**Dumfries & Galloway COUNCIL**

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

School:     **Shawhead 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**

<u>**School Statement**</u>
We originally worked with learners, parents and other partners to develop and shape a common vision for our school and community through reflection, debate and ongoing consultation. Parents were sent a questionnaire, asking them what they thought the school should do for their child and asking them to rate the importance of a variety of values drawn together by the teaching staff. The parents' questionnaire also had space for parents to make a general comment. The entire staff and our learners filled in similar questionnaires. The results from these were discussed with the Parent Council and their comments were noted. The headteacher collated all the opinions expressed and produced a draft copy for the older pupils to discuss and improve on. The approved draft was then circulated to the Parent Forum, to all the staff and to local community groups (Community Council, Senior Citizens' Group, local councillors, MPs MSPs) for any final comments before final publication.  In September 2019 the Vision, Values and Aims (VVAs) and motto were reviewed by our Pupils. They were happy to keep the VVAs and understand what the motto represents. At the first Parent Council meeting of the year, parents representatives were also asked to review the VVAs. No changes were felt necessary.
**Review Date:** August/September 2020.

**Review Activities (as appropriate):** Pupils will discuss our Vision, Values and Aims during our setting up our learning environment fortnight at the start of term. As we will be basing this focus on SHANARRI, we will review the VVAs against the wellbeing indicators to ensure our school ethos is properly reflected in the VVAs.

**Vision Statement:**   Shawhead Primary School aspires to:  Make sure our learners are happy and healthy and feel safe and nurtured so they can try their best, learn actively, achieve great things and make us proud.

**School Motto:**  Keen, Kind, Clever, Cool; that's what we are at Shawhead School.

**Values:**

At Shawhead Primary we value -

Friendship
Fairness
Looking after each other
Treating everyone equally
Respect – for each other and the school
Honesty
Co-operation
Being polite and considerate
To be responsible for our own actions
Being healthy
Working Hard
Aiming High

**Aims:**

We aim to enable all our children and young people to become:

Independent and Successful Learners

Caring and Responsible Citizens

Thoughtful and Confident Individuals  and

Enthusiastic and Effective Contributors

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## 2. School Improvement Progress Report

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

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

### 2.1 Progress against Previous Year's School Improvement Priorities

| Area for Improvement | Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.) | Next Steps (Looking Forwards) |
|---|---|---|
| **School Priority 1** Raise attainment + **Cluster Priority 1** Moderation/Achievement of a level  **NIF Priority** Improvement in children and young people's health and wellbeing;  **NIF Driver** Assessment of children's progress  School improvement  **HGIOS?4 / HGIOELC QIs:** 3.1 3.2 | *Through a better understanding of CfE benchmarks, SNSA and collegiate moderation activities, teachers:*  *~ Feel more confident in assessing pupils against a level.*  *~ Have raised expectation for pupils.*  *~ Be better able to identify and support pupils who may not be on track to achieve a level.*  ***Ongoing – Moderation work planned for March 2019***  *Engagement with and development of skills with the new SEEMIS tracking and monitoring system has:*  *~centralised all our tracking information*  *~support teacher's professional judgement of achievement of a level*  *~ formalize regular predictions of achievement throughout the year*  ***Ongoing – Pilot meetings attended by KL and DMcB – Coaching sessions for staff by DMcB planned Feb/Mar/Apr 2019*** | TBC |

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| **School Priority 2**<br>Develop Learner Participation<br><br>**NIF Priority**<br>Improvement in employability skills and sustained, positive school leaver destinations for all young people.<br><br>**NIF Driver**<br>School improvement<br><br>Parental engagement<br><br>**HGIOS?4 / HGIOELC QIs:**<br>1.3   3.1<br>**? QIs:** | *Developing Learner Participation through the development of Pupil Voice Groups autonomy and the development of Pupil led Golden Clubs has improved pupil-teacher, child-staff, and peer-to-peer relations*<br>*• improved wellbeing*<br>*• improved teaching and learning*<br>*• improved guidance and support*<br>*• a better school ethos and greater sense of a shared community*<br>*• a reciprocal sense of feeling valued, trusted and respected*<br>*• development of life skills such as teamwork, problem-solving, and citizenship*<br>*• improved engagement, empowerment, and commitment to education*<br>*• improved achievement and attainment*<br>*• an addressing of the 'attainment gap' between learners from more and less deprived backgrounds*<br><br>*Ongoing – need evaluative statements from pupils, staff and parents – questionnaire?* | *Further development of open-ended learning/ investigative learning in class.* |
| **School Priority 3**<br>Digital Learning<br><br>**NIF Priority**<br>Improvement in employability skills and sustained, positive school leaver destinations for all young people<br><br><br>**NIF Driver**<br>Teacher professionalism<br>School improvement<br><br>**HGIOS?4 / HGIOELC QIs:**<br>1.4   2.2   3.2   3.3 | *Through a focus on digital learning, learners and staff are:*<br>*~ more able to use technology confidently and effectively*<br>*~raising attainment in literacy and numeracy, (measured with in class and milestone assessments)*<br>*~ able to use blogging as a tool for reflecting on learning and understanding their learning journey – targets and next steps*<br><br><br>*Ongoing – need evaluative statements from pupils, staff and parents – questionnaire? Need data on improvements in attainment literacy and numeracy (if available)* | TBC |

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| **Cluster Priority 2**<br>KiVa<br><br>**NIF Priority**<br>Improvement in employability skills and sustained, positive school leaver destinations for all young people<br><br>**NIF Driver**<br>Teacher professionalism<br>School improvement<br><br>**HGIOS?4 / HGIOELC QIs:**<br>1.4  2.2  3.2  3.3 | *Through a Cluster-wide approach to positive behavior and anti-bullying learners:*<br>*~Understand what bullying is*<br>*~Know how to prevent bullying*<br>*~ Are able to challenge bullying*<br>*~Know how to support victims of bullying*<br><br>***Ongoing- as of Jan 19 we are halfway through the lessons – informal pupil feedback so far shows no pupils think bullying is worse, most pupils think the bullying situation has stayed the same and one pupil thinks things have improved, The pupils will take part in an end of year survey with KiVa which, when compared with the base line survey, should give us data on how attitudes are changing.*** | TBC |
| **2.1.1 Report on the impact of PEF**<br><br>• **Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?**<br><br>• **How rigorous is the school's approach to providing robust evidence of closing the attainment gap?**<br><br>• **How well are you removing barriers to learning and ensuring equity for all?** | Pupil Equity Fund money has been used to provide addition LA hours to support identified pupils, and Closing the Attainment Gap  (focus on literacy).<br><br>The additional LA hours PEF money will provide will also be used in researching and implementing numeracy interventions for identified learners. (Numicon, Count on Me)<br><br>***Ongoing – We have used the Literacy Project and are using Fastlane to support senior Pupils (BH DB) in literacy. We will need data from Susan White SL Teacher to evidence improvements, if any.***<br>***We can include HWB work by LA with BH re friendships and transition too.*** | |

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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.* | | | |
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| **Quality Indicator** | **How well are you doing?** **What's working well for your learners?** *(Include evidence of impact.)* | **Areas for Improvement** | Evaluation of this QI using the HGIOS?4 six-point scale |
| **1.3 Leadership of Change** • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.* | • Senior leaders provide strong leadership which has enabled our school and wider community to develop, promote and sustain an aspirational vision which underpins our continuous change and improvement agenda. • We are committed to ensuring that we achieve the highest possible standards and success for all learners. • All staff show commitment to shared educational values and professional standards. • Our vision, values and aims are shaped by our clear understanding of the social, economic and cultural context in which children, young people and their families live alongside our awareness of current policy and practice. • Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality. <br><br> • Senior leaders create conditions where staff feel confident to initiate well-informed change and are committed to collective responsibility in the process of change. • We ensure proposed changes | | 5 <br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br> 6 |

demonstrate the interconnectedness of the school and community in improving learning and outcomes for children and young people.

- We protect time for professional dialogue, collegiate learning and self-evaluation, so that all members of our school community can contribute to our plans for continuous improvement.

- Staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work.

- Senior leaders in our school community promote and support innovation, creativity and practitioner enquiry which lead to positive change.
- Staff work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.
- We continually reflect on and develop our practice taking account of our self-evaluation and vision for continuous improvement.
- Practitioner enquiry and creative approaches are integral to the thinking and practice of staff, pupils and partners.
- We have effective strategies in place to monitor and evaluate the impact of changes on outcomes for learners and the work of our school.

Staff, learners and partners engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change.

Continued development of Small Test of Change improvement methodology for ALL staff

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| 2.3 Learning, Teaching and Assessment<br>• *Learning and engagement*<br>• *Quality of teaching*<br>• *Effective use of assessment*<br>• *Planning, tracking and monitoring.* | • Overall, the quality of learning, teaching and assessment across the school is good. Children have opportunities to work individually, collaboratively in pairs, and in small groups with peers in their class and across the school. They are not limited to working with peers at the same stage.<br><br>• The development of outdoor learning has provided children with opportunities to think for themselves and be actively involved in learning. Vertical groupings have provided challenge for children through open-ended learning experiences. National initiatives have been used well to provide a context to their learning.<br><br>• In a majority of lessons laptops were used by pupils. Children in the Information and Communications Technology (ICT) Pupil Voice group are responsible for uploading photographs and information to the new school blog. The Eco Warrior group use search engines to research the type and cost of composts bins for the school.<br><br>• Personal reading time, the First Minister's Reading Challenge, and targeted intervention on raising attainment in reading have been prioritised by the school. As a result almost all children can talk confidently | •<br><br><br>• Through professional dialogue, teachers identified opportunities to adapt the learning environment to support a more play-based approach that will challenge and extend children's leadership of learning.<br><br><br>• The school should now look at how these approaches to learning and teaching outdoors can enhance approaches to learning and teaching within the classroom<br><br><br><br>• The school is developing its use of digital technology to enhance children's learning. This work will support the use of a wider range of technology to support learning across the curriculum. | 4 |

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|  | about their favourite authors and books. The school lending library is well used by children across the school. |  |  |
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|  | • A whole-school 3-year cyclical approach to planning interdisciplinary learning is used with children across the school learning through a shared context. Teachers plan collaboratively to ensure progression and children are encouraged to generate questions at the beginning of a block. | • The school should build on this and take forward its plans to refresh the structure of the curriculum and curricular progression frameworks. The school should develop further ways for children to be involved in planning their learning. |  |
|  | • Teachers know the children very well. An assessment framework is used to assess reading, writing and mathematics at set times across the year using a range of standardised and summative assessments. | • The school should develop approaches to assessment as an ongoing part of learning and teaching, alongside planned development work to use the benchmarks in a more structured way. |  |
|  | • Teachers have participated in moderation activity at a cluster level to support teacher judgements and a shared standard of a level. | • Staff should continue this work to support the development of holistic assessments |  |

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| 3.1 Ensuring wellbeing, equality and inclusion<br>• *Wellbeing*<br>• *Fulfilment of statutory duties*<br>• *Inclusion and equality* | • Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.<br>• We know we can demonstrate that <span style="color:red">almost</span> all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.<br>• All staff and partners feel valued and supported. Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.<br>• All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider community.<br>• We ensure children and young people are active participants in discussions and decisions which may affect their lives.<br>• We comply and actively engage with statutory requirements and codes of practice.<br>• Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.<br><br>• We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school.<br>• All children and young people feel | | 5 |

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supported to do their best.
- Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.
- We understand, value and celebrate diversity and challenge discrimination.
- We have effective strategies in place which are improving attainment and achieving for children and young people facing challenges

Evidence from HMIe report December 2018 -
- Through its policies and practices, the school fully demonstrates the impact of its commitment to equality and equity. Almost all children feel valued and respected, by staff and by their peers. Children cooperate and collaborate willingly and supportively in class activities and at play. The school described, to inspectors, some striking examples of children's celebration of differences among their personalities, going well beyond mere tolerance. In practical terms, the school invests important resources, including funds from PEF, to address any and all issues of disadvantage affecting the children. Going back some years, the school's performance in this aspect of its work had resulted in a major increase in its roll, as the community came to hear of its successes.

| 3.2 Raising attainment and achievement | • The overall quality of children's attainment in literacy and numeracy is | • The imminent implementation of the local authority's improved structure | 4 |

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| • *Attainment in literacy and numeracy*<br>• *Attainment over time*<br>• *Overall quality of learners' achievement*<br>• *Equity for all learners* | good. The school's close, effective monitoring of a range of assessment information is a key factor in supporting children's positive attainment.<br><br><span style="color:red">(Add in SNSA data when available as well as CfE Level data)</span><br>• Children requiring additional support for their learning are making good progress and attaining well in literacy and numeracy, benefiting from the school's effective approaches to providing learning support. Children at risk of disadvantage for social and economic reasons are making improved progress as a result of enhanced, targeted support funded by the Scottish Government's Pupil Equity Fund.<br><br>**Attainment in literacy**<br>• A majority of children are making good progress in writing, most children are making good progress in reading and all children are making good progress in listening and talking. The school has used data well to identify individuals and groups of children who require targeted interventions. Almost all teachers have undertaken professional learning to improve approaches to reading and writing with early signs of impact, particularly in reading.<br><br>**Listening and talking**<br>• Across the school children confidently and articulately engage with adults and their peers. Almost all listen to and follow instructions well during lessons. | for monitoring will add further to staff's capacity to use assessment information to support attainment. | |

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| | A few children require support to take part in group discussions. During Pupil Voice groups children across the school participate confidently in small group discussions with a specific purpose. Children are given a wide range of opportunities to develop their listening and talking skills across the curriculum.<br><br>**Reading**<br>- Children working at all stages talk confidently about their favourite authors and books. Those working towards first level can use decoding strategies to read new and unknown vocabulary and can summarise effectively. The school's approach to reading in the P4 to P7 class has developed children's skills through a collaborative strategic reading approach. As a result of this attainment in reading has improved for all learners.<br><br>**Writing**<br>- Children across the school are making good progress in writing, this is being tracked through termly assessments. Across the stages there has been a strong focus on spelling with targeted interventions leading to improved attainment. Assessment data has been well used to identify development needs and the school is at the early stages of changing its approach to teaching writing.<br><br>**Attainment in numeracy**<br>- Most children are making good progress in numeracy and attaining appropriate Curriculum for Excellence levels. Most | - The school has identified the need to provide further challenge for children moving into third level to ensure continued improvement.<br><br><br><br><br>- There is now scope for children across the school to write more regularly and for a wider range of purposes.<br><br><br><br>- Children across the stages would benefit from having a greater | |

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are well motivated and demonstrate independence and determination in their work. Most children rise well to the challenge of well-paced mental tasks, for example working in pairs to complete tightly timed activities. Children's overall progress in mental skills is strong, gaining from the clear focus in class programmes on, for example, times tables.

**Number, money and measure**

- Children working towards early level are making progress in recognising and sequencing numbers to 10, and putting days of the week into the correct order. Those working towards first level are confident in using analogue and digital clocks to tell times such as half past and quarter to. Children working towards second level show skill and confidence in working with negative numbers, setting them into sequence and adding and subtracting accurately. Most calculate shopping totals accurately and quickly, for example working out change from £2 or £10.

**Shape, position and movement**

- Children working at early level learn about the language of shape, position and movement through relevant play activities, for example by creating shapes and moving items in a sand tray. At first level, children show good knowledge of the key features of a wide range of 3D shapes. Those working towards second level can give precise directions around the school, and can,

proportion of numeracy tasks set in contexts with which they are familiar, for example relating to the Pupil Voice Groups, IDL topics such as the current focus on space, or outdoor learning.

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| | with some support, estimate distances in metres with reasonable accuracy.<br><br>**Data handling**<br>• Across the stages, children are making good progress in data handling skills. For example, children working at early level can organise items into sets by colour or by shape. Children working towards first level can record frequencies and use tally marks correctly, then convert the data into bar graphs. By P7, working at second level, children can describe different ways of using computers to gather and process data.<br><br>**Attainment over time**<br>• Most children have performed well in literacy and numeracy over recent years, attaining appropriate Curriculum for Excellence levels. At times, the small roll of the school has included substantial numbers of children requiring additional support in their learning. However, the school has maintained positive standards of attainment in literacy and numeracy overall. Children's attainment has been enhanced by the school's practice of grouping children by the level of their progress and attainment, rather than by age. | • There is scope to involve children, more progressively across the stages, in different ways of using digital technologies to organise and process data |
| **2.2 Curriculum: Theme 3 Learning Pathways** | • The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners.<br>• Learning pathways support children and young people to build on their prior | • The school should take forward its plans to refresh the structure of the curriculum and curricular progression frameworks. The school should develop further ways for children to be involved in planning their learning. |

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learning and ensure appropriate progression for all learners.

- Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.
- We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.
- All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts

Evidence from HMIe report December 2018 -

- Children develop important capacities through the wide range of opportunities for achievement provided by the school. Children enhance their confidence as learners, through taking part in a wide range of competitions and initiatives. All children serve on one or more of the school's purposeful Pupil Voice groups, such as Eco Warriors, Fair Traders, or Health Police. Children's performance has resulted in the school achieving the Royal Horticultural Society level four School Gardens Award, the Woodland Trust gold Green Tree Award, and a fifth Green Flag from Eco Schools Scotland. Children show appropriate confidence, promoted by the school's

- Through professional dialogue, teachers identified opportunities to adapt the learning environment to support a more play-based approach that will challenge and extend children's leadership of learning.

- The school should now look at how these approaches to learning and teaching outdoors can enhance approaches to learning and teaching within the classroom

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| | approaches to celebration of success. For example, children's achievements are shared through displays for Star Writers, Word Wizards or "Mathemagicians", and through regular assemblies which celebrate their successes out-of-school. Children's achievements in key aspects of health and wellbeing include strong performances in a range of games and sports. Children's achievements in a national cookery competition resulted in the school being awarded £2000 to spend on cookery equipment. Children use the equipment to provide a monthly lunch club for senior citizens, extending children's sense of active, responsible citizenship and equally developing a range of customer service skills relevant to working life. The school's wide range of clubs, provided in a rotation, promotes children's positive achievements relating to health and wellbeing. Many children's achievements reflect the school's strong sense of community. For example, groups of children help organise ceilidhs and the Hallowe'en party, help develop a local woodland, and engage in a range of charity fund raising initiatives. | |
| **2.7 Partnerships – Theme 3: Impact on Learners**<br><br>**The impact of parental involvement on improving children and young people's learning.** | • Through effective partnership working we have improved our learning provision and secured positive impacts for children, young people and families in our community.<br>• Our partnerships have increased | • There is scope to further improve our partnership working – looking at local businesses/organisations who can support our developing improved Progression Pathways. |

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| | parental engagement in their children's learning. Their involvement has a positive impact on raising attainment and achievement particularly in literacy and numeracy.<br>• As a result of our effective partnerships all our learners have access to a range of learning pathways through which they are developing skills for learning, work and life and securing sustainable positive destinations.<br>Evidence from HMIe report December 2018 -<br>• Across the school, children experience positive relationships with staff and peers. They are polite, mannerly, and talk about their school with pride. The values of the school are evident in their interactions. Clear routines and expectations are set for pupils, as a result most children are on task during lessons. The school works well with the local community and children participate in a variety of community events, such as the monthly lunch club for senior citizens, to develop their skills for learning, life and work. Partners spoke positively about the contribution the school makes to the local community. | • While parental engagement is good at Shawhead School, there is scope to further develop opportunities for parental engagement in children's learning – Golden Clubs, Outdoor Learning, World of Work events? |

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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.

| Improvement Area | Outcomes for Learners / School Community | **How are you using pupil equity funding to improve outcomes for learners?**<br>Key Tasks | Planned Management of Improvement Area<br>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date ) |
|---|---|---|---|
| **School Priority 1**<br>**Development of open-ended learning and play based learning using investigative and exploratory approaches**<br><br>**NIF Priority**<br>**Improvement in attainment, particularly in literacy and numeracy**<br><br><br>**NIF Driver**<br>**Assessment of children's progress**<br>**School improvement**<br><br><br>**HGIOS?4 / HGIOELC QIs**<br><br>**2.2**<br>**    .3** | Children across the stages will benefit from having a greater proportion of numeracy tasks set in contexts with which they are familiar, for example relating to the Pupil Voice Groups, IDL topics such as the current focus on space, or outdoor learning.<br><br>learners will engage regularly in critical and creative thinking. As a result, children and young people have developed increased capacity to respond and adapt to change. | to adapt the learning environment to support a more play-based approach that will challenge and extend children's leadership of learning.<br><br>approaches to learning and teaching outdoors to enhance approaches to learning and teaching within the classroom | |

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| **School Priority 2**<br>**Refresh the BGE Curriculum creating Progressive Pathways for each curricular area including Benchmarks**<br><br>**NIF Priority**<br>**Improvement in attainment, particularly in literacy and numeracy**<br>**Improvement in employability skills and sustained, positive school-leaver destinations for all young people**<br><br><br>**NIF Driver**<br>**Assessment of children's progress**<br>**School improvement**<br><br><br><br>**HGIOS?4 / HGIOELC Qis 2.2 2.3 3.2** | There is scope to involve children, more progressively across the stages, in different ways of using digital technologies to organise and process data<br><br><br>to provide further challenge for children moving into third level to ensure continued improvement in reading.<br><br><br>scope for children across the school to write more regularly and for a wider range of purposes. | to refresh the structure of the curriculum and curricular progression frameworks.<br><br><br>The school should develop further ways for children to be involved in planning their learning. | |
| **School Priority 3**<br>**Cluster Moderation and the development of Holistic Assessments – focused on writing?**<br><br>**NIF Priority**<br>**Improvement in attainment, particularly in literacy and numeracy** | Through a better understanding of CfE benchmarks, SNSA and collegiate moderation activities, teachers will:<br><br>~ Feel confident in assessing pupils against a level.<br><br>~ Have raised expectation for pupils.<br><br>~ Be better able to identify and support pupils who may not be on track to achieve a level. | The school should develop approaches to assessment as an ongoing part of learning and teaching, alongside planned development work to use the benchmarks in a more structured way.<br><br>Staff should continue this work to support the development of holistic assessments | |

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| NIF Driver<br>**Assessment of children's progress**<br>**Teacher Professionalism**<br><br><br>**HGIOS?4 / HGIOELC Qis**<br>3.1 3.2 | | | |
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