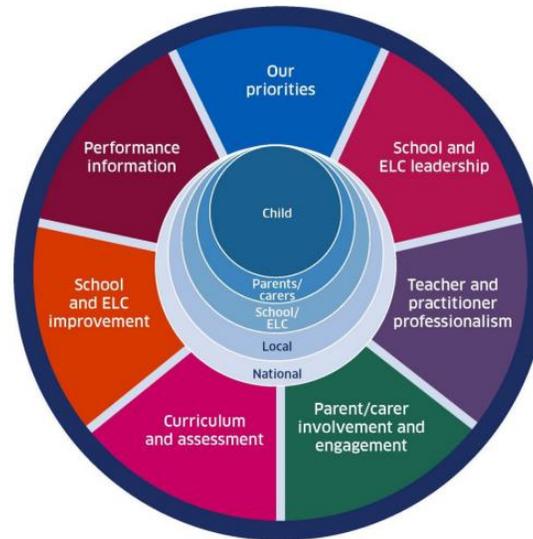Dumfries & Galloway COUNCIL

Education and Learning Directorate

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

(2022 - 2023)

School: Ae and Amisfield Primary

Date: June 2022

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

Our Vision, Values and Aims

Amisfield Primary School –

School Statement: Vision: Amisfield Primary aspires to:
Encourage all children to become actively engaged in a challenging and interesting way to achieve their potential. Ensure all children are respected and work as a team. Make learning fun and interesting indoors and outdoors, allowing busy brains to learn through play.

Values:
Respect / Teamwork / Responsibility / Honesty / Friendship

Aims
We at Amisfield embrace the Curriculum for Excellence and in order to support our young people (Primary 4-7) to become :
Responsible Citizens
We aim to:
- encourage respect and consideration towards others and appreciate different cultures and lifestyles.
- encourage good role models and develop the ability to respond to a constantly changing world.

Confident Individuals
We aim to:
- help them have the courage to be themselves and have the self-belief to make their own decisions.
- encourage all young learners to take a risk and try!

Effective contributors
We aim to:
- promote work as part of a team, to take responsibility to share ideas, and be creative in making a difference.
- ensure that everyone is listened to and can communicate their ideas and feelings.

Successful Learners
We aim to:
- promote high standards of achievement in literacy and numeracy to support life long learning.
- Be able to reach their goals through perseverance, effort, creativity….and FUN!

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Primary 1 – 3 School Aims

Responsible Citizens
- Care for others and understand people may be different.
- Follow good things about your big Buddy.

Confident Individuals
- You are you – be yourself.
- Don't be afraid to try something new or tricky.

Effective Contributors
- Work together as part of a team.
- Share your ideas, they matter.

Successful Learners
- Have fun exploring maths and language.
- Always try hard in everything you do.

Review Date: June 2017

Review Activities (as appropriate):
- Learning conversation with the whole school
- Consultation with all members of staff through staff meetings and collegial time
- Consultation with Parent Council

Ae Primary School –

School Statement: Vision: Our Mission - To ensure all learners have the support and experiences to develop the skills, knowledge and confidence they need to achieve their individual potential.

Our Shared Vision and Aims: At Ae Primary School we provide an inclusive, supportive and welcoming environment where we aspire, through challenging and innovative learning and teaching to create responsible and successful learners.
The school is committed to providing a safe and nurturing learning environment and to effectively contribute to collaborations with wider partnerships.
We aim to build our pupils emotional, social and physical well-being as these strong foundations allows them to adapt continuously and have the confidence to embrace the every changing world in which we live.

Our Shared Values:
At Ae Primary School we aim to establish a community in which everybody feels valued and respected, and where individual's differences are appreciated, understood and accepted. Everybody has a right to enjoy their time at school.
Our Core Values: Ae Primary School Primary Schools we are PROUD as we grow together. They are:
Polite / Responsible / Organised / Understanding / Determined

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

Review Date: April/May 2019
Review Activities (as appropriate):
- Learning conversation with the whole school
- Consultation with all members of staff through staff meetings and collegial time

Consultation with Parent Council

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

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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?

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
Stability and Recovery following the pandemic and subsequent periods of school closure
 	
NIF Priority:
Improvement in attainment, specifically in reading, writing and numeracy
 	
NIF Driver:
 	
HGIOS4 /
HGIOELC QIs
2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work
2.3 Learning teaching & assessment
2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning
3.2 Raising Attainment
	Literacy and Numeracy
	
	Literacy and Numeracy planning and programmes were reviewed across the partnership. This was to ensure pupils have a clear progressive learning pathway in these core subjects in order to achieve their potential.
	
	Some staff were trained in:
	• Core Literacy interventions – Miss Henderson and Mrs Pritchard (LA)
	• Core Numeracy interventions – Miss Henderson
	This has helped to build consistency. Pupils were supported appropriately when needs were identified. Miss Henderson would meet regularly with SfL Teacher, Miss Robertson and share next steps of work to be carried out by Mrs Pritchard.
	
	Writing – further partnership development will continue using Stephen Graham's CBRW approach. All teachers will make use of the following format:
	   a) Hot and Cold Tasks
	   b) Story Mapping
	   c) Model text
	   d) Imitation, Innovation and Invention
	
	Staff started reviewing the Grammar and Punctuation programme to align with 'Talk for Writing'
	
	Teaching staff built their understanding of tracking attainment through SEEMIS Progress and Achievement by using 'The four stages of progress':
	• Beginning to Learn
	• Some Progress
	• Good Progress
	• Very Good Progress
	This focussed on pupil progression, building both support and challenge.
		Review in August 2022 with Probationers in both schools during INSET.
		
		Miss Henderson will continue to review Third Level Maths and Numeracy paperwork as P7 pupil well advanced into this programme of learning. Priority to support the new Amisfield Probationer.
		
		Continue to align this working across the partnership.
		
		Teaching staff need to review Tracking grids and align them to the P+A recording.
		
		Record – Level achieved and child at 'working level' within next level e.g if a child has started working at second level, they will be recorded as 1b.
		This will support Reporting on SEEMiS in June 2023.

School Priority 2 *Refresh of the Digital Literacy strategy after D&G Windows 10 rollout* **NIF Priority:** Improvement in attainment, providing learners with the right skills to succeed **NIF Driver:** Teacher Professionalism; Parental Engagement; Assessment of Children's Progress. **HGIOS?4 / HGIOELC QIs** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning 3.2 Raising Attainment	Digital Literacy Strategy and Progression Pathway The Windows10 rollout by D&G was delayed for a significant length of time. This was partially completed in December 2021, with the upgrade to Wi-Fi and move to the remote desktop scheduled for March 2022. This has had a major impact on the range of software and hardware used to deliver our Digital Literacy learning and teaching programmes. Garth McIlorum (Calside) and Chris Cannon (Georgetown) are the Digital Leaders for the Primary Cluster schools. GMc also acts as the primary representative on the D&G working party for the remote desktop. As staff have worked through different building blocks of the Digital Literacy curriculum, they have highlighted which programs are no longer available, and the Digital Leaders for the cluster have started to collate issues and need. These have been passed to the D&G Education ICT group as well as the Remote Desktop working party so these can be addressed. We are not yet in a position to fully refresh the current Digital Literacy Strategy, as we are still not fully cognisant of what software/ hardware is available to us. Staff feedback has shown that the staff level of confidence in Digital Literacy has decreased due to the rollout, and therefore we must focus on building this expertise within the new parameters. Digital Schools Award Ae and Amisfield to work across the partnership to review where we are with this development of achievement – not yet achieved. Staff were unable to attend collegiate sessions on offer due to Covid but also due to the slow roll-out of Windows 10.	Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills and confidence with the new programmes in order to deliver high quality learning and teaching. Staff to reflect on our Digital Literacy Strategy and programs, using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) "What Digital Learning Might Look Like" - Identify next steps and then implement. Develop Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software.

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| **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.)*

 Impact of PEF for Ae is unique in that the pupils that attracted the PEF funding are no longer pupils in the school setting. This makes the reporting of PEF challenging to families that are not with us anymore and we have to identify groups of pupils that we feel will benefit from interventions or resources that will promote excellence and equity. This includes those that are facing additional challenges e.g. family circumstances and financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners. Amisfield Primary has two identified siblings.

 Ae Primary improvements in Literacy resources:
 Our focus this session was to complete the development of the school library. We also continue to work on improving the Non-fiction supply of books within the AR scheme so that we are enriching this genre selection.
 Staff were also trained on the Stephen Graham delivery of Creating a Balanced Reader and Writer CBRW. In order to address all pupil support across the week, PEF funds were also used for Learning Assistant allocation with an additional 2 hours a week.

 Amisfield Primary Breakfast Club:
 • Majority of the funds were spent on our daily Breakfast Club to employ the Janitor to carry out the morning duties.
 • The club ensured that all pupils were given the opportunity to have access to a good breakfast.
 • It allowed all children to have a 'soft start' to the day.
 • Children enjoyed socialising with their friends first thing in the morning in a pleasant, happy and safe setting.
 • Breakfast Club ensured that there were no more late comers arriving late to school as the club starts at 8.15am.
 • A high number of pupils attend regularly – almost half the school on most days.
 • Pupils have developed responsibilities over the year by doing the following:
   1. Signing their own name on the Register
   2. Placing their order for breakfast by requesting their preference for toast or cereal.
   3. Helping themselves to the correct amount of cereal and pouring the correct amount of milk themselves.
   4. Learning to use a knife and spread their own butter and/or jam/spread onto their toast.
   5. Exploring new tastes by eating healthy options of exotic and seasonal fruit.
 The balance of PEF funds were also spent on two members of staff who were also trained on the Stephen Graham's delivery of Creating a Balanced Reader and Writer CBRW. |

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2.2 Summary of Key Strengths and Areas for Improvement
(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.*

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
1.3 Leadership of Change • *Developing a shared vision, values and aims relevant to the school and its community* • *Strategic planning for continuous improvement* • *Implementing improvement and change.*	• PROUD Clouds - To support wellbeing, both schools focused on their PROUD values to support the children. These are displayed around the school and embedded into assemblies and conversations with the children. The use of Affirmation cards reflect these values and are awarded to children for 'Doing Well and Being Well' – we will continue to revisit this next session. • We will continue to present PROUD Bears to welcome our new P1 pupils next session. • Staff across the partnership work effectively as a team. The opportunity to meet together this session has improved allowing to build new relationships with PTs. There is a strong ethos of sharing practice and of peer support and challenge across both schools but not at cluster level. • All staff have taken up opportunities to embrace leadership at all levels by attending professional CPD sections over the course of the session – with the use of Microsoft Teams. • This year, cluster and Authority work has been continued to be limited as the pandemic dictated other priorities. • Pupils groups and respective meetings have also been limited in the past year under the Covid-19 restrictions and circumstances. • The headteacher and all staff place a high priority on inclusion and developing each child as an individual. They work very well as a team with shared goals to ensure successful outcomes for all learners. • Attainment meetings use the data we hold for each learner, with our knowledge of the child to analyse next steps and any interventions required. We track the impact of these interventions, and adapt plans as needed.	• Continue to place HWB at the heart of our learning and support for our pupils • We have a Mental Wellbeing champion across the partnership to support staff • Continue to place improvements for our learners at the heart of self-evaluation and professional learning. • Revisit and embed formative assessment strategies, ensuring clear and concise learning intentions and success criteria. • To make sure that strategies are carefully planned to ensure there is sufficient time for embedding improvements. • Look at how we are monitoring and evaluating the impact of changes on outcomes for learners and the work of our school. • Monitoring approaches and observations of classroom practice are to be revised in order to provide helpful strategies. Staff value discussions about classroom practice. • Develop this more next session with links to observation of Writing lessons.	4/5

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	• Values link well to the curriculum rationale and evident within outdoor learning and throughout the health and wellbeing approach that's embedded across the school. • Staff know the community very well, they celebrate diversity and ensure that families are fully included in all aspects of the school's work. • The headteacher values all individuals and recognises their strengths and how these can be used across both schools. Commitment to both schools is evident from all staff and all change is managed through a wellbeing approach. • Children feel empowered to take on leadership roles. They lead assemblies, buddy younger children, lead events in school and within the community.		
2.3 Learning, Teaching and Assessment • *Learning and engagement* • *Quality of teaching* • *Effective use of assessment* • *Planning, tracking and monitoring.*	• Most children are well engaged with their learning. • There are positive relationships in both schools. They have a welcoming and caring ethos which is nurturing and inclusive. • Overall the quality of teaching is good, with improved focus on some areas being very good. • Children are motivated and engaged with their learning. Where teaching is most effective, learning tasks are carefully differentiated to ensure all children are challenged and supported appropriately. • The Learning Assistant and SfL Teacher are deployed effectively to assist the children with their tasks. • Most children experience challenge at the appropriate level.	• Prioritise health and wellbeing for all (pupils, staff and parents) • Focus on mental, emotional and social wellbeing to ensure all learners are ready to learn, and happy & safe within themselves, their class and the school community. • Continue to prioritise quality learning and teaching as our core business. • Revisit our Literacyand Numeracy Curriculum programmes and learning pathways with our Probationers • Continue to engage children in learning conversations about next steps in learning during lessons, making their individual targets more explicit.	4/5

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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
	• Our shared curriculum has been developed to reflect the local communities and learners' needs. • Planning is done collegiately across stages and between schools. • Teachers work well collaboratively with partner school colleagues to develop planning approaches which identify clearly what is to be learned and assessed. They ensure that assessment is integral to their planning. • Staff know children's strengths and needs very well. They use this knowledge very effectively to plan appropriate learning experiences. They meet children's needs well through suitably differentiated tasks and activities. • Through attainment meetings with HT, CT and ASfLT, we consider pace and progress, highlight gaps in learning, and identify appropriate strategies. We use individualised educational plans to set targets involving staff, parents and pupils. Staff discuss learners' progress and effective ways to improve learning and teaching. • Teachers make very effective use of a variety of assessment approaches including standardised assessments. • Teachers make very good use of national benchmarks when reviewing a range of assessment evidence which is valid and reliable. This includes evidence of children's ability to demonstrate their skills in different contexts across the curriculum. • This session, staff were unable to develop their understanding of standards through the moderation work with local schools. This will be developed further next session across the partnership. • Teachers are becoming increasingly confident	• Continue to review the Literacy, Numeracy/Maths and HWB tracking. • Staff should continue to work together to ensure that all learners are familiar with their targets, the skills which they are developing and what they need to do to further improve • There is a need for more robust assessment arrangements during the course of teaching for children to achieve more. • Implement the use of Individual pathways of learning - for Literacy, Numeracy/Maths and HWB trackers. These can also be used to highlight gaps in learning, along with pace and progression. • Make use of the Cluster QAMSO lead, Lindsey Kirkwood to support this.	

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	- about the accuracy of their judgements regarding achievement of a level. - Assessment information showing children's achievement at the end of a level is increasingly accurate. - A range of written, oral and creative assessments show children's progress. - Approaches to holistic assessment now feature across learning and staff engage in professional dialogue to plan these effectively. - We usually work with the whole cluster, along with a smaller school sub-group, on moderation, sharing the standard and developing holistic assessments to ensure confidence in making professional judgements and sharing of standards. Covid limited this.	Cluster working and collaboration with smaller schools is planning to be back on track next session.	
3.1 Ensuring wellbeing, equality and inclusion *Wellbeing* *Fulfilment of statutory duties* *Inclusion and equality*	- Wellbeing, as a key to success, is a priority of the headteacher and embraced and developed by all staff. - All children are very well informed about disability and diversity. They have depth of understanding about issues of equality and relate this to their actions. - Approaches to healthy minds and healthy bodies are embedded within the life and work of the school. Partnership work enhances this and children can apply strategies to support their responses to issues should they arise. - Children, staff and parents feel valued and relationships are very positive. The strong family ethos is promoted with consistency by all members of the school community. - Children understand a range of ways to stay healthy through physical health, mindfulness and healthy eating.	- Review the HWB progressive pathways to ensure progression in children's skills, knowledge and understanding. - Following the publication D&G Health & Well-being Strategy, evaluate our HWB programme against the strategy and update as needed. - Continue to develop learning blogs for older pupils - Continue to identify appropriate interventions for equity and excellence for our pupils, and use the Pupil Equity Funding to implement these interventions. - Ensure all staff are fully aware of the needs	5

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

Quality Indicator	How well are you doing? What's working well for your learners? *(Include evidence of impact.)*	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	• The schools operates a 'buddy' system where older pupils take responsibility for the guidance of their younger school friends. • Children are confident in understanding the relevance of the Health and Wellbeing indicators. They can apply these concepts into their own contexts and real life situations. • There are appropriate arrangements in place to comply with statutory duties. The headteacher and staff are committed to the children's wellbeing. • Staff engage in professional training and regular updates to support them in their care for the children. They keep up to date with important developments and the legislation affecting child care. • Staff are aware of the local authority's stage intervention process and apply this well to meet the needs of children. • Individual children who require support with either short term or long term barriers to learning are supported by staffing resources, well deployed to offer well-judged and appropriate intervention. • Children enjoy this additional support as well as making very good progress in their learning. • The school has a strong inclusive ethos and the children embrace diversity and are knowledgeable about disability. • Children embrace the approaches the school employs in relation to a positive mental health. They are very familiar with a variety of coping strategies that enable them to self-regulate and manage challenging situations. • Attendance levels are high. • Young people understand the importance of developing their own digital skills for learning,	of the pupils with whom they are working, and implement relevant training as required.	

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	life and work.		
3.2 Raising attainment and achievement • *Attainment in literacy and numeracy* • *Attainment over time* • *Overall quality of learners' achievement* • *Equity for all learners* **3.2 Securing children's progress (<u>for Early Learning Childcare</u>)** • *Progress in communication, early language, mathematics, health and wellbeing* • *Children's progress over time* • *Overall quality of children's achievement* • *Ensuring equity for all*	Attainment in literacy and numeracy: • Data provided by the school is overall accurate. • Teacher professional judgement takes account of standardised assessments, Scottish National Standardised Assessments, writing criterion and commercial end of unit assessment. • Ongoing assessment is gathered through well used assessment for learning strategies. • Overall attainment is improving over time. • Almost all children are improving from prior learning. Most to almost all children are achieving expected CfE levels in reading, writing, listening and talking and maths. A few are exceeding the expected CfE levels. Children's learning is supported through appropriate interventions. • Most of the P4 pupils across both schools are identified as below average. Appropriate interventions are in place and will continue. • Attainment data is used to track learner progress over time in all stages, determining next steps for learners and any required interventions. • All teaching staff are developing their understanding of the Benchmarks in determining a learner's attainment.	• HT to continue to develop the accuracy of teacher professional judgement. • Continue with the development of *Closing the Writing Gap* • Continue to engage children in talk about next steps in learning during lessons, making their individual targets more explicit. • Staff should continue to work together to ensure that all learners are familiar with their targets, the skills which they are developing and what they need to do to further improve	4/5

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
children	• Teaching staff use a range of evidence to assess pupil progress, and use this data as a basis for professional dialogue in Support for Learning consultations, attainment meetings, transition meetings and planning sessions. • The monitoring and tracking system has been revised and maintains a tight focus on attainment in literacy and numeracy. This is used reflectively to identify next steps. • P7 pupils have created learning blogs as part of their e-portfolios to give a snapshot of learning, of their latest and best achievements. This is used as part of their transition to S1. (Due to Covid-19 P7 pupils are completing My world of work profiles) • Almost all children have a better understanding of the different subject areas across the curriculum. The teachers have made learning specific to tasks so that the children are aware of learning different skills such as social subjects or science when engaging in interdisciplinary learning activities. • The development of French and Spanish across the school as part of the 1+2 Languages initiative has increased learner confidence, enthusiasm and ability.		

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.2 Curriculum: Theme 3 Learning Pathways	• We have strategies in place for Literacy, Numeracy and Health & Wellbeing which detail a wide range of interventions we select from on an individual basis when a need is identified. • Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies to meet a personal or social need. • The school Digital Literacy strategy has been disseminated through the cluster. • All staff take responsibility for developing literacy, numeracy, health and well-being and digital literacy across the curriculum. Learners	• Continue to embed the digital literacy strategy, and continue to increase staff and pupil confidence by rolling out the four stages of progress. • Continue to roll out the use of Blogs for pupils to share and celebrate their learning. • Through the use of STEM, focus on developing the skills of our children need in the world of work. • Enterprise opportunities are the focus for two IDL bundles to ensure coverage throughout both schools. • Ensure time is built into collegiate sessions to share transition information/records with the next teacher, thus ensuring staff	

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

Quality Indicator	How well are you doing? What's working well for your learners? (*Include evidence of impact.*)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	• demonstrate these skills in a variety of meaningful contexts. • Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies to meet a personal or social need.	have a greater knowledge of previous learning and ensuring appropriate challenge	
2.7 Partnerships – Theme 3: Impact on Learners **The impact of parental involvement on improving children and young people's learning.**	• Ae and Amisfield Primaries play a significant role in the life of the local community. • We communicate with parents and families in a variety of ways, including the termly class newsletters and the twice yearly 'Snapshot Jotters'. Wider achievements are shared between home and school, and are celebrated through fortnightly newsletters and assemblies. • We have developed our 'Parent, Teacher and Pupil Consultations' to include pupils and parents together in conversation about pupil learning and next steps. This has increased parental awareness of their child's learning journey. • We are delighted to be starting to offer a range of opportunities throughout the school session for parents and families to come into school to share in the learning. • Within our rural settings, we work with a range of partners including Active Schools, iBike and Let's Get Sporty to enable us to offer a range of school activities in blocks throughout the year.	• Extend the range of workshops offered to parents, including opportunities for pupils to lead the workshops e.g. digital literacy through STEM activities. • Continue to offer a range of opportunities for parents to be engaged in the life of the school and in celebrating their child's achievements. Use parental feedback to adapt these as needed. • Continue to provide increased opportunities for peer visits within school, partnership, cluster and wider – SWEIC Family • Continue to release teachers for development work, peer observations • Extend the range of workshops offered to parents, including opportunities for pupils to lead the workshops e.g. literacy, numeracy and digital literacy.	

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3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(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.

Improvement Area	Outcomes for Learners / School Community	How are you using pupil equity funding to improve outcomes for learners?	
		Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
School Priority 1 Health and Wellbeing – Leadership and Participation • **Curriculum refresh** • **Rights Respecting School / UNCRC** • **HGIOS Pupil Participation** • **VVAs and Mission Statement** **NIF Priority: Improvement in Attainment; Improvement in Health and Wellbeing** **NIF Driver Teacher Professionalism; Curriculum and Assessment.** **HGIOS?4 / HGIOELC Qis** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Continuity and progression in learning 3.2 Raising Attainment	Health and Wellbeing Refresh and review of multi-composite three year rolling programme of HWB Curriculum of learning and teaching across the partnership. Staff to be trained in further interventions for health and wellbeing, as required. This will allow us to continue to support learners as wellbeing needs arise. Both schools to engage in Rights Respecting Schools programme August 22 – June 23 to achieve Bronze Award. All Staff to be supported in their mental, emotional and social health in order to re-establish our supportive, cohesive staff team; particularly working with two Probationers across the partnership Pupils to engage in self-evaluation of HGIOS pupil participation, pupil wellbeing and pupil voice. VVA to be reviewed Jan – March in A Team Mission Statement across the partnership.	Staff to review the health and wellbeing programme and refine our HWB progression pathway as needed. Also consider the review of mental, emotional and social changes from Education Scotland. D&G HWB Strategy Policy to be used Ongoing training of staff in key interventions: • Attachment Disorder • Play Therapy • Trauma Informed Behaviours • Boxall profile to ascertain need for HWB intervention PT staff will be trained in order to support the delivery of RRS across each school and across the partnership. HT to share Council, SWEIC and ES developments regarding staff wellbeing. PT staff to engage in GTCS – The Standard for Provisional Registration documents PTs in both schools to be given more opportunities to work together – boosting morale and professional dialogue. HT to lead developments of this taking place with all pupils over the session. Staff and pupils to work within own setting to review and refresh VVA. Partnership opportunities to create a mission statement for the A Team. Issue parental survey on vision, values and aims via Forms; audit the results.	All staff; Feb INSET 2023 Share D&G Policy document with staff. Share SWEIC developments with staff - HT appointed HT rep for D&G. All staff; August INSET 2022 Ae – Mrs Leyva Amisfield – Mrs Farrell HT – member of HWB SWEIC Team Ae – Mrs Leyva Amisfield – Mrs Farrell HT – to arrange staffing cover for this to take place. HT – October '22 / February '23 / June '23 Jan 2023 – all staff and all pupils in each setting. All staff, pupils, parents across the partnership

School Priority 2 **Raising attainment - Literacy:** • **CBRW** **Numeracy:** • **DNK – embedding approaches and revise pathways from Authority** **NIF Priority: Improvement in Attainment; Improvement in Literacy and Numeracy** **NIF Driver** **Teacher Professionalism; Curriculum and Assessment.** **HGIOS?4 / HGIOELC Qis** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Continuity and progression in learning 3.2 Raising Attainment	Literacy Continue with the training of "Creating a Balanced Reader and Writer" CBRW across the school: this will increase attainment in literacy. All staff will be familiar with our core literacy interventions: this will allow us to support pupils as needed. Moderation of SEEMIS Progress and Achievement will ensure consistency across the four stages of progress. Developing the language of assessment will enable learners to reflect on their own learning journey and identify what they need to do to improve. This will build pupil ownership of their learning thereby allowing each to succeed at their level and to their strengths. Numeracy All staff will be familiar with our core numeracy interventions: this will allow us to support pupils as needed. Moderation of SEEMIS Progress and Achievement will ensure consistency across the four stages of progress.	Continue to implement the "Balanced Reader and Writer" approach across all classes. Audit of reading resources in line with BRW with recent Benchmark Books purchased Staff professional learning and dialogue on BRW approach to build understanding and consistency. Use of learning trios for staff to plan and implement the BRW approach. Moderation of BW writing assessments to ensure consistency, challenge & support as needed. Moderation of P&A in stages and across the staff. Teaching staff discussions on assessment, using local QAMSO guidance and National Improvement Hub materials. Use of learning trios for staff to plan and implement the Developing Number Knowledge approach.	Staff Training Stephen Graham sessions: Recount – 6.09.22 All 4pm-5.30pm Procedure – 4.10.22 Discussion – 1.11.22 Response - 29.11.22 Miss Robertson (SfL Teacher) Miss Henderson (Partnership Teacher) Probationer / Principal Teacher All Staff – creation of marking criteria for BW text types Miss Robertson (SfL Teacher) Miss Henderson (Partnership Teacher) Probationer / Principal Teacher

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School Priority 3 (Cluster) **Refresh of the Digital Literacy Strategy after D&G Windows 10 rollout** **NIF Priority: Improvement in Attainment; Improvement in Employability Skills** **NIF Driver:** **Teacher Professionalism; Parental Engagement; Curriculum and Assessment.** **HGIOS?4 / HGIOELC QIs** 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching & assessment 2.6 Transitions; Collaborative planning and delivery; Continuity and progression in learning	Improve staff skill and confidence in the software and hardware now available to us. This will then ensure high quality learning and teaching of digital literacy both in school and across the cluster. Using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like" will support each school to ascertain where they currently are within their Digital Schools Journey. This will build consistency across the cluster schools to ensure that all our learners are offered the same range of applications to equip them with the necessary skills for life and work. Provision of high-quality learning and teaching in a range of applications will equip pupils with digital skills, creativity and flexibility. This will support attainment and achievement both within the digital literacy curriculum, and across the curriculum. Learners will be able to enrich their learning accordingly. Identify pupils who demonstrate flair and expertise in Digital Literacy: enhance their achievement in this area through mentoring other pupils. Build parent confidence in and across Digital Literacy. This will enable parents to support their child's learning appropriately.	Digital reps from the cluster schools to meet and review the situation following the W10 rollout: establish where each school is currently in their Digital Schools Journey. Each school to audit their practice using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like". Cluster Digital Leaders to collate results and identify priorities for each school and across the cluster. Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives. A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time. Work across stages, and across the cluster to build staff skills with the new programmes in order to deliver high quality learning and teaching. Staff to review progress and identify next steps. Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for other pupils and staff as we implement new approaches and software. Develop and offer digital workshops for parents and inter-generational (Ae Allsorts / Amisfield over 45s), led by pupils and staff. Development of parental guides for key programmes/applications.	School digital reps and Cluster Digital Leaders March to May 2022 School digital reps, whole staff in each school May 2022 (allocated collegial time) Cluster Digital Leaders June 2022 (released by cluster) Cluster Digital Leaders April to June 2022 (released by cluster) Cluster Digital Leaders June 2022; all staff to add on an ongoing basis. School digital reps, all school staff August 2022 to February 2023 Whole staff audit Feb INSET 2023 School digital reps, class teachers Implement August 2022 Review Feb INSET 2023 Ongoing through the session As each unit is developed

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