

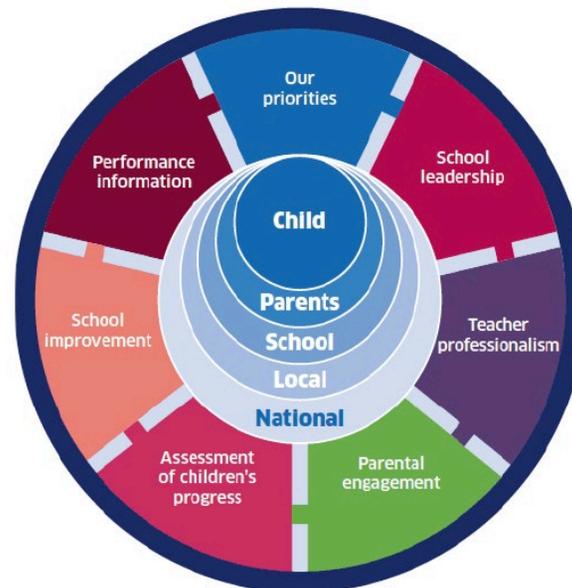
## Education and Learning Directorate

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

(2021 - 2022)

School: Beattock and Moffat Academy 2-18 Cluster

Date: 11<sup>th</sup> June 2021



## 1. Vision, Values and Aims

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

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

The presentation of this document will be slightly different this year as we work toward merging two separate School Improvement Plans to create one cluster wide document. This is as a result of following the D+G Partner Headteacher Guidance Document 2014 – some parts will refer to Primary / Secondary, some parts will refer to individual schools.

### School Statement: Moffat 2-18 Academy

**Our agreed school vision statement:** For Now and the Future, Ready- Aye Ready for all we aspire to be!

**Our agreed values:** RESPECT EQUALITY DETERMINATION RESPONSIBILITY HONESTY

### **Our Aims**

- We aim to develop successful learners who are enthusiastic, motivated, keen to embrace new ideas and determined to reach high standards of achievement.
- We are committed to developing effective contributors who are resilient, self-reliant and enterprising.
- We view learning as a skill for life and aim to develop confident individuals with self-respect, a sense of wellbeing, secure beliefs and values.
- We aim to develop all members of the learning community as unique individuals and responsible global citizens who demonstrate respect and commitment to participate in all aspects of life.
- We are committed to a policy of inclusion, equality and fairness and aim to meet individual needs and promote all members of the learning community according to their abilities and desire.

**Nursery Values:** respect, kindness and curiosity

**Senior Phase:** As our senior prepare to venture out into the wider world, we felt it was appropriate that they built upon the values instilled in them through our 2-18 school. Therefore, our senior phase curriculum has been designed under the four values of Wisdom, Compassion, Integrity and Justice found on the mace at the Scottish Parliament.

### **School Statement: Beattock Primary**

**Our School Statement:** As a school we are constantly reflecting on and evaluating our work with pupils, staff, parents and with our partners in the local community. One of our priorities last year was to revisit our school vision and values. After discussions we agreed the following:

**Our School motto /vision statement:** For every child, irrespective of circumstance to achieve their potential through our school motto- “Come aboard our learning journey for life, work and play.”

**Our agreed values:** Respect    Responsibility    Honesty    Achievement    Kindness

**Our Aims:** To ensure all our pupils develop as...

#### SUCCESSFUL LEARNERS

- Children who are motivated and active in their learning
- Children who understand what and why they are learning
- Children who are involved in planning and making choices in their learning.
- Children who can think about their learning in setting next steps and how they can improve
- Children who have an opportunity to achieve in lots of ways.
- Children who are able to apply their learning and are encouraged to solve problems

#### RESPONSIBLE CITIZENS

- Children who are good role models and are able to respect the needs and feelings of others
- Children who are polite and well behaved: they can take ownership of their actions.
- Children who are actively involved in making their school and community a healthier and greener place
- Children who are aware of Scottish culture and all the cultures that make our society special.

#### CONFIDENT INDIVIDUALS

- Children who feel safe, secure and confident in school and display the same confidence in their local / wider community
- Children who know their own strengths and have a “can do” attitude
- Children who can contribute and communicate their opinions and ideas.

## EFFECTIVE CONTRIBUTORS

- Children who can take on different roles by working independently and in a team.
- Children who work hard to meet the high expectations we have of them
- Children who listen to and value the contributions of others to help them in their learning.
- Children who are able to talk about their learning and share it with others.

Our ethos statement has altered slightly to highlight the importance of the UN Convention of the Rights of the Child and reflect our Gold Status as a Rights Respecting School.

In Beattock Primary School, we see our “Community” as the coming together of; children, parents/carers, staff and the local and wider community. As a school community, we aim to work together to provide our learners with the best possible education and allow them to become successful, responsible, confident and effective individuals in this 21st century world. In line with our gold “Rights Respecting School” status the rights of the child remain at the heart of our school ethos.

**Review Date:** Session 2021-2022

**Review Activities:** 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.

A cluster wide values review is taking place as planned session 2021-22 as there are currently a range of values across our Beattock and Moffat school community.

A cluster SLWG will progress this work and all stakeholders will be involved at all stages.

## Current Cluster Values – for review 21-22

### Beattock

- Respect
- Responsibility
- Honesty
- Achievement
- Kindness

### Moffat P1-S3

- Respect
- Responsibility
- Honesty
- Equality
- Determination

### Senior Phase

- Wisdom
- Compassion
- Integrity
- Justice

### ELC

- Respect
- Kindness
- Curious

2. School Improvement Progress Report

*Include evaluative statement/s on the impact of Covid-19 on priorities.*

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate (Include evidence of impact.)</b>	Next Steps (Looking Forwards)
<p><b>School Priority 1</b></p> <p><b>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</b></p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, particularly literacy and numeracy</p> <p><b>NIF Driver</b> <b>Assessment of children's progress</b></p> <p><b>Performance information</b></p> <p><b>HGIOS 4 / HGIOELC QIs:</b> 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p><b><u>Moffat Academy:</u></b></p> <p>Moderation continues to form a key part of our school improvement and understanding standards agenda. Throughout the year purposeful, well planned meetings were planned in order to share key national messages and to provide opportunities for sharing practice. These opportunities were disrupted but key pieces of work were undertaken around Alternative Certification Model (ACM) and Achievement of Curriculum Level data. The ACM has afforded the all secondary teaching staff to participate in regional moderation and some teachers have participated in national moderation. The impact for learners and teacher has been a robust moderation system which gives, teachers, learners and parents' greater confidence in grades. Our robust 2-18 tracking system continues to allow us to track and monitor pupil progress. There had been positive steps to building staff confidence in determining progress through and achievement of CfE levels. However, this has been impacted upon by the current climate. Staff have begun to work with Progress and Achievement on SEEMIS. The understanding of what BSGV means and how that relates to progress through a level is developing.</p> <p>There has been a concerted effort from staff across the school to look at the teaching of writing. New planners have been developed within Primary and staff have piloted these this session. These now need to</p>	<p>Continue to develop staff confidence of what progress through and at a level looks like through the process of moderation</p> <p>Continue to look at BSGV within authority tracking system and develop staff confidence in making these judgements</p> <p>Review work carried out on programmes of learning in English and Maths, embed and gather evidence of impact.</p> <p>Continue to monitor and assess the impact of literacy and numeracy interventions.</p> <p>Relaunch programmes of learning, maths agility books, mental maths etc in August.</p>

be reviewed, amendments made and fully embedded across the school. Our programmes of learning in maths continue to be a key strength. Due to changes in staff, to ensure consistency across all classes and ensure that the push to raise attainment in Numeracy and Mathematics remains, we will have a relaunch in August.

**Impact:** Moderation work has been impacted by lockdown this session. We are now prepared to move to a model of digital moderation next session, should the need arise. Previous moderation work meant that staff were able to make quick and sound judgements on a pupils learning on the return from lockdown. This allowed us to implement effective support strategies very quickly. Staff are confident in their decisions about key learning outcomes and are supporting our young people to achieve these. Targeted interventions and management support slots are getting all our young people to an appropriate point in their learning. We are now able to evidence the impact of our years of focused improvement in maths through National Qualifications. Furthermore, the ACM has had a positive impact for learners and teacher offering a robust moderation system which gives, teachers, learners and parents' greater confidence in grades.

Primary

**Literacy Intervention Programmes, extension and evaluation:**

In term 1 due to staff absence there was 1 PEF funded SLA in Moffat Primary and no ASL teacher. A learning Support teacher took up post in Oct 20 and the additional SLA returned just before lockdown. In March 21 after Lockdown the support team was reconfigured under the overarching leadership of the new HT. The literacy interventions of Learning Ladders and Nessy were used mainly during home learning and from April 21 Closing the Literacy Gap and toe x toe were re-established. One of the two SLA's is currently working in parallel with our ASLT on CLG, conducting follow up sessions with 2 P2 pupils. Using PEF an additional SLA was funded during April 21. She has undertaken self- learning and ASLT training on literacy ladders and is delivering this to 4 pupils within P4 and P7. The Nessy intervention, which had a positive impact on specific P5 pupil's motivation for learning during lockdown, has been continued post lockdown and is being rolled out across the cluster, as an intervention for universal support re curriculum recovery, for those who require it. In Beattock,

move to a model of digital moderation if required.

Continue to evaluate interventions using assessment data in a triangulated approach – attainment meetings creating a platform for collaborative, professional dialogue

Fastlane and SRS continue to be delivered to 4 pupils in P6/7. Fastlane was successful during lockdown as an intervention that parents & carers could continue with. Increased confidence was noted. Those pupils who are supported at home have made good progress through the programme. Nessy is being considered for pupils with less home support. Further assessments have been delayed due to slower progression through Lockdown. Code Cracker is being used as an alternative to the spelling programme, which was proving too difficult. SRS is delivered to 2 pupils, with formal assessment taking place later in the term. Teacher professional judgement states that those children receiving this intervention, are benefitting from it. The evidence from assessment regarding one pupil will be put forward to the literacy panel for consideration of dyslexia diagnosis in September. In April 21 PEF funding was utilized to increase the SLA team. Both staff have been receiving training from the ASL Teacher, building capacity for the delivery of interventions. After analysis of SNSA data, support with writing is being prioritized in P7 in addition to a range of literacy interventions and pedagogy eg use of active reading strategies, throughout the primary.

**Beattock Primary:**

Our data demonstrates that many of our current learners are making very good progress. It should be noted that our small cohorts can skew the data unfavourably and it looks like stretch targets have not been met. Our varied approaches to assessment in addition to our robust cluster tracking system, confirms teachers' professional judgement: 86% of pupils at P4 achieved First Level in Reading and Listening and Talking.

100% P7 achieved Second Level in Listening & Talking and Reading. Most pupils in this cohort have maintained consistently high standards of attainment over time. Our data reflects the positive impact targeted interventions have had on the pupils who have not consistently been on track.

86% of P4 achieved First Level in Maths. Level of engagement during lockdown from this cohort was excellent except for one pupil with complex additional need (equates to 14% of total).

60% of P7 achieved Second Level in Maths. We were on track for 80% in December; however, 2 pupils (20%) had very poor engagement with remote learning.

29% of P4 already on P5 Maths programme

3% of P1 pupils on track to achieve Early Level at Christmas, but following Jan - March lockdown, this has dropped to only 17% on track. Targeted recovery required.

Implement new Creating the Balanced Reader D&G programme across all levels.

New Recovery PT ASLT to collaborate with ASLT to identify Covid related gaps and implement interventions with help of class teachers and learning assistants.

40% of P7 completed Third Level Maths programme.  
 Writing reflective of local and national picture. Only 57% of P4 and 50% of P7 achieved appropriate levels in Writing. 33% (2/6) have achieved Early Level in P1.  
 PIPS data confirms our expectation that only 2/6 P1s are on track  
 P2 InCAS data tells us 77% are on track with maths and 57% for reading. The 3 pupils not on track with reading will be CLG in Aug. '21.  
 All but one of our P3s are on track across the curriculum. The pupil who isn't has just finished CLG and has made significant gains.  
 Almost all P5 are on track. Those who aren't are receiving interventions.  
 The P6 cohort have significant need. 70% (7/10) have significant additional support need and are working at least three years behind national expectation. Group ASLPs and interventions are in place, but these pupils are not on track to achieve second level by the end of P7. They are still on First level literacy and maths programmes and other curricular areas are differentiated significantly. The other 3 P6s are on track to comfortably achieve Second level by this time next year.

Another SLA successfully trained in delivering Closing Numeracy Gap.

Developing Number Knowledge approach implemented in P1/2 class. 77% (7/9) are on track in maths.

In Lockdown 2.0, we provided CLG at Home; Literacy Ladders at Home, Nessy; Fastlane and liaised with Hub staff to deliver ASL.

Feedback from parents/carers re home learning was very positive. Most parents acknowledged the challenge, but said they were trying their hardest. All teachers and hub staff were singled out for significant praise.

Weekly tracking sheets were used to track pupil engagement and participation with home/online learning. This was discussed at daily SLT meetings and actions agreed.

We have evidence that interventions such as Closing the Literacy Gap, Fastlane, SRS are highly effective and raise attainment significantly amongst pupils who have been identified as requiring additional

	<p>support, particularly in P7.</p> <p>We rely on SLAs to carry out targeted interventions; however support has been inconsistent (SLAs and ASLT which has affected progress. This has been exacerbated by lack of parent engagement and parental capacity i.e with CLG/Fastlane requiring input from home.</p> <p>Two of our teachers were invited to join the Creating the Balanced Readers D&amp;G group to create a comprehensive, cohesive and instructional resource to be rolled out across the authority.</p>	
<p><b>School Priority 2</b></p> <p><b>Improve learning and teaching and the curriculum-</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver</b> Teacher professionalism School improvement School leadership Assessment of children's progress Performance information</p> <p>HGIOS4 / HGIOELC QIs: 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3 3.1 3.2 3.3</p>	<p><b><u>Moffat Academy:</u></b></p> <p>All staff have had training on MWOW and lesson inserts from SDS, Fiona Patterson. Staff also received training on Career Management Skills from Tom Harley, SDS. Staff have been encouraged to register with MWOW and some are embedding the lesson inserts into lessons as well as highlighting CMS's.</p> <p>Work placements for our seniors continue to be looked at one an individual basis. S3 work experience has had to be put on hold this year. Risk Assessments for work experience is something we are looking to address and are working with DYW to move this process forward. Our school's employability award is well established in our S3 cohort. Our new PT has created resources in this area to enhance the experience for pupils. Activity agreements have been difficult to plan this year due to staff shortages in the Employability team. This is something we will look at next session</p> <p>In partnership with DYW we held a 'Work Ready Day' for all our S1-4 pupils. We were the first in the authority to do so. This was an interactive day, working with a variety of different sectors and job markets. This is something we hope to build on annually and it has been shared with Scottish Government as an area of good practice. We also had S3 skill building morning - Leadership and entrepreneurial skills delivered by the Royal Navy and Princes Trust - not looking at jobs but at the transferable skills. School staff have good links with DYW and are offering visits to local businesses and companies. Recent visits include 'Robinsons' in Lockerbie and there</p>	<p>Mapping of MWOW inserts so that they fit naturally within subject areas.</p> <p>Look at work experience in light of regional changes</p> <p>Employability agreements</p> <p>Continue to look at pathways and extended opportunities for all our young people.</p> <p>Continue to develop Moffat Academy Alumni</p> <p>Consortia arrangements and digital technologies in senior phase</p> <p>Increase offer from DYW to pupils re local businesses.</p> <p>Work with Princes trust to establish</p>

	<p>are plans to undertake a series of visits to the local hotels for hospitality.</p> <p>We have made links with Princes Trust who have supported the funding of a Milk Bar in our school. This initiative will provide a business that pupils will run within school, allow them to develop a vast array of skills to take forward in life beyond school. Although funds have been secured we have been unable to progress this due to the school closures but aim to implement next session.</p> <p>MWOW-Work with SDS is fully embedded in Moffat Academy. Regular meetings with key staff ensure all pupils needs are met. Universal work is provided to all year groups via our PSE programme and targeted work is given to those identified as requiring it. It is a flexible offer that changes as needs arise throughout the year for individuals. Well over 90% of pupils are registered and carry out profile work within MWOW, last reported as the highest percentage in D&amp;G. We have 14 newly trained My World of work Ambassadors. These Ambassadors are predominantly from the BGE to ensure a sustainable approach going forward. Ambassadors have created a presentation board for display in school and at events such as parents' nights that they also attend. Their work is not only to work with pupils, but they have been signposting to parents which links into our 'Family Learning' agenda. SDS have been working in partnership with a number of PTs on employability / positive destinations. There is a more targeted approach by learning support for pupils with IEP's – supporting their work experience placements/ extended transitions.</p> <p>In addition, the MWOW ambassadors have been ensuring that any new pupils throughout the year are registered. Ambassadors have undertaken further training and are working across year groups in PSE to demonstrate the various functions and sections available to pupils. This work is also being undertaken as a refresher during term four as pupils return to school. A new intake of ambassadors are also due to be trained to keep the programme rolling.</p> <p>There is also the foundation &amp; modern apprenticeship information sessions for parents and support staff in school are fully informed with regards to the application process etc. There has been a definite shift in the school towards ensuring that we do not just support pupils with university and college applications but work with individuals and</p>	<p>Moffat Milk Bar</p> <p>Accreditation of volunteering (Saltire, SQA Awards)</p>
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	<p>families to ensure the correct pathways for positive destinations for all.</p> <p>A variety of pupil leadership opportunities are growing across the school such as; MWOW Ambassadors, MVP Senior Leaders, Subject Ambassadors, Pupil Prefects, LGBT/Equalities group pupil leads. We now have 'Dine and Democracy' where all pupils, from all year group have an opportunity to have a voice in any school matters which may affect them. These then raise motions which are passed by the Management Team and then voted debated and voted upon at Pupil Council. Dine and Democracy is run by our senior pupil leadership team and even took place during lockdown via Teams. Accreditation for all these opportunities needs to be fully explored next session.</p> <p><b><u>Beattock Primary:</u></b></p> <p>Following on from teachers' engagement with Stephen Graham's Literacy materials, we audited our existing writing planners and developed a new programme of learning from Early to Second level. This is having a very positive impact, but given the disruption this session, we haven't been able to evaluate its impact appropriately.</p> <p>New writing programme introduced Early - Second. Progress interrupted due to home learning. Difficult to teach and assess writing at home. Fresh roll out next session to include Stephen Graham methodology.</p> <p>Continued focus on developing DNK methodology and approaches in P1/2 - again, progress in introducing in other stages interrupted due to lockdown. To be rolled out August 2021.</p> <p>STEM: Secured funding to host British Science Week virtually. Funded resources to make it accessible to those learning from home; Training: Teddy in the Park SSERC; Marty the Robot increased STEM participation and skills in all classes.</p> <p>Recorded lessons and live lessons during lockdown.</p> <p>Teachers at all stages engaging with revised RSHP resources and involved on cluster wide review. Lessons utilised in P6/7.</p>	<p>School to invest in further Stephen Graham writing CLPL which will further support the ongoing development of our writing programme and improve attainment in writing.</p> <p>Introduce Developing the Number Knowledge approach at all stages.</p> <p>Fully roll out RSHP programme across ELC and school from August '21.</p>
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	<p>Staffing used creatively to support probationer to build her capacity since she had very little teaching experience given lockdown during her Postgraduate course. Very positive impact on probationer's CLPL and impact evidenced with class behaviour and results: Stretch target being met in maths, reading, and listening and talking. 3 pupils with ASN have not achieved First level writing.</p>	
<p><b>School Priority 3</b></p> <p><b>Extend nurturing approaches across the school</b></p> <p><b>NIF priority</b> Closing the attainment gap between the most and least disadvantaged children</p> <p><b>Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF driver</b> Teacher professionalism Assessment of Childrens' Progress Performance information</p> <p><b>HGIOS 4 / HGIOELCC? Qis</b> <b>1.1 1.3 1.5</b> <b>2.1 2.3 2.4 2.7</b> <b>3.1 3.2</b></p>	<p><b><u>Moffat Academy:</u></b></p> <p><b>Relationship and Sexual Health Programme:</b> The RSHP resources are being utilised in Secondary. Staff delivering have undertaken training to ensure they are familiar with all content. The programme has been shared with parents in secondary, so they are aware of what topics are delivered when. In Primary specific leadership roles enabled staff to develop the RSHP policy &amp; programme which will be shared with DHTs before roll out to parents and staff.</p> <p><b>The PSE programme:</b> This was fully reviewed by pupils in the PSE Equalities Group but also by the Pupil Support team. After analysing wellbeing data produced on our school by SHINE and ScotCen, areas of need were identified by staff. As a result of this and considering both local and national drivers for key initiatives such as CSE and knife crime, new resources were identified and implemented across appropriate year groups. PT's Pupil Support have reviewed these materials with tutors and cohorts and evaluations are positive. Going forward we need to remap the PSE programme and adapt it to fit with the new realigned timetable for session 21/22.</p> <p><b>Primary Sexual Health Programme:</b> In early 2020, 2 members of staff attended RSHP training and took on a leadership role in to develop a Primary RSHP plan for the delivery of the new programme. Whilst Covid 19 prevented further development of this during 2020, it is currently being revisited. Meetings (Beattock &amp; Moffat) are currently being set up to collaborate with the secondary Biology specialist/Pupil Support PT to correlate the primary and secondary programmes. The next step is to introduce the programme to staff for discussion and debate around matching some of the topics</p>	<p>Link RSHP policy with primary and share information with parents. Remap PSE programme to ensure breadth and depth</p> <p>Differentiation across all sectors (this has begun but needs greater focus).</p> <p>SQA mental health award</p> <p>Build on parental learning in light of recent inspection</p> <p>Work on Children's Rights to be implemented across the school- in relevant classes and the assembly programme. Further Displayed around school.</p> <p>Further develop the staff wellbeing group.</p> <p>Meet with secondary to ensure all-through progressive programme for RSHP and age/stage appropriate content. Meet with staff to share details and explore concerns around the sensitivities of teaching RSHP. Agree approach to sharing information with parents.</p>

	<p>to a particular stage, ready for roll out in session 21/22. The evaluation and update of the PSE programme will roll forward to 2021/22 adapting to the inclusion of the new RSHP programme.</p> <p><b>Extend and evaluate nurturing approaches/provision for target pupils:</b> During Lockdown HUB places were encouraged for vulnerable pupils and uptake was very good. In addition to on-line learning, activities were delivered by SLA's to help develop wellbeing e.g. Cooking, Arts and crafts and inclusion in the John Muir Award &amp; Active Schools Challenge. In Term 4 2021 three pupils began receiving targeted Nurture support, one in life skills and the others around relationships. Very effective liaison with school has continued with Women's Aid for 2 specific pupils to support nurture and ensure Safeguarding. From Aug 20 to Dec 21 the DHT delivered the Partnership for Children Resilience programme 'Apple's Friends with all of P5. The DHT attended 3 days training during summer lockdown 2020 and encouraged the P1 and P7 teacher's to undertake training specific to their stage. The programme is currently being used in P1 and P7 and has started in P3-5 at Beattock. The DHT Primary has attended Signs of Safety training to incorporate multi-agency tools such as scaling questions and 'the 3 houses' into the Named Person nurture approach. Cascading of information to other staff is building capacity around use of tools e.g. Acting DHT Beattock undertook '3 houses' approach with pupils pending a LAC review in April 2021. Nursery &amp; Beattock Primary are currently using Emotions Registration to help identify daily mental health needs universally but also to focus particularly vulnerable pupils in receipt of targeted support. In Term 4 Moffat Nursery has been undertaking activities focusing on the wellbeing indicators.</p> <p><b>Parental Engagement and Family Learning:</b> As with other aspects of the SIP, this was affected by Covid 19 Lockdown however, engagement included: Regular phone discussions with parents of vulnerable children by DHT GIRFEC and Beattock DHT, a continuation of on-line meetings for some pupils receiving targeted support, use of dojo to engage parents and children in events such as theme days and book week. One parent made comment that, <i>"engaging with teachers sharing stories, helped her child to remember</i></p>	<p>Evaluate current PSE programme to include new RSHP programme and to identify any other topics requiring review in line with current medical and social health trends and local community's spotlights'</p> <p>Formalise programmes in Life Skills for targeted support building in opportunities for evaluation.</p> <p>Share Signs of safety approach with Primary staff developing knowledge of multiagency assessment &amp; nurture tools.</p> <p>Update staff on changes within GIRFEC policy, administration, statutory guidance, practice guidance and the National practice model, as and when these are cascaded by the Authority.</p> <p>A review of GIRFEC paperwork is taking place summer term 2021, in line with the roll out of 'signs of safety'. Named Persons will need to familiarize themselves with the new formats and make any changes required re the use of Wellbeing and Pastoral notes.</p>
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*staff and feel a part of the wider school.”*

Dojo and facebook were used to share training and strategies for parents on Health and wellbeing, particularly mental health but included resources on resilience. The ‘Wee Blether’ forum for parents continued. Parents shared interests and activities from home by way of engagement with on-line learning but also photos and videos for the wider school community. Those struggling with on-line learning through technology gaps and issues were offered laptops and myfi. Over 63% (over 44% in all 4 stages) of Nursery-P3 parents responded to a survey on how their children had coped with the initial return to school. Results were very positive – a Nursery parent shared that, *“Level of support offered by staff when kids have returned to school has been excellent. Also when both children were at the hub they were really well supported.”*

**Build Capacity in staff for Numeracy Intervention:**

One of our SLA’s is trained in Closing the Numeracy Gap. ASLT has provided resource training to new SLAs . Following analysis of SNSA data, a focus has been on Numeracy recovery and support in P4 Some CNG training took place with one of our SLA’s to build capacity to provide universal numeracy support across the P4 stage. Diagnostic numeracy assessments have been carried out with a group of P4’s who receive more targeted support. Next session further assessments will be carried out to add to initial evidence. All staff received training on Samson Maths in session 2019/20 and active Numeracy strategies have continued to be embedded during 20/21.

**Explore Opportunities for Mental Health Awareness Training for staff, pupils and parents:** In light of Covid 19, Mental Health has been prioritized globally, nationally, locally and of course within our school community. Mental Health Week and Mental Health Awareness Week provided a platform for increased focus which included information and links for support going out to parents via Dojo. All classes have received advice and links from DHT GIRFEC to share with their classes. In May 21, Mental Health was the focus for assembly with various differentiated videos available for classes. The

importance of 'Sleep' was another assembly held in April. In May, information on CARE (Curious, Approachable, Refer, Empathy) by the Anna Freud National Centre for Children & Families was shared with the whole school staff team (teaching, non-teaching, support staff etc.). DHT GIRFEC assemblies are linked to the wellbeing indicators and utilize a slide created by a pupil member of the pre Covid 19, Pupil Health and Wellbeing Committee

The 'Pupil Support Tracking System' is contributed to by all Pupil Support staff and analysed to ensure the right supports are in place for individuals. Any targeted support is updated regularly and recorded so there is a clear picture of each individual needs and appropriate approaches identified to support them.

**SEEMIS Wellbeing and Pastoral Notes:**

SEEMIS wellbeing is used in Primary and Secondary to keep track of pupil records around wellbeing eg police reports, social work assessments and child plans. Flags are actioned, reports read & pupils are transitioned in and out.

Pastoral notes are used for chronologies following the format agreed by the Authority to ensure multi-agency consistency should a multi-agency plan be required.

**Targeted Support:**

A range of interventions and strategies are used across Literacy, Numeracy and HWB. This tracking is also analysed to identify small groups that may benefit from blocks of work. We have introduced a new IDL Literacy programme and touch typing for identified groups and we have supporting evidence showing significant improvement and gains for individuals. We have also worked with the PT Literacy to develop and implement a programme called 'Your Words'. There are added benefits from small group working too – getting to know and trust support staff / nurture/ confidence building/ increased self-esteem etc

The 'Rainbow Pathways' programme has been considerably updated to be more inclusive of boys. As a result of needs identified across the whole year group the programme is being undertaken with all S1 pupils, in small groups.

Following our return to school, and in response to Individual needs, we have introduced two new anger management programmes in addition to 'Starving the Anger Gremlin', and another programme called the 'Friendship Formula' for our young people in the BGE.

There are a number of first years with low InCas scores for Reading, who also struggle with writing and spelling. We have not been able to do the same level of intervention work we would normally have done due to the extended period of lockdown. Added to that this group of pupils have not benefited from the targeted group support that they would have received in classes over the same time period. We have implemented a catch-up Literacy programme targeting reading, writing and spelling. We are intending to use the Literacy Ladders Programme, which promotes a balanced approach to literacy development. The aim being to develop balanced readers and writers through the explicit teaching of these skills using levelled texts which cover nine different text types. Pupils will be assessed before they take part in the intervention using the York Assessment of Reading Comprehension and again, following the completion of the intervention. Alongside this, pupils will also undertake a spelling programme using a mixture of Blackwell spelling, Phase 2 of the Sound Reading System and Doorway online for High frequency words. Pupils will be assessed prior to starting the programme using the Blackwell spelling test and again after completing the programme. Literacy Ladders aims to develop balanced readers who can decode successfully, who can read with the correct fluency and phrasing and who can also understand what they have read. The programme also aims to develop balanced writers by helping pupils to deconstruct texts and then also construct different text types, including discursive, descriptive, explanation, exposition, narrative, recount, report and response. When teaching the focus is on the criteria for the level rather than on the text itself.

Last session we had a visit from Education Scotland to look at Family Engagement. There was very good practice identified in all sectors. This year we have developed an open evening- P7 / S1 transition talk for parents, Celebrations of learning/ success, Liaison with parents- IEP's, ASLP's Parent's Evenings, SQA flowcharts, Parental involvement in learning SMHW/ KO's, How to Pass Evening which

included a talk on AAA arrangements. Two sessions were held for family learning on Internet Safety and Child Sexual Exploitation. The Internet safety session was well attended by parents and the parent body had asked for a further session in an evening slot which was facilitated. Further sessions were planned for the end of February but with the emerging picture of Covid19 this has had to be postponed. DHT Secondary Pupil Support has attended training by Safer Schools and has launched the app to help support parents safeguard their children online. The safeguarding alerts are also shared via group text when an alert is raised in case families miss the notification. Reminders are periodically sent out to capture more parents and pupils as time goes on. In addition Pupil Support staff have participated in multiple webinars and training rolled out by the Safer Schools team on areas such as Safeguarding, Countylines, Gender Based Violence, Mental Health, Internet Safety etc. to ensure we have the most up to date training on topics relevant to our young people.

Support for Learning Assistants and staff have been trained in Samson Maths in order to deliver targeted support for individuals and small groups. A twilight led by the creator, further enhanced this training and led to adapted approaches with pupils.

**Mental Health:**

A member of the SLA team undertook an open university course on Mental Health. This compliments the Intervention work they carry out with our young people during Rainbow Pathways, as well as 1:1 targeted support. In addition this builds our capacity within the wider team.

New materials have been added to the PSE Programme to raise awareness of mental health across all year groups. Some examples include; 'Mental health and me' (S5/6) and the Jesy Nelson's anti-bullying documentary (S4/5). The S4 PSE programme has been considerably updated to include materials on resilience, self-harming and depression. New materials on drugs have been implemented for S6s - 'my drugs diary' including mental health effects. This was in response to an identified community need.

Mindfulness Training was offered to all staff across the cluster and a group of 21 started the programme in June 2019. The training

undertaken is now being used to develop areas of interventions for pupils in Secondary. The mental health award by SQA has been looked at and is something we hope to deliver in the near future.

A staff Wellbeing Group has been identified to help support the wider staff. This is a new initiative but one that will be continued to be developed into next session.

**Wellbeing Module:**

All Pupil Support Staff are using Wellbeing and uploading relevant documents. The Depute Head Teacher Pupil Support ensures all flags are cleared and dealt with weekly. The systems are fully implemented across the sectors. All PTs Pupil Support are utilising the new pastoral notes system and are excellent at ensuring chronologies are kept up to date. 'Significant events' are being recorded in the appropriate format, in line with what is expected for multi-agency chronologies. Staff will continue to build on this area to ensure 'outcomes' are 'linked' to the appropriate significant events. The Secondary DHT undertook the authorities audits for GIRFEC and Child Protection which looked at elements of these systems. As a result the Secondary has undertaken self-evaluation activities to review their practice in line with findings from this audit and to ensure best practice across all areas.

**Equalities Groups:**

Our LBGT and Anti-bullying groups have set up a weekly support group for pupils across the school. They are also working towards our Gold LGBT charter, preparing things for the future if this is something we apply for as a school.

Children's Rights and the UNCRC have been discussed with our young people and the profile raised via the Equalities Group work. There is a new noticeboard in the Pupil Support area which highlights how Moffat Academy acknowledges various rights across the school complete with recent photographs. These rights are more visual in areas of the school and they are referenced in our termly newsletter where appropriate as well as being part of the assembly programme. In addition the Humanities department have developed lessons which incorporate and explore Children's Rights explicitly, in line with the UNCRC. There are plans to build on all this work next session.

Our PSE programme enables our senior pupils to take on leadership roles in their sixth year. Sixth year pupils make up our Equalities Group, who are passionate about promoting and celebrating equality and diversity across the school.

With the Equalities Group working with our Pupil Council - so every year group is represented - we have planned a programme where the Equalities Group, supervised by staff, lead inputs which are delivered to all pupils on chosen themes and issues. These topics are selected by the pupils, then researched by them and delivered in a way that aims to build awareness and positivity around diversity through understanding.

This term, pupils delivered presentations to pupils on the topic of ableism. Next year, we will extend our thematic reach, looking at topics such as racism, sexism and homophobia.

The impact of these inputs will be monitored and measured through Dine and Democracy.

These inputs, though wide-reaching, are primarily based around HGioS 3.1, Inclusion and Equality, demonstrating that we 'understand, value and celebrate diversity and challenge discrimination.'

**Youth Development Work:**

The Youth Work service are now fully embedded within the school. Our allocated worker is a superb addition to our Pupil Support agencies and the service is widely used. This continued throughout the remote learning period where participation from pupils was high. Going forward our Youth Worker has agreed to create inputs for our PSE programme on mental health and wellbeing and will also create an information session for parents and staff.

**Wellbeing and Lockdown:**

Pupil Wellbeing was a high priority throughout lockdown. Weekly Pupil Support Surveys were sent out and the data analysed. Completion of the surveys was consistently high and as a result personalised supports were implemented for many young people. Where patterns appeared in feedback from young people whole cohorts were given inputs during the weekly virtual assemblies or resources shared on Teams. Information was shared regularly with the whole school and parents on mental health, and supports were signposted frequently.

The Pupil Support Team embraced the new virtual world and continued to review Child Plans regularly with families and agencies ensuring needs continued to be met. Weekly phone calls with vulnerable families were continuous, and welcomed by families. Feedback upon our return to school highlighted this with mentions of several team members being highlighted by parents for their inputs and support.

**MVP Programme:**

The Mentors in Violence Protection programme is fully implemented in all year groups across and embedded in the PSE calendar. Trained seniors helped select appropriate lessons to deliver to year groups. The MVP's have continued to keep the profile of their work high during remote learning. Their inputs were delivered remotely, and they have produced high quality videos covering most of the topic areas. These videos were greatly received by year groups and it meant that if pupils were not able to join live sessions they had the materials and discussion to hand at a time that suited them. The videos were also shared as good practice across Dumfries and Galloway by the Safeguarding Manager and MVP leads. The next intake of MVP's are about to undertake their selection and training which will ensure the programme continues to move forward.

A sample of stakeholder survey questions were carried out at the end of last session remotely with pupils and parents. This was to support the evaluation of the work undertaken by the Equalities Group and Pupil Support Team over a two-year period since the last time the questions were asked. The responses were high and the feedback overwhelmingly positive. The data showed significant improvements across a variety of areas relating to equality, diversity and inclusion, validating the direction that the team were moving in. Most importantly the results showed significant improvements for our young people.

Several policies relating to Pupil Support have been updated and implemented during this session. This includes the AAA Policy, Positive Relationships and Behaviour Policy and GIRFEC Policy. The latter two have been amended so they are whole school policies or across the cluster. These policies have now started to be further

amended with appendices which take account of any alterations to practice and procedures which may be affected by further pandemics and unprecedented events.

**Beattock Primary:**

**Lockdown 2.0:**

- Doorstep visits to all families.
- Helping IT/providing hardware e.g. iPads/laptops, etc.
- Food delivery to our most vulnerable families
- Learning Packs - hard copies delivered to those struggling to access IT i.e one family with five children and one mobile phone between them (laptops secured also)
- In partnership with our Parent Council, we created a Share the Love video to raise morale
- Hug in a Mug delivered hot chocolate, sweets & loveheart template to all families (for parents/siblings as well as pupils)
- Family Learning Scavenger Hunt organised around the community
- Triage Weekly/fortnightly phone calls to all families; tracked and actioned shared with cluster SLT weekly
- Learning & play resources sent home
- Live Meets P3 - 5 & P6/7
- Playground Teams set up for P6/7 to enable older pupils to catch up
- Free data SIM cards to any families in need

Compassionate and Connected Classroom completed with P6/7 pupils – positive impact on attitude and empathy evidenced.

Emotion Works programme started from Early – Second Level - interrupted due to lockdown. Roll out Aug. '21

Kindness Week: week long HWB focus on values, differences, Autism, ADHD, ASN, etc. Very positive impact on pupils and staff.

**2.1.1 Report on the impact of PEF (Not required for ELC if PEF has not been used for children in the nursery.)**

- **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?**

*(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)*

**Moffat Primary – Targeted Interventions:**

We continue to use a large amount of our Pupil Equity Funding for additional support for learning staffing. These staff are used to target specific individuals and groups with targeted interventions. One such intervention was 'Closing the Literacy Gap' which is a highly successful programme that has robust data to support its effectiveness.

We have been using a range of strategies to support pupils with ASL needs such as targeted interventions (D&G ones such as CLG, CNG, Literacy Ladders and nationwide interventions such as Toe by Toe). Tailored sessions such as active reading strategies also being implemented.

In P4, the class teacher is encouraged that there is a positive impact and pupil self-evaluations that pupils in the lowest numeracy attainment group who are receiving targeted support e.g. closing the numeracy gap, were highlighting that they enjoy maths best in school. This is huge because enjoyment brings enthusiasm and enthusiasm increases capacity for greater achievement & attainment.

In P1 the class teacher is without doubt that there has been an impact in terms of nurture, developing social skills, ability to interact, enthusiasm, confidence and resilience which are all precursors to achievement and attainment.

**Beattock Primary:**

Large proportion of PEF used to employ two learning assistants. Absence and lockdown meant we did not reap the whole benefit of this spending.

PEF LAs able to provide much needed support for two very dysregulated children displaying incredibly challenging behaviour exacerbated by lockdown.

LAs able to help deliver CLG, Fastlane, Code-cracker and Maths Recovery – positive impact evidenced in baseline and end data and SNSA/InCAS data.

Nessy programme purchased to target identified young people requiring support with reading and spelling.

PEF used to buy SIM cards and data to ensure all pupils had access to online learning during lockdown.

Next steps:

More has to be done next year to ensure recovery. Need to look at all the pupils already receiving support and ensure we are giving them the correct plan in terms of intervention, involving any appropriate agency and creating an inclusive environment for them. Also need to focus on nurture and dealing with emotional needs after this year. This all needs to be in place for pupils to be in a position to attain. The recruitment of a cluster PT Pupil Support ASfL to work alongside the ASfL teacher deployed to our cluster will be an

important element in covid renewal.

**PT Employability (Secondary) Impact:**

We have worked hard to develop an effective approach to careers education.

National 4 employability award – all current S3 students will gain this award. All S4 students will gain this award (except those new to the year group after S3)

MWOW- All S1's have been registered and the S2 MWOW ambassadors have completed further sessions with the S1's, to begin to complete their S1 activities. They have also recruited some S1 ambassadors and will begin training them up.

S3 profile – All S3's have used MWOW to complete their S3 profile.

Career exploration – S1's had STEM talks (through teams) from employees, explaining their job roles/ curriculum pathways. This included an apprentice from Scottish Water and a Chemical Engineer. S3's had a Cyber Security activity session (through Teams) organized by CGI and SDS – this included input from current employees of CGI describing their jobs and how they entered that sector.

S2 employability class – S2 have been working on their MWOW profiles. They have also begun to work on skills – verbal presentations. They began a STEM community project with Community Wind Power – however the second lockdown meant that we ran out of time to complete the project.

Despite obvious restrictions we have ensures out pupils experienced rich work based learning to help our young people make informed choices.

For example : National 4 employability award – all current S3 students will gain this award. All S4 students will gain this award (except those new to the year group after S3)

Students have been made aware of online learning and virtual work experience opportunities. Some are taking these up later in the summer – for example a business opportunity with Drax.

Our young people are well supported to make suitable and informed choices based on skills and preferences.

Positive Destinations – all school leavers have positive destinations confirmed (except 5, who have been identified and PT pupil support/ SDS Careers/ myself are monitoring these, providing support and we hope to turn these into positive destination before September).

Students have been made aware of bursaries available to them and have been assisted in applying for them.

Students were assisted to make applications to University through UCAS, and also to college. College applications were completed during the second lockdown, and support was provided on the phone and on Teams.

A UCAS virtual open day was organized for school leavers in October.

Aims for next year:

Develop a skills based curriculum, beginning with BGE. Beginning with the language of skills, in classrooms and identifying which activities allow young people to develop and demonstrate these skills. Track and monitor these skills through the use of skills merits, to identify areas that need development/ or young people who need to develop specific skills.

Staff training on MWOW inserts – to remind them to use these in lessons to help ground subjects in real life careers.

Develop an S1/2/3 DYW course rich in skills and the demonstration of these. Also to use this time to work on MWOW profiles and time for reflection of strengths and weaknesses.

Look at NPA employability – to see where it would fit/ is it better than the current Nat 4 course.

**PT Pupil Support (Secondary) Impact:**

Our PEF PT PS has supported a lot of pupils in her allocated case load as well as others across year groups, this can be evidenced in referrals sent on to other agencies and internal supports undertaken with pupils on a one-to-one basis that are noted in chronologies - resources such as 'Starving the Anger gremlin, and Emotion Works have been implemented thoroughly. In particular she has supported vulnerable families throughout lockdown and with their return to school and is the lead professional on child plans. She has also delivered specific topics to year groups on such things as consent and pornography in response to rising concerns in this area because of lockdown.

Our PEF PT PS has also been undertaking work and training with Young Carers to increase the services involvement with the school and further support our young people. There is an increase in pupils who can identify with a caring role as a result of covid19 and this work will be beneficial moving forward.

Signposting training and services to both staff and pupils is also something she has been doing throughout the year, in addition to undertaking several new courses herself which increases staff capacity.

In her role as lead for MVP she has ensure that these inputs continued and adapted to changing circumstances.

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<b>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</b>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li><i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li><i>Strategic planning for continuous improvement</i></li> <li><i>Implementing improvement and change.</i></li> </ul>	<ul style="list-style-type: none"> <li>Across the cluster, there are a range of values displayed. This can make it a challenge for all members of the school community to have ownership at times. There are some contexts where values are embedded in the work and life of school, and values in action are recognized and rewarded at some stages and at points throughout the year.</li> <li>There is evidence of significant staff commitment to improving our provision across the cluster. High quality dialogue supports professional learning where this has been possible over the past session. Parent Council meetings have continued over the past session albeit remotely where discussion around strategic priorities for the coming year have been identified and discussed. In secondary, the Prefect Leadership Team and a range of pupil groups e.g. Equity have been involved in decisions around strategy, this continued over lockdown.</li> </ul>	<ul style="list-style-type: none"> <li>Cluster Values Refresh 2021 currently underway</li> <li>Transforming Cluster Communication Project 2021 – new website and mobile app launching August 2021</li> <li>Full involvement of SLWG, Learners 2-18, Parent Councils, Parents/Carers across Cluster, District Community Councils</li> <li>Stronger cluster branding – strapline consultation, lanyards etc.</li> <li>Re-instate whole school planning calendar to include quality assurance processes and interventions.</li> <li>Re-establish strategic committees to distribute leadership and school improvement across the cluster</li> </ul>	4
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li><i>Learning and engagement</i></li> <li><i>Quality of teaching</i></li> <li><i>Effective use of assessment</i></li> </ul>	<ul style="list-style-type: none"> <li>We are improving our approaches to digital learning, practitioners are engaging with a wider variety of pedagogies and developing confidence in live lessons and interactions with learners. To ensure as</li> </ul>	<ul style="list-style-type: none"> <li>We need to enable learners to take greater responsibility for their learning engagement and find ways to facilitate better joint planning of next steps in learning.</li> </ul>	4

<ul style="list-style-type: none"> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>consistent approach as possible and equity for all learners, we have an overview of live interactions across the school.</p> <ul style="list-style-type: none"> <li>• We have continued to work in partnership with learners to shape our approaches to remote learning – through the prefect leadership team, weekly assemblies, buddying, pupil council etc.</li> <li>• Tracking and monitoring is completed by all teaching staff. It has been monitored by the SLT / ELT and actions from the T&amp;M has resulted in phone call to parents/pupils; one to one meeting &amp; individual arrangements being made for a few young people.</li> <li>• The cluster Learning and Teaching Policy has been reviewed and is in the process of being consulted on across our staff.</li> <li>• Views have been gathered from parents/carers, young people and staff to reflect on our current provision of remote learning provision, challenges, opportunities and next steps. Data gathered supports effective partnership work in this area.</li> <li>• Evidence held from questionnaires, 1:1 calls home, comments submitted to staff via Teams, Dojo etc., emails to school and general discussion at virtual events.</li> <li>• Where feedback has suggested inconsistency in remote learning delivery, we have been able to investigate quality assure the issue quickly.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• We need to facilitate opportunities for staff to reflect on their remote learning practice more regularly – this has been a challenge due to workload – we need to build on the professional learning which has already taken place.</li> <li>• We will continue developing the Learning and Teaching Policy as a live and dynamic resource</li> <li>• We will develop capacity in learner conversations so that young people are better equipped to identify individual next steps in learning.</li> <li>• We will further develop approaches to ensure learners can articulate how questioning is developing their higher order thinking skills and deepening / extending their learning.</li> <li>• We will focus on an increase pace of learning and will provide more able children and young people with greater challenge in lessons. Our focus will be on improving differentiation, especially to challenge more able learners.</li> <li>• We will improve approaches to learning conversations parents/carers and include discussion around targets and familiarisation of standardised assessments.</li> </ul>	
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<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<ul style="list-style-type: none"> <li>• Our personalised support for learners has ensured that barriers to learning have been identified and removed where possible – this has been as a result of a weekly questionnaire to all young people which has been analysed by the pupil support team and triangulated with the tracking and monitoring data gathered by teaching staff.</li> <li>• Keyworkers have been in charge of supporting and maintaining communication links with parents of their key group through online journals, class dojo and phone calls.</li> <li>• Our focus on wellbeing has been consistent and underpinned by a range of supportive measures, on an individual basis and also at stage and whole school level.</li> <li>• Views gathered from parents/carers have indicated that learners and families feel well supported and are comfortable to ask staff for further clarification and feedback on remote learning where necessary.</li> <li>• Events such as Feel Good Fridays, Purple Torch, Feel the Love, MVP, Togetherness, etc. have received positive comments by parents/ carers and young people.</li> <li>• Staff benefited from Time for You on Friday afternoon during the recent in-service day, feedback again was favourable.</li> </ul>	<ul style="list-style-type: none"> <li>• We will ensure systems are improved to remove barriers to learning and enable targeted interventions to be identified. We will further develop the role of the LSA.</li> <li>• We will continue with our focus on wellbeing. It is evident that young people are in need of HWB support on return from lockdown. To ensure consistency, we will improve visibility of the school's 'values' and reference to these in all classrooms.</li> <li>• We will aim to broaden our sports' offer and explore how a wider range of opportunities could be delivered.</li> </ul>	5
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<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners' achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children's progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in communication, early language, mathematics, health and wellbeing</i></li> <li>• <i>Children's progress over time</i></li> <li>• <i>Overall quality of children's achievement</i></li> <li>• <i>Ensuring equity for all children</i></li> </ul>	<ul style="list-style-type: none"> <li>• We have continued to maintain effective tracking and monitoring of remote learning engagement throughout lockdown – this has been on a weekly basis and has identified both frequency and quality of learner engagement and work produced.</li> <li>• We have offered live L+T sessions which have been well supported by learners however, some young people have struggled to have the confidence to participate in on-line class discussions. The use of 'break out rooms' has improved this.</li> <li>• We have used tracking data around remote learner engagement to recognise success via merit awards and praise phone calls home.</li> <li>• Our Learning Support teacher has liaised with all staff re: resource requirements and has a timetable for her own input with specific pupils.</li> <li>• During lockdown - our HUB SLA's are providing opportunities for exercise, play, games, art and craft etc. to match the age and stages of pupil and to give a break from digital devices. The HUB are also liaising with Active schools re the Covid challenge.</li> <li>• All our teachers have planned for the age and stage of their learners. They continue to follow our programmes of learning in order to ensure challenge and progression. The main focus is on Literacy, Numeracy and HWB but a range</li> </ul>	<ul style="list-style-type: none"> <li>• We need to ensure that as a school community, we are ready to address a further lockdown, should this happen. We have developed great work around remote learning which we will continue to progress with over the coming session so that we can support our learners in any situation and context.</li> <li>• We need to continue to focus on ensuring that those in need of additional support are identified, assessed and effectively planned for.</li> <li>• We will need to have a firm focus on skills / DYW and employability for all learners.</li> <li>• We will continue to identify learning which has taken place over the course of lockdown, recognise progress in those areas and ensure robust planning is in place to address areas in need of further support.</li> <li>• We must broaden opportunities for wider achievement and be creative in identifying ways to promote engagement for all.</li> </ul>	<p>5</p>
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	<p>of activities that take children away from digital devices have also been provided.</p>		
<p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p>	<ul style="list-style-type: none"> <li>• We have coherent, progressive programmes of learning for all subject areas to ensure learners' skills are developed through the BGE. There are clear, progressive pathways across all curricular areas and robust, well-established curricular plans which are genuinely 2-18. Across the sectors, the knowledge organisers are helping to close the equity and attainment gap. The curriculum meets the needs of all learners, including those who choose not to progress to tertiary education.</li> <li>• All staff actively work to develop children and young people's literacy and numeracy skills. IDL links are clear and opportunities are provided to facilitate transfer of skills in new and different contexts. Secondary staff work together with primary in areas of their expertise – and vice versa. Secondary staff also contribute to achievement of a level reporting as part of the 2-18 moderation strategy. Staff's passion for their subject area is evident and in almost all primary classes pedagogical practice is strong.</li> <li>• We have a well-established 'Family Learning Overview' with clear aims to ensure parent/carer involvement and engagement in their child's / young person's learning. The overview is fluid from early learning and childcare through to the Senior Phase, identifying impact and areas for improvement against the How good Is Our School? 4 quality indicators.</li> </ul>	<ul style="list-style-type: none"> <li>• We will continue with our plans for a Refreshed Curriculum for Excellence, ensuring consistency across the stages and sectors. This will involve a continued focus on developing relevance of learning in real life contexts.</li> <li>• A main feature of our school improvement work for next session is to continue to focus on Literacy and Numeracy as part of our recovery strategy. This is both in universal and targeted ways.</li> <li>• We will continue to shape our family learning overview based on opportunities presented by young people, their families, the school community and wider community partners. We are very fortunate to have an interested and supportive community around the school who regularly offer to enhance our core work.</li> </ul>	

**2.7 Partnerships – Theme 3:  
Impact on Learners**

**The impact of parental involvement on improving children and young people's learning.**

- We have very good links and arrangements with community partners – both in and out- of school; however, there is scope to increase the numbers of children benefitting from partnership activities.
- We benefit from a very active and supportive Parent Council which focuses not only on fundraising but also policy development. Although this group is very active and supportive of the school and our young people, there is scope to try and get greater numbers of parents involved.
- We will explore ways to ensure the sustainability of some community partnerships and to work with colleges and partners in Network East to maintain and enrich the senior phase offer. We will also find ways capitalise on wider achievement with accreditation, where this is possible.
- Work with the newly branded Parent Connect (Parent Council) group will continue to grow as we progress with partnership work involving as many parents/ceers as we can.

### 3. SCHOOL IMPROVEMENT PLAN 2021 – 2022 *(Limit the number of priorities to ensure they are manageable and achievable.)*

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

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

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><b>School Priority 1</b></p> <p><b>Raise attainment in literacy and numeracy with a focus on closing the attainment gap</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly literacy and numeracy</p> <p><b>NIF Driver</b> Assessment of children's progress Performance information</p> <p><b>HGIOS 4 / HGIOELC QIs:</b> 1.1 1.3 1.5 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3</p>	<p><b>2.4 Universal and Targeted Support to Raise Attainment</b></p> <p><b>3.2 Raising Attainment and Achievement – Renewal and Recovery</b></p> <p><b>Improved Differentiation:</b> Improve differentiation to challenge more able learners.</p> <p><b>More cohesive ASfL Strategy:</b> Improve and evaluate assessment information in IEPs consistently. Develop consistency around effective use of SLAs across the 2-18.</p> <p><b>Increased Parental Involvement:</b> Across 2-18, build consistent partnerships with parents/carers around targets and assessment standards.</p> <p><b>Improved Digital Pedagogy:</b> Further</p>	<ol style="list-style-type: none"> <li>1. Ensure that we are resilient to further lockdowns - young people and staff able to access remote learning quickly and effectively.</li> <li>2. Continue to develop staff confidence of what progress through and at a level looks like through the process of moderation</li> <li>3. Continue to look at BSGV within authority tracking system and develop staff confidence in making these judgements</li> <li>4. Review work carried out on programmes of learning in English and Maths, embed and gather evidence of impact.</li> <li>5. Continue to monitor and assess the impact of literacy and numeracy interventions.</li> <li>6. Relaunch programmes of learning, maths agility books, mental maths etc in August.</li> <li>7. Continue to evaluate interventions using assessment</li> </ol>	<p><b>Lead: AM / KM</b></p> <p>HT and DHTs Curriculum: Primary and Secondary DHT GIRFEC Primary ELT / QAMSO *Covid PT Pupil Support Teacher ASfL *PEF SLA contracts to provide in class and targeted support. SSM - resources</p> <p>CLPL: Practitioner led high quality 2-18 cluster programme x 2 sessions</p> <p>QA Planned programme of interventions and impact</p> <p>SEfSI process to identify impact.</p> <p><b>*PEF Staffing £25181</b> <b>*Included in Recovery Staffing:£60049</b> <b>PEF: NESSY £350</b></p>

	develop capacity, prepare staff and learners to engage digitally especially remotely.	data in a triangulated approach – attainment meetings creating a platform for collaborative, professional dialogue	
<p><b>School Priority 2</b></p> <p><b>Improve learning and teaching and the curriculum-</b></p> <p><b>NIF Priority</b> Improvement in attainment, particularly literacy and numeracy</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p><b>NIF Driver</b> Teacher professionalism School improvement School leadership Assessment of children’s progress Performance information</p> <p><b>HGIOS4 / HGIOELC QIs:</b> 1.1 1.2 1.3 1.4 1.5 2.2 2.3 3.1 3.2 3.3</p>	<p><b>2.2 Learning Pathways - enhanced</b> <b>2.3 Learning and Engagement – capacity and involvement</b></p> <p><b>Learning Pathways – enhanced</b></p> <p><b>Progressive Curriculum for all Learners:</b> CfE continue refresh plans to ensuring consistency across the stages and sectors.</p> <p><b>Enhance Contextualised Learning:</b> Continue to develop relevance of learning in real life contexts.</p> <p><b>Stronger Community Partnerships:</b> Increase the numbers of children benefitting from sustainable activities.</p> <p><b>Enhanced Senior Phase Opportunities:</b> College and Network East Partners Work together to enrich the senior phase offer.</p> <p><b>Accreditation for Wider Achievement:</b> Capitalise on opportunities for accreditation.</p> <p><b>Learning and Engagement – capacity</b></p>	<ol style="list-style-type: none"> <li>1. Quality Assurance of L&amp;T – systematic at all stages and levels</li> <li>2. Reinstate approaches to Self-evaluation for Self-improvement 2-18</li> <li>3. CfE audit and refresh – seven principles and four capacities</li> <li>4. Skills 4.0 implementation</li> <li>5. Amazing Things – identify greater range of youth awards</li> <li>6. Mapping of MWOW inserts so that they fit naturally within subject areas.</li> <li>7. Work with Princes trust to establish Moffat Milk Bar</li> <li>8. Accreditation of volunteering (Saltire, SQA Awards)</li> <li>9. Continue to look at pathways and extended opportunities for all our young people.</li> <li>10. Continue to develop Beattock and Moffat Academy Cluster Alumni</li> <li>11. Consortia arrangements and digital technologies in senior phase</li> <li>12. Look at work experience in light of regional changes</li> <li>13. Increase offer from DYW to pupils re local businesses.</li> <li>14. Increase Learner involvement</li> </ol>	<p><b>Lead: TW / AC</b></p> <p>HT and DHTs Curriculum: Primary and Secondary ELT PEF PT Employability Covid PT Pupil Support ASfL Teacher Pupil Council / PLT</p> <p>CLPL: Practitioner led high quality 2-18 cluster programme x 2 sessions</p> <p>Professional reading: TES subscription and CLPL Staff Library</p> <p>Quality Assurance of Learning and Teaching and Self Evaluation Processes</p> <p>Fortnightly SLT Cluster meetings – L+T focus</p> <p>Pupil Voice / Stakeholder engagement</p> <p><b>Costs: Stephen Graham Writing: £25 per participant = £250 approx.</b></p>

	<p><b>Improved approaches to Learning and Teaching:</b> Policy Launch and then continue to develop as a live and dynamic resource.</p> <p><b>Increased learner involvement in planning:</b> Learning Intentions and Success Criteria developed to ensure this is made explicit to the learners so they know how to improve.</p> <p><b>Better understanding of learner progress:</b> Learner Conversations to ensure the pupils make the connections between explicit targets and next steps in learning.</p> <p><b>Learners benefit from more effective feedback:</b> Achieve effectiveness and consistency in written feedback, drawing from the success criteria.</p> <p><b>Intelligent Data and Performance Management:</b> To achieve consistency across the 2-18, ensure attainment meetings are established at BGE around CfE levels.</p> <p><b>Learning and Engagement – involvement</b></p> <p><b>Better developed Effective Questioning:</b> To develop higher order thinking skills and deepening / extending learning.</p>	<p>and voice</p> <p>15. Implement richer range of data sources – feedback and regular reviews</p> <p>16. Invest in further Stephen Graham writing CLPL which will further support the ongoing development of our writing programme and improve attainment in writing.</p> <p>17. Introduce Developing the Number Knowledge approach at all stages.</p>	
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<p><b>School Priority 3</b></p> <p><b>Extend nurturing approaches across the school</b></p> <p><b>NIF priority</b> Closing the attainment gap between the most and least disadvantaged children</p> <p>Improvement in children and young people's health and wellbeing</p> <p><b>NIF driver</b> Teacher professionalism Assessment of Children's Progress Performance information</p> <p><b>HGIOS 4 / HGIOELCC? QIs</b> 1.1 1.3 1.5 2.1 2.3 2.4 2.6 2.7</p>	<p><b>2.1 and 3.1 Ensuring Wellbeing, Equality and Inclusion</b></p> <p><b>2.6 Continuity and Progression in Learning – Renewal and Recovery</b></p> <p><b>Comprehensive Support:</b> Implementation of the D&amp;G Excellence and Equity HWB Strategy along with Better Relationships, Better Learning Strategy (launch Aug 2021)</p> <p><b>Better Relationships:</b> Focus on rebuilding and reconnecting relationships impacted by lockdown and remote learning</p> <p><b>Better Responses:</b> Deepen the impact of self-regulation strategies and ensure consistency, ensure visibility of the school's values and reference in all classrooms.</p> <p><b>Equity for All:</b> Continue to develop</p>	<ol style="list-style-type: none"> <li>1. Work on Children's Rights to be implemented across the school- in relevant classes and the assembly programme. Further Displayed around school.</li> <li>2. Work toward LGBT Gold Charter Award</li> <li>3. Launch SQA mental health award</li> <li>4. Build on parental learning in light of recent Local Authority inspection</li> <li>5. Further develop the staff wellbeing group.</li> <li>6. Evaluate current PSE programme to include new RSHP programme and to identify any other topics requiring review in line with current medical and social health trends and local community 'spotlights'</li> <li>7. Formalise programmes in Life Skills for targeted support building in opportunities for evaluation.</li> </ol>	<p><b>Leads: KC / NB</b></p> <p>HT and DHTs GIRFEC Primary and Secondary PTs Pupil Support ELT *Covid PT Support for Learning ASfL Teacher *PEF PT Pupil Support</p> <p>CLPL: Practitioner led high quality 2-18 cluster programme x 2 sessions</p> <p><b>*PEF Staffing: £4972</b> <b>*included in Recovery Staffing:£60049</b></p>

3.1 3.2	<p>approaches to inclusion and equality, supporting all members of the school community to challenge discrimination.</p> <p><b>Broadening Participation:</b> Continually evaluate provision to ensure that barriers to learning and participation are removed for young people and their supporters.</p>	<p>8. Share Signs of Safety approach with Primary staff developing knowledge of multiagency assessment &amp; nurture tools.</p> <p>9. Update staff on changes within GIRFEC policy, administration, statutory guidance, practice guidance and the National practice model, as and when these are cascaded by the Authority.</p>	
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