-HT to share observations & learner conversation information more timely.</p> <p>-Create learning & teaching information sheet with the staff around what makes a good teacher & what characteristics should we see in a good lesson at Kirk & Wig. Staff help HT create an observation sheet based on this. Peer observation or joint with SMT to be established where possible within our school & across partnership. Repeat this process with ELCC staff too.</p> <p>-Visible learning focus on feedback should enhance staff awareness of strategies and techniques.</p> <p>-Review of ICT policy, programme of study and the digital school audit to identify areas for improvement by the end of this school session.</p> <p>-Ensure ELCC are accessing digital technology and are aware of the resources available.</p> <p>-Make greater use of our outdoor spaces for learning, exploring and developing a curiosity and appreciation of the world around us.</p> <p>-Ensure ELCC has minimum ½ hour outside each day.</p> <p>Effective use of assessment -ELCC ensure all staff are familiar with benchmarks.</p> <p>-Reinforce the place for holistic observations within ELCC and how to evaluate them.(create a WAGOLL)</p>	
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	<p>knowledge, PM benchmarking, Scottish criterion scale, Twinkl maths. All staff use this information to inform future learning & teaching and to support in differentiation. Staff are becoming increasingly aware of the importance and value of sharing this with the children although some children were able to say that they knew what the assessments were used for. -Almost all staff are confident interpreting data from standardised assessments such as PIPs, InCAS and recently SNSAs. They use the data effectively to inform future learning & teaching. -Diagnostic assessments are used to inform interventions but also to measure progress over time. Staff find them reassuring and rewarding as the majority of pupils make significant progress. Staff confidence in using the information gathered to inform professional judgement has grown in experienced staff. -Tracking system allows staff to reflect on pupil progress across and throughout a year, ensuring maximum effect. -Staff work alongside ASfLT & LAs to ensure all learners needs are met.</p> <p>Planning, tracking & monitoring Collaborative partnership planning allows for professional discussion and sharing of good/best practice. Staff then take account of their pupil's prior learning/knowledge & refine the activities. -More scope for consistently involving the children in deciding the context. -Rainbow progression for literacy and numeracy ensure all staff are familiar with the progression pathway and where to support or challenge a pupil to best meet their needs. PLPs ensure learners are involved in discussing their next steps in learning for literacy and numeracy and identifying personal HWB targets. SMT have led training on the effectiveness of pupils being directly involved in their learning(visible learning) -Cluster working between HTs and school reps to refine planning, current work on maths &</p>	<p>-Build on staff skills and knowledge to ensure observations are recorded within PLPs with clear value & next steps. Ensure relevant information recoded in personal care plans runs through into PLPs. -Use information gathered to inform future planning & activities more consistently. -Ensure challenge, Depth & progression especially within ELCC. Provide the children with a range of resources which provide the opportunity for the children to access challenge independently. -Ensure all staff understand the impact of assessments and act effectively on the information gathered. -Following VL methodology ensure that children are aware of and understand the outcome of assessments, involve the children more effectively in understanding their learning.</p> <p>Planning, tracking & monitoring Extend tracking across curricular areas.</p> <p>-programmes of study need to be evaluated for impact in drama, music & art needs to be completed this session ready to roll out in Aug 19. -HT clearer focus when monitoring and needs to be more timely with written feedback. -Worked with peer HT to create a yearly overview now need to implement it to ensure time is diarised for more in depth/detailed focus on jotter sampling and planning discussion not just collaborative planning. -ELCC as well as action plans include in prediction of a level data for N5 pupils.</p>	
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	<p>numeracy progression. Parents are involved in the learning journey through conversations on a minimum of three times through the year. Within ELCC this might happen more often dependent on the development of the child. -Class teachers meet with HT three times a year to formally track, record and discuss progress and identify clear action points. -Staff also consult with the ASfLT termly to ensure a shared understanding and to focus & share strategies for maximum impact.</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>Further development this session has increased staff awareness of children’s SIMD circumstances but engagement with ELFSO & Opps for All staff have been a routine feature in staff meeting the needs of our learners across the partnership. Multi agency working to best meet the needs of individual children is securely in place and tracking meetings ensure this is robust. Kirkcowan’s ethos of nurture is strong and its place within the community ensures a culture of respect. Children are confident within the settings (school & ELCC) and have members of staff they feel they can approach. All staff understand the importance of information sharing with SMT and have a good understanding of child protection etc.</p> <p>Wigtown’s ethos of nurture is developing and staff are showing their desire to meet the needs of the children in their care. Wigtown’s place within the community is growing and staff with pupils are building on a culture of respect recent masterclasses in bowling, golf etc really helped with this. Children are confident within the settings (school & ELCC) and have members of staff they feel they can approach. All staff understand the importance of information sharing with SMT and have a good understanding of child protection etc. All partnership staff accessed the full Child Protection training at partnership refresher level in August or online through FLO.</p>	<p>Monthly SMT meetings to review safeguarding across the partnership need to be smarter to ensure that referrals etc are acted on timely. Record updated for reports/info coming in ensuring that all staff involved with the child are informed (incl specialists).</p> <p>HT to ensure new staff are familiar with named person/child protection/safeguarding responsibilities</p>	<p>3/4</p>

	<p>New ASfL teacher supports staff in removing barriers to learning and identifying IEP/ASLP targets for specific children. Although a change in staffing after Easter impacted slightly for certain children on the progress they made but robust support from LAs & CTs minimized this. All staff engage with multi agency staff to best meet children's needs through child's plans, health care plans etc.</p> <p>Both schools have undertaken training in SHANARRI with the upper pupils using it successfully as part of the aiming for high programme. Data from that showed how the children were feeling about the move to secondary school.</p> <p>Playground buddies/leaders introduced at both schools. Playmakers, leading playground activities are well embedded at Kirkcowan and successful this year at Wigtown. P7s trained in both schools to maintain this for next year. Buddy bench identified, prefects given roles within this too. Playground rules in place & successful playground buddied identified at Wigtown through the HWB committee. Wigtown, the playground feels much more positive and the positive behaviour strategies and being shared with playground staff. SMT are within the playground some break times to reinforce this, hopefully this can decrease as pupils value the positive experiences. SMT attended regular GIRFEC authority named person training.</p>	<p>Closer working with ASfL teacher, class teacher, SMT & parents in setting IEP/ASLP targets at the beginning of the session to ensure clarity and focus for the child in a united and coherent approach.</p> <p>Whole school SHANARRI display to encourage pupil engagement and understanding, updated regularly (HWB committee/at assembly).</p> <p>Ensure non-teaching staff and new SMT are familiar with rules/expectations. Possibility of info board at Wigtown to pass information onto teaching staff.</p> <p>Active schools to lead further training for P5 &6s at Wigtown & Kirkcowan next session.</p>	
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> 	<p>Wigtown ELCC Nursery manager embedding benchmarks within planning and focused activities.</p>	<p>Further work to be done in identifying predictions for achievement of early level by P1. Clearer links in the activities & impact they can have</p>	

<ul style="list-style-type: none"> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>P1 P1 SNSA levels show 76% on track or exceeding national expectations in literacy & numeracy. June 19 CfE levels show: Reading 88% Listening & talking 88% Writing 64% Maths 82% 43% of the class have been identified on the matrix for additional support needs next session.</p> <p>P2 Almost all children continue to make good progress towards predicted CfE levels in I&t and numeracy. Fewer children are on track in reading and writing. 46% of the stage have been identified on the matrix for additional support needs next session.</p> <p>P3 tracking shows: 86% reading; 93% numeracy & listening & talking & 73 % in writing. 25% of this stage have been identified on the matrix of additional support needs next session.</p> <p>P4 SNSAs show 75% on track for reading with the majority working above the national average. 69% in writing & numeracy with our class average still sitting above the national average. Achievement of a level data shows 100% on track for listening & talking, 75% for reading & writing & 81% in numeracy. 38% of children at this stage have been identified on the matrix for additional support needs next session.</p> <p>P5 show they are 100% for listening & talking, 50% for reading, 73% writing & 66% in numeracy. 33% of the children at this stage have been identified on the matrix for additional support needs next session.</p> <p>P6 show 90% on track or exceeding expectations in all areas of literacy with 70% in numeracy. 40% of the children at this stage have been</p>	<p>through play based learning.</p> <p>staff confidence in teaching maths was identified through self-evaluation. Maths recovery training is underway with only 2 members of the core staff left to train.</p> <ul style="list-style-type: none"> -Resources need to be identified to support this too. -ELCC staff have had cluster numeracy training -staff to establish improved mental maths strategy following training. -further focus on number talks and its place within the programme. -% low in writing especially within the upper school. Planning to impact on writing is still underway. Staff have discussed the pros & cons of using the Scottish criterion scale vs rubrics. Rubrics fit well within the VL methodology as when shared with the children they provide clarity around next steps in learning, no ceiling to learning. Exposure to new & exciting experiences to provide stimulus for writing. - Books available for older readers were reviewed with the children and much greater engagement in reading was evident. Encourage staff to use eBooks etc as part of the wordsmith subscription. Literacy working party created a progression for the whole school to follow. -Ensure staff throughout the school are aware of their part within the progress of each child. <ul style="list-style-type: none"> -extend the pathways across other curricular areas and ensure staff engagement -Refocus the importance and the need for outdoor learning. -ELCC ensure quality experiences, pace and challenge to develop curiosity and build the blocks of learning through play. -Build on the masterclass community involvement through ensuring staff understand the links with DYW -ELCC Kirkcowan pupils attend assemblies for a short focus, consider this model at Wigtown or look for an alternative. 	3/4
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	<p>identified on the matrix for additional support needs next session.</p> <p>P7 SNSAs were as a whole class performing at or above the national average in writing & numeracy. W- 56% & N – 63% 81% in reading showed the whole class above the national average. CfE June 19 achievement of the level: L& T – 100% Read – 81% Writing -81% Numb – 81% Attitude towards writing and effort/motivation despite a wide range of strategies were identified as the main factors. Soft start/targeted support has been implemented to a degree in all classes this session. Follow up on referrals. Class teachers to work closely with ASfL teacher to ensure double impact of targets. Staff confidence in moderation and achievement of a level is increasing although 50% of the teaching staff were new to the school but tracking meetings and professional discussion ensured moderation and our 3 year cycle was implemented this session. Staff meet collaboratively to plan, evaluate the process or discuss the lessons. Some examples of holistic assessments have been created, shared & discussed as a partnership.</p> <p>Kirkcowan ELCC Almost all children predicted to be on track across literacy & numeracy to achieve early level at the end of P1, Jun 20. ELCC Continued to encourage parents into tea, toast talk with increasing numbers. Engagement with HV to ensure referrals etc are in place as early as possible is successful and Nursery teacher continues to build strong relationships. Due to staff constraints our monthly toddler session has stopped but new and prospective parents are</p>	<p>-ensure this is consistent in each class/pupil -make better use of the house captains at Wigtown/P7s at kirk to be advocates for the school attending community council meetings or giving people a tour of the school. Reintroduce the thanks giving skills after visitors have been in the school.</p> <p>-all Wigtown children attracting PEF funding at the start of the session had no additional support for learning gaps. Ensuring their focus on how they can progress even further is key to their ongoing success, initial VL assessments completed; review in June will show the beginning of the journey.</p> <p>Ensure each class teacher understands and acts on the data supported by SMT. Kirkcowan complete. Wigtown to do.</p> <p>Some pupils showed high levels of anxiety, lack of tolerance. Successful group work at Kirkcowan 'I used my breathing to help me when I found maths difficult and it worked. P7'. Encourage staff to use techniques where appropriate within their classrooms to ensure the skills are embedded.</p> <p>Once the impact is measured evaluate the success looking forward as to whether to repeat the intervention. Currently Kirkcowan more structured & reliable staff. HT to prioritise stability for Wigtown.</p> <p>HT to share evaluation of PEF planning with all staff so they can aid in identifying the most effective strategies for the future. HT to create an action plan for non teaching staff to ensure clarity & maximum impact.</p>	
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	<p>encouraged to join our tea, toast and talk sessions to build relationships and transition into ELCC. PEF was used to boost literacy levels through TLQ and good practice is demonstrated within the nursery room. Staff have also attended Book Bug training to enhance literacy skills through enjoyment of reading. Last session acting EY PT has engaged with staff around early level benchmarks and how they could be embedded in play – partnership working where possible. Weekly planning meetings with robust this session.</p> <p>P1 SNSA showed the majority of children on track for literacy (70%) and almost all (50%) for numeracy.</p> <p>Achievement of a level data showed: Listening & Talking 90%, Reading 70% Writing 70% & Numeracy 80%</p> <p>In P2 1 child has joined & 2 have left Kirkcowan through the course of this academic session. Almost all children are on track within CfE predicted progression with 83% in numeracy & 66% on track in all areas of literacy. 50% receiving some level of additional support for learning.</p> <p>Current P3s have made sound progress InCAS show 83% in reading & 67% general maths. CfE tracking shows good progress over time across all areas. There has been 1 pupil leave this stage through the year.</p> <p>P4 has seen 1 pupil leave & 1 pupil join this session, with another about to leave. SNSA show the majority of children (80%) on track for reading, 60% for writing & 40% for numeracy.</p> <p>CfE achievement of a level data shows 100%: listening & talking, 80% reading 60% writing & 80% numeracy. 60% are identified on the matrix as requiring additional support.</p> <p>P5 has seen 1 pupil leave during the session. Current P5s InCAS show almost all children on track or exceeding expectations in reading & general maths. All children have made progress over time.</p>		
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	<p>As P6s InCAS show all children on track for reading & 42% for maths. Individual progress continues to be steady and 60% receive ASfL targeted support.</p> <p>P7 SNSA show 80% on track for reading, 100% writing & numeracy.</p> <p>Achievement of a level data sows: 100% listening & talking, 80% for reading, writing & numeracy on a consistent basis.</p> <p>progression pathways support staff in measuring a year's growth. Development work around writing rubrics also focused staff understanding of the building blocks.</p> <ul style="list-style-type: none"> -partnership tracking format allows staff to see comparative stages and allows for self-reflection on pace and progression of learning against a larger cohort. -Standardised assessments alongside school tracking & action plans can be used to measure attainment over time and ensure timely & prompt input with multi agency referrals where required(though child's plan if needed) -Personal achievements are celebrated at assembly & recoded in PLPs. Golden box and pupil of the week allow for school VVA to be supported through pupil attitude and effort. -Attendance across both schools is good and reflects the national level. <p>track achievement within PLPs & masterclass experiences</p> <ul style="list-style-type: none"> -committees in both schools allow the pupils at all stages in house groups to be part of the wider life of the school & take a lead in an area. -P7 responsibility to lead whole school events like Burns Supper, Kirk – Christmas church service <p>All staff are inclusive, nurturing and supportive of all the children in our schools. They treat the children as individuals and the relational trust is generally high.</p> <ul style="list-style-type: none"> -Visible learning – focus on good quality learning & teaching strategies & key role of making sure the learners are fully involved in their learning 		
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	<p>journey & can identify their next steps. – works for learners of all ability levels(metacognition EEF) Lots of evidence gathered across the 4 main areas and a baseline set for each school. PASS survey to establish what kinds of HWB intervention might be most effective.</p> <p>Relax Kids – resilience, self-esteem, growth mindset, breathing to help build skills in coping and self-control. Small identified groups & whole classes where a better impact can be achieved.</p> <p>LA/EYSA – support TLQ & raising attainment through small group activities to meet individual needs (AR, mental maths, nurture) Impact will be measured at the end of the block or the session. Through cluster tracking format & tracking meetings staff are aware of where to find the background information about their class ie.SIMD, FSM, CPR</p>		
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Partnership pathways have been updated to include benchmarks within art, ICT/digital technologies & 1+2 (Spanish-cluster level). A partnership working party will evaluate these ready to start early session 19/20. SMT updated a music progression incorporating existing experiences such as Feis Rois & RSNO alongside Charanga online music resource.</p> <p>Some of our development sessions focused on literacy and evaluated the writing programme and its impact. Professional discussion with colleagues prompted development work around skills progression through rubrics. Staff worked together to review these in line with writing benchmarks, only the section on tolls for writing was complete ready to try as a small test of change in August. SMT will prepare recount for Aug in-set as personal writing is the first style in</p>	<p>Due to constraints of the reduced development time on the 35 hour week and the lack of supply cover to release staff impacted on time to evaluate these programmes before the end of session. Within the first weeks of term a small focus group will meet & review the programmes ready for them to roll out & be fully evaluated by the whole staff.</p> <p>This programme will be shared in Aug in-set for tools for writing & recount & a small working party identified to review the remaining genres for writing to ensure progressions are there as staff need them. Ensure ELCC staff are fully aware of the skills at their level & the stages pf progressions for their pupils. Work with partnership ELCC staff to identify areas through play & across the whole setting. Through greater knowledge of Visible Learning encourage staff to use the rubrics, in an appropriate way with their learners. Create WhatAGoodOneLooksLike examples for each stage of</p>	

	<p>our writing progression. Through development work on visible learning staff felt it was vital to share this work with both parents & children & to see it with children all the time to allow them to see their progress & determine their own next steps.</p> <p>2 further staff have been trained in the staff at Kirkcowan as Communication Champions.</p> <p>Developing Number knowledge training for the majority of teaching staff alongside cluster working to evaluate our maths progression pathways in line with the benchmarks. Staff from our partnership also worked alongside cluster stage partners to evaluate our progression & create possible assessments for each area of maths to build staff confidence in measuring achievement through a level as well as building staff confidence in their professional judgement.</p> <p>Initial work through Raise team has begun on incorporating STEM into our curriculum but time constraints impacted on this. Something to build on next session, possible through a STEM focus week/masterclasses,</p>	<p>progression & across writing genres. Promote confidence through professional discussion/moderation. Spelling & handwriting are areas to review next alongside the rubrics & its effectiveness to assess writing progression and achievement of a level.</p> <p>Ensure communication champion shares these skills and experiences with all staff.</p> <p>This programme will be shared on the Aug in-set for staff to fully implement. Assessment resources etc will be uploaded on to the one drive for all staff to access. Ensure ELCC are fully aware of the progressions to include their pace & challenge. A final session of training on Developing Number Knowledge will take place to include all teachers including HT. Through Visible Learning allow staff time to embed & build on training, involving the children fully in the next steps in their learning & using/discussing any assessments that are completed. Begin to build skills in making the children assessment capable. Create WAGOLs for staff & pupils.</p> <p>Digital literacy continues to need to be reviewed to ensure we are best preparing our children and offering them a wide range of experiences. SMT/PTs to lead on this in each school & work together.</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>Almost all parents attended both parent’s night at Wigtown and staff felt that there was greater clarity around interest in their children’s learning and next steps in the learning. Parents commented that they valued the involvement and felt better placed to support and challenge their children. Most teachers involve the children in their next steps and the children when questioned can discuss their learning. Discussion took place at parent council around the expectations for children to set their own personal target as well as</p>	<p>Review and explain the thinking behind the PLPs with new staff across the partnership.</p> <p>Continue to assess the effectiveness of engaging children and their parents with their next steps in learning through monitoring and tracking. Through staff development in Visible Learning look at extending the PLP to include other curricular areas. Continue to build staff confidence in using holistic assessments/rich tasks as assessment evidence.</p> <p>Now we have a stable ASfL teacher we need to ensure clarity</p>

	<p>shared goals. The idea behind this is to allow more personalisation and child participation in identifying the next steps; this was more successful with the older children.</p> <p>PLPs were also rolled out at Kirkcowan with an additional learning conversation sheet added by staff in January to try and focus and ensure quality discussions between parents, pupils and staff. All parents attended both parents' night or made an alternative date to discuss their child's progress. Most of the children attended but this requires further clarity in expectation. Staff felt that the learning conversation sheet was useful and helped them remain focused and on track with their appointment times. Staff added the wider achievement section of the PLP to record the successes of the children outside school in a slightly different way.</p> <p>Across the partnership children and staff collate evidence to support progression in a curriculum folder. Through staff discussion a clear expectation of selected pieces to show a range of skills and experiences was decided, monitor this.</p> <p>Across both schools the children were mainly successful in reaching their targets and clear expectations are set within tracking information to ensure no slippage as they transition between classes.</p>	<p>between PLP targets and IEP/ASLPs.</p>
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3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

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</p> <p>NIF Priority Improvement in attainment...literacy and numeracy</p> <p>NIF Driver Assessment of children Teacher professionalism Parental engagement</p> <p>HGIOS?4 / HGIOELC QIs 2.2 2.3 2.5 2.7</p>	<p>Increased awareness of all stakeholders (staff/pupils/parents) in the benefits of being fully involved in & making decisions around next steps in learning.</p> <p>Increased awareness of the impact this has in their learning.</p> <p>Minimum of 90% of children able to discuss their current skills & identify the next steps.</p> <p>Diagnostic assessments to show minimum 80% progress for all learners & 70% for targeted in literacy & numeracy.</p>	<p>Engage with Visible Learning Programme staff/pupil/parent can bring focus back to the impact they are having on learners. Quality feedback will be key and staff confidence should develop further enhancing the learner experience by developing confident, successful learners who have the skills to become their own teachers. Implement AiFL strategies throughout classroom practice, embed the principles.</p> <p>Teaching staff understanding of the 10 mindframes of Visible learning & how to put this not practice in their own classroom.</p> <p>Pupils understanding of the key learning dispositions, through learning pit activities increased through assemblies, shared language of learning across the school & displays to refer to.</p> <p>Parental engagement through information leaflets/chat & end of term movie night with the children being the stars of their own production.</p> <p>PASS assessment to show impact of this intervention.</p> <p>Embed – writing rubrics, involving</p>	<p>PEF – GL Assessment PASS – for assessment. £100</p> <p>Visible learning training Year 1 Kirk - £2000</p> <p>Supply cost – Kirk -£600 Wig -£1200</p> <p>3 x In-set training days(teaching staff) 1 x SMT focus day 1x impact coach training 5 x collegiate training sessions(mindframes) Staff dev day x whole staff – Kirk - £1000 Wig -£1600 6 x assemblies – whole school</p> <p>1xleaflet & chat Sep parents night - HT 1xmovie night parental engagement Supply costs staff to edit etc.</p> <p>2 x 2days £400 (Kirk & Wig)</p>

		<p>children directly in setting their next steps. A final session of training on Developing Number Knowledge will take place to include all teachers including HT. Through Visible Learning allow staff time to embed & build on training, involving the children fully in the next steps in their learning & using/discussing any assessments that are completed. Begin to build skills in making the children assessment capable. Create WAGOLLS for staff & pupils. ELCC Reinforce the place for holistic observations within ELCC and how to evaluate them.(create a WAGOLL) Ensure all staff within ELCC understand the lines of progress/benchmarks & discuss progress & next steps with the children involving them in their learning journey.</p>	<p>6 staff x 2days Developing \number Knowledge Training - £1200</p> <p>Supply costs - £1200(teachers) - £300(LAs)</p> <p>4 x Early level - £400 + £400</p> <p>PEF – LA(to support TLQ, literacy & numeracy) Kirk - £5000(8 hrs a week) Wigtown - £9200(15 hrs a week) Wig – memorable experiences to support writing £500. Kirk DSM/Friends of Kirk</p> <p>InCAS assessments – Kirk - £200 Wig - £200</p>
<p>School Priority 2</p> <p>Creating a culture of collaborative leadership at all levels.</p> <p>NIF Driver Raising attainment Engaging experiences School leadership</p> <p>HGIOS?4 / HGIOELC QIs</p>	<p>Positive ethos will be further developed throughout all staff within the school. All staff will have raised awareness and understanding through training of the impact and importance of positive relationships.</p> <p>80% of targeted children will increase their self-esteem. They will have access to strategies to support their resilience and confidence. 80% of targeted children will show an increase in attainment across all areas in InCAS.</p>	<p>Teaching staff will engage in growth mindset training & demonstrate its principles in their classroom practice.</p> <p>Relax Kids sessions 4 x6 week blocks, one a term. 2x6 week whole class/individual needs responsive support.</p> <p>Engagement with Educational Psychology team to assess school capability in regards to resilience. Staff/pupils engage in resilience</p>	<p>Staff training – online(optional PL)</p> <p>PEF Kirk £300 Wig £700</p> <p>Relax Kids Kirk 2x 6 week sessions £600 Wig 4 x 6 week sessions £1200 + 2 x 6 week ind/class input £600</p> <p>PEF</p>

<p>2.3 3.1 3.2</p>	<p>Targeted children will experience relax kids sessions. Providing them with opportunities to have a period of calm in their week.</p> <p>Developing wider shared experiences to combat our rurality through engagement with culture(theatre, music, art), science, technologies(STEM)</p>	<p>strategies & training.</p> <p>Partnership/school/class experiences trough trips to the theatre, Glasgow concert hall – orchestra, STEM experiences – science centre etc</p>	<p>Ed Psychology training & resources -£500</p> <p>PEF to support bus costs Kirk -£500 Wig £1000</p>
<p>School Priority 3</p> <p>Creating a culture of collaborative leadership at all levels.</p> <p>NIF Priority Raising attainment</p> <p>NIF Driver School leadership</p> <p>HGIOS?4 / HGIOELC QIs: 1.2; 1.3 2.2 Curriculum 2.3 Learning, teaching & assessment</p>	<p>All teaching staff are familiar with the benchmarks for art and digital literacy (technologies). A progression of skills is developed using BYC materials, wider and community links and resources.</p> <p>All learners will be able to reflect on their skills progression and experience a range of skills and experiences.</p> <p>There will be greater involvement with the local community sharing their expertise.</p>	<p>All staff engage in Professional Learning session re: Expressive Arts progression frameworks.</p> <p>Evaluate & trial expressive arts progression frameworks.</p> <p>Create profile of skills development & self- evaluation & reflection format for learners.</p> <p>Share principle of progression of Expressive Arts and community involvement with parents/carers (PEF). Spring Fling</p> <p>Evaluate with stakeholders - progress, outcome and impact.</p> <p>Digital Technologies/ICT PTs to lead on new digital technologies policy & engage with Raise team for ideas/training. Begin work for digital schools award. Assess & improve on resources in school.</p> <p>Evaluate & trail digital technologies progression framework.</p>	<p>PEF –resources/experiences to support art for all. £500 –Wig. Kirk DSM/fundraising.</p> <p>1 x inset day(1hr) 1x CAT night</p> <p>Supply cover for focus group – 4 x ½ day - £400 –DSM</p> <p>1 x inset day(1hr) 1x CAT night</p> <p>Supply cover for focus group – 4 x ½ day - £400 –DSM</p>

		<p>STEM week/masterclass block to engage with wider community & make these skills relevant for life...</p> <p>Encourage each class/committee to try an enterprise activity at some point through the year.</p>	
<p>Cluster Shared Focus 1+2 Moderation Numeracy & Mathematics Literacy</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>NIF Driver Improvement School Leadership, Assessment of Children's Progress, School, Performance Information</p> <p>HGIOS?4 / HGIOELC QIs 1+2 1.2, 2.2, 2.3, 2.7, 3.3</p> <p>Numeracy & Mathematics 2.3, 2.7, 3.2</p> <p>Moderation 2.3, 2.7, 3.2</p> <p>Literacy</p>	<p>1+2 Assessment materials available for P1-7 in French by March 2019 Lead practitioners to plan Spanish programme P5-7. Lead practitioners to agree / create a range of assessment materials for French (1st Language)</p> <p>Primary HTs moderate French through learning conversations with pupils at each stage with view to making any relevant amendments to S1 programme to build on progression from primaries.</p> <p>Implement Spanish from P5 from August 2019 as part of National Priorities.</p> <p>Numeracy & Mathematics 'Developing Number Knowledge' – continue training for staff.</p> <p>Implement assessment materials at all levels to ensure progression, pace and depth of learning.</p>	<p>Lead practitioners to agree / create a range of assessment materials for French (1st Language)</p> <p>Create a shared focus group proforma.</p> <p>HTs to carry out focus groups in individual schools.</p> <p>Feedback to staff and HT cluster (invite secondary modern language representative for feedback)</p> <p>Staff to implement Spanish programme.</p> <p>Organise training and supply staff to cover.</p> <p>Implement assessment materials at all levels at cluster meeting.</p>	<p>Modern Language Lead Practitioners – by end of Term 2. 4 days from cluster budget 1 primary, 1 secondary rep.</p> <p>June 2019.</p> <p>By December 2019.</p> <p>January 2020 HT Cluster Meeting.</p> <p>P5-P7 – August 2019.</p> <p>By June 2020 (primaries).</p> <p>Cluster in August 2019. HTs and Secondary Maths – By October 2019.</p>

<p>2.3, 2.7, 3.2</p> <p>Science 2.3, 2.7, 3.2</p>	<p>HTs to share progressions and assessments with secondary colleagues to ensure progression, pace and depth of learning.</p> <p>Partnership schools will continue to develop skills in 'Developing Number Knowledge' in their own settings to measure impact on pupil learning.</p> <p>Moderation</p> <p>Moderate Number Knowledge on additional INSET day (primary and secondary) to ensure training has built teacher confidence and is impacting on pupil learning.</p> <p>Literacy HTs to review Literacy frameworks to ensure progression across stages Early to Fourth. Share with secondary colleagues to raise attainment and show progression.</p> <p>Science HTs to review with secondary Science department to ensure coverage of benchmarks and to raise attainment.</p>	<p>HTs to share progressions and assessments with secondary colleagues at cluster meeting.</p> <p>Implement 'Developing Number Knowledge' strategies.</p> <p>Moderate Number Knowledge on additional INSET day (primary and secondary).</p> <p>HTs to plan and develop Literacy Frameworks to share with cluster.</p> <p>HTs to review with secondary Science department</p>	<p>Partnership Plans – throughout the year.</p> <p>Additional INSET day (date to be confirmed).</p> <p>HTs to meet and produce by June 2020.</p> <p>HTs and Secondary Science by June 2020.</p>
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