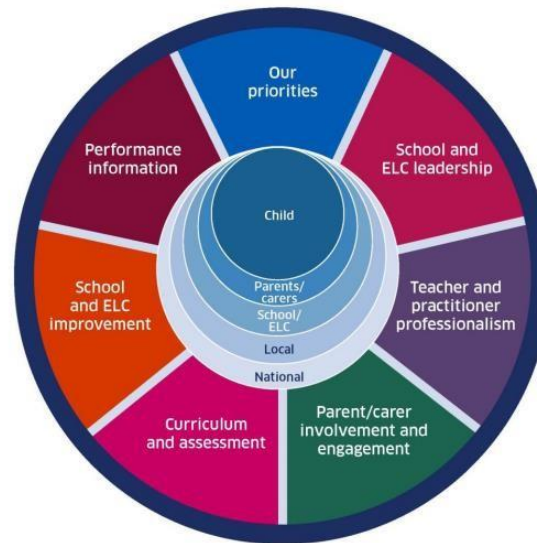


## Education and Learning Directorate

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

(2022 - 2023)



**School:** Applegarth and Hutton Primaries

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**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

### School Statement

### Our Vision, Values and Aims

#### Vision

The Applegarth and Hutton Primary Partnership aspires to achieve excellence and equality in education and is committed to supporting and challenging all our pupils in...

Learning to know

Learning to do

Learning to be

Learning to live and work together



### School Statement

#### Values

In Applegarth and Hutton we value every individual and expect them to be ready, respectful and safe. We provide a positive learning environment where all individuals are nurtured and challenged to succeed.

Due to staff changes and newly appointed staff we reviewed our Vision, Values and Aims at the beginning of the second term in 2020, since then we have experienced an unprecedented level of staff change due to covid, maternity leaves, and temporary staff moving on. This document on occasions reflects 2021-2022 however a greater consideration is given to the year prior.

The whole school community fully engaged in reviewing the Vision, Values and Aims of Applegarth and Hutton Primaries. It was agreed that the VVA continue to be relevant however to reflect our new behaviour management policy it was agreed that our values would be Ready, Safe and Respectful as all the pupils and parents as they were deemed very appropriate and memorable. The VVA were refined and reduced to simply reflect the ongoing changes which are positively impacting on the school at the time. School assemblies have focused on all the values throughout the year and expectations around behaviour management are derived and based on RESPECT. This session, due to reduced and mostly transient staff, we have only just started sharing

specific articles from the UNCRC through whole school assemblies. The school is continuing to embed the vision, values and aims. Signage was updated and agreed with the pupil council.

## **Aims**

In our partnership, we provide a rich sustainable learning environment which encourages pupils to experience a variety of learning opportunities within a climate of respect and trust.

Our partnership promotes a positive, nurturing learning culture that recognises each pupil's potential. We build on self-esteem, resilience and strive for progress and achievement at every level.

The core skills of Literacy, Numeracy and Health and Wellbeing are integral to our daily practice which embraces engaging and co-operative approaches to learning.

We set high and realistic expectations ensuring success for all, through working towards appropriate personal and wider achievements, and attainment targets. Daily, we develop commitment, responsibility and independence in all our learners.

Creativity, flexibility and innovation are encouraged in everyone through pupil choice and individual learning pathways. We guide every pupil to adapt and cope with change whilst developing their skills for Learning, Life and Work, taking opportunities in our rural environment and beyond, to deliver a rich and meaningful curriculum.

## **Review Date: September 2022**

### **Review Activities (as appropriate)**

- \* Joint Parent Council
- \* Assemblies
- \* Staff collegiate and staff meetings
- \* Self-evaluation
- \* Pupil evaluation
- \* Pupil 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).*

## 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) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)*

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

| Area for Improvement   | Progress and Impact on:<br>Learners' successes and achievements<br>The school community's successes and achievements - as appropriate <i>(Include evidence of impact.)</i>  | Next Steps (Looking Forwards)   |
|--|---|---|
| <p><b>School Priority 1:</b><br/>Raising Attainment in Literacy – Reading and Writing NIF Priority Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Priority</b><br/>Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most</p> | <p>Two Principal Teachers had already engaged in the authority Creating a Balanced Reader and Writer development with Stephen Graham last session, planning was altered to accommodate, and the trained staff led on the development. Neither of the two PTs have been with us this session, however further development opportunities were available through the authority which enabled all staff to engage directly with Creating the Balanced Writer. This has benefitted various classes throughout the year due to the increased confidence in staff. Most teaching staff have an increased knowledge and use effective strategies when teaching writing in particular. There is a lack of clarity as to the progression in writing due to the high level of staff change and reduced moderation opportunities.</p> <p>The following targets will remain:</p> <ul style="list-style-type: none"> <li>• All staff will have increased knowledge of effective strategies for raising attainment in reading and writing.</li> <li>• All teaching staff will have a clearer understanding of expectations for achievement of the Curriculum Benchmarks and Achievement of a Level.</li> <li>• Pupils will receive a consistent approach to assessment of writing from all staff.</li> <li>• Due to the progressive structure of the Balanced Writer and Reader all pupils will be able to use clearly identified next steps to enhance their progress in writing.</li> <li>• Moderated tasks within the setting will inform judgement and a consistency across the partnership.</li> <li>• A new Genre Criterion Scale will inform teacher judgement. (The Authority are developing this)</li> <li>• Attainment in reading and writing will improve across the school.</li> <li>• Staff – including new members, are aware of the adapted planning format and the Genre Criterion Scale.</li> </ul> | <p>Revisit Creating the Balanced Reader Information and share with new staff as well as sharing with parents and pupils. Further embed the writing format and reflect on the criterion from the authority Ensure consistency and a clearer understanding of expectation for achievement. Include moderation tasks in the planning format. Review mental maths pedagogy and resources across the partnership. Outdoor Learning will be developed to ensure staff confidence in regular planned use of the outdoor resources.</p> |

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| <p>and least disadvantaged children<br/>Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b><br/>Teacher Professionalism<br/>Assessment of Children's Progress<br/><b>HGIOS? 4 / HGIOELC? Qis</b><br/>Learning, Teaching and Assessment 3.2<br/>Raising attainment and achievement (Attainment in literacy and numeracy)<br/><b>National Standard Criteria</b></p> | <ul style="list-style-type: none"> <li>• Moderation opportunities in house and cluster</li> </ul> <p>There has been some success – although limited opportunity to consistently target individual pupils using the Closing the Literacy Gap and Fast Lane Trained staff. These intervention will frequently be used in the future as there is typically a marked improvement in all aspects of reading, providing we have the resources for implementation. Working with our families have been more restricted due to Covid, however where families do engage the direct impact on their child's progress notable. Outdoor Learning and Mental Maths were not progressed this session.</p>  |  |
| <p><b>School Priority 2:</b><br/>Raising Attainment through ensuring high-quality learning experiences for all our pupils</p> <p><b>NIF Priority</b><br/>Improvement in attainment,</p>   | <p>Due to a high staff turn over in all classes throughout the year elements of raising attainment have been addressed throughout the year at different times. The effort to ensure all classes had a teacher at every stage of the term has been the priority.</p> <p>There is continued uncertainty regarding the partnership as Hutton pupils have been attending Applegarth Primary for the last two sessions.</p> <p>*The following will be addressed in 2022-2023</p> <ul style="list-style-type: none"> <li>• All pupil's experiences are appropriately challenging and enjoyable and well matched to their needs and interests.</li> <li>• All learners take increasing responsibility to lead their learning and will become more successful, confident and responsible.</li> <li>• Increased staff awareness of high expectations and standards of learning and teaching experiences.</li> </ul> | <p>*Next steps for school priority 2 are noted as planned for this session and will be carried forward to next session. See bullet points.</p> |

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| <p>particularly in literacy and numeracy<br/> <b>NIF Driver</b><br/>                 School Leadership Teacher Professionalism School</p> <p><b>HGIOS? 4 / HGIOELC? Qis</b><br/>                 QIs 2.3 Learning, Teaching and Assessment 2.5 Family Learning Engaging families in learning<br/> <b>National Standard Criteria</b></p> | <ul style="list-style-type: none"> <li>• Reduction in class sizes alongside high-quality learning experiences which positively influence pupil progression.</li> <li>• Staff will feel supported to deliver high quality learning experiences which are well planned and differentiated.</li> <li>• Learning intentions and Success Criteria will be consistently shared and agreed with pupils.</li> <li>• Pupils will have the opportunity to be included in the planning of their learning.</li> <li>• Pupils learning experiences will be enhanced through the direct impact of play pedagogy and exploratory experiential learning opportunities.</li> <li>• Self-evaluation of current practice using HGIOs QI 2.3 QI 2.4 QI 3.2</li> <li>• Staff to develop confidence in achievement of a level through moderation and new Criterion Scale.</li> <li>• Connect tracking and monitoring, planning and assessment.</li> <li>• Staff to track data within Literacy and Numeracy to identify next steps.</li> <li>• Reflect on effectiveness and impact of support and openness to continuous improvement.</li> <li>• Staff to reflect on the updated GTCS Standards</li> <li>• Pupil engagement of How Good is OUR School?</li> <li>• Explore and develop pedagogy and resources in different learning environments</li> <li>• Teachers to engage in professional enquiry to inform practice</li> <li>• Assessment opportunities are identified in teacher planning and influence future planning.</li> <li>• Pupils learn in a motivational, nurturing and positive climate</li> </ul> |  |
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| <p><b>School Priority 3:</b></p> <p>Develop a shared vision, values and aims in a positive, nurturing ethos.</p> <p><b>NIF Priority</b></p> <p>Improvement in children and young people’s health and wellbeing</p> <p><b>NIF Driver</b><br/>                 Improvement School Leadership</p> <p><b>HGIOS? 4 / HGIOELC?</b><br/>                 QIs 3.1 Ensuring Wellbeing, Equality and Inclusion 1.3 Leadership of Change</p> <p><b>National Standard Criteria</b></p> | <p>One development session of coaching took place. Staff in attendance were fully engaged in the introductory session and recognised the potential advantages in developing a coaching culture across the partnership.</p> <p>*The following will remain in school improvement plan for next session:</p> <ul style="list-style-type: none"> <li>• As a result of our whole school coaching approach Staff and Pupils develop a confidence which leads to improved outcomes for all learners.</li> <li>• Systems in place promote wellbeing across the school.</li> <li>• The whole school community feel respected (UNCRC – working with Rights Respecting School to achieve Bronze in session 2022-2023) and valued.</li> <li>• Staff continually reflect on and develop practice and embrace the vision for continuous improvement.</li> <li>• Pupils have an increased capacity to respond and adapt to change</li> <li>• All staff to read After the Adults Change Achievable Behaviour Nirvana by Paul Dix (in particular, Chapter 5 Coaching in the Rain)</li> <li>• Pupils check in time and Health and Wellbeing lessons will be enhanced through developing a coaching ethos.</li> <li>• All staff awareness of common language will be established.</li> </ul> | <p>*Next steps for school priority 3 are noted as planned for this session and will be carried forward to next session.<br/>                 See bullet points.</p> |
|--|---|---|

- Staff to ensure time to implement coaching sessions regularly to develop a culture of respect, trust and openness.
- Whole school to undertake a UNCRC evaluation using an appropriate tool to ascertain our current position and priorities. Further engagement through the Rights Respecting School will be undertaken.

\*Whilst the Vision, Values and Aims were reviewed our whole staffing has changed over the session, with further staff changes imminent there will be a requirement to review in greater depth again the VVAs.

**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.)*

2021 – 2022

Regular, weekly interventions were planned to be carried out by the Principal Teacher, PEF covered the cost of her class commitment and ensured one class had consistency of one full time class teacher. The Principal Teacher has been absent from work since 18 August 2022 and has now been granted a career break, the full-time class teacher moved on to a permanent position halfway through the school session.

Efforts to buy in support through Learning Assistants were in vain and therefore the majority of the PEF plan was not implemented.

In term 4 a teacher was secured one day a week to focus on Health and Wellbeing for individuals and small groups. The main foci have addressed transitions, anxieties, positive relationships and friendships. This will come to an end this term. A Boxall survey was carried out for every child identified through PEF criteria, LAC, additional learning need and emotional need. A further targeted survey will be carried out by all pupils involved and interpreted. The teacher will prepare a full report on individual pupils which will be summarised and added to the report when it is completed. Some interventions have been implemented where and when there has been capacity. Four pupils in Primary 6/7 participated in the Fast Lane intervention.

**FASTLANE INTERVENTION**

| <b>"YOUR VIEWS ON READING"</b>                          |                            |                           |
|---|----------------------------|---------------------------|
| <b>CHILD A</b>  | <b>Before Intervention</b> | <b>After Intervention</b> |
| "Do you like reading?"                                  | It's okay                  | It's okay                 |
| "When you read in school, do you find it...?"           | Hard                       | Okay                      |
| "When you read on your own, do you find it...?"         | Okay                       | Okay                      |
| "How do you feel if someone asks you to read out loud?" | Don't like it              | It's Okay                 |



|                                 |      |      |
|---------------------------------|------|------|
| "How easy do you find reading?" | 4/10 | 6/10 |
|---------------------------------|------|------|

**"YOUR VIEWS ON READING"**

| <b>CHILD B</b>  | <b>Before Intervention</b> | <b>After Intervention</b> |
|---|----------------------------|---------------------------|
| "Do you like reading?"                                  | It's okay                  | It's okay                 |
| "When you read in school, do you find it...?"           | Quite easy                 | Quite easy                |
| "When you read on your own, do you find it...?"         | Okay                       | Quite easy                |
| "How do you feel if someone asks you to read out loud?" | Hate it                    | It's okay                 |
| "How easy do you find reading?"                         | 5/10                       | 8/10                      |

**"YOUR VIEWS ON READING"**

| <b>CHILD C</b>  | <b>Before Intervention</b> | <b>After Intervention</b> |
|---|----------------------------|---------------------------|
| "Do you like reading?"                                  | It's okay                  | Like it                   |
| "When you read in school, do you find it...?"           | Hard                       | Okay                      |
| "When you read on your own, do you find it...?"         | Okay                       | Okay                      |
| "How do you feel if someone asks you to read out loud?" | It's okay                  | Like it                   |
| "How easy do you find reading?"                         | 5/10                       | 6/10                      |

**"YOUR VIEWS ON READING"**

| <b>CHILD D</b>  | <b>Before Intervention</b> | <b>After Intervention</b> |
|---|----------------------------|---------------------------|
| "Do you like reading?"                                  | Like it                    | Love it                   |
| "When you read in school, do you find it...?"           | Quite easy                 | Very easy                 |
| "When you read on your own, do you find it...?"         | Okay                       | Quite easy                |
| "How do you feel if someone asks you to read out loud?" | Don't like it              | Like it                   |
| "How easy do you find reading?"                         | 7/10                       | 9/10                      |

**ATTITUDES SUMMARY**

After the fastlane reading intervention 100% of children showed an improvement in attitudes towards reading out loud. Child D went from 'like it' to 'love it' for the question "do you like reading?" When completing the questions 100% of the children said

they found reading better now they have been reading Fastlane. Child D, when answering "when you read in school, how do you find it?" said "very easy" and "if I don't know how to read a word, I split the word up to find out the answer".

**YORK ASSESMENT RESULTS**

All children completed a YORK assessment once they had finished their intervention.

| CHILD B   | "YORK ASSESMENT RESULTS" |                    |
|---|--------------------------|--------------------|
|   | Standard score           | Age equivalent     |
| Accuracy  | 88 → 92                  | 8:05 → 9:05        |
| Reading Rate  | 78 → 80                  | 7:07 → 8:03        |
| Comprehension   | 99 → 116                 | 9:10 → above 12:05 |
| <p><b>Summary (after Fastlane intervention)</b><br/>                     Child A's York assessments have shown<br/>                     Accuracy = 1 year improvement<br/>                     Reading Rate = 8 month improvement<br/>                     Comprehension = 2 years 7 months improvement</p> <p>Child B - ASN, has spent time out of the classroom</p> |                          |                    |

| CHILD A  | "YORK ASSESMENT RESULTS" |                |
|--|--------------------------|----------------|
|  | Standard score           | Age equivalent |
| Accuracy   | 82 → 92                  | 8:05 → 10:01   |
| Reading Rate   | 81 → 80                  | 9:01 → 8:11    |
| Comprehension  | 93 → 93                  | 10:02 → 10:02  |
| <p><b>Summary (after Fastlane intervention)</b><br/>                     Child A's York assessments have shown<br/>                     Accuracy = 1 year 8 months improvement<br/>                     Reading Rate = 2 months reduction **<br/>                     Comprehension = stayed the same</p> <p>** Child A - SEN and struggles with self-esteem. When taking the assessment, at times she refused to complete areas or said she couldn't do it - this has reflected her scores [reading rate]. Home-life has been difficult for Child A also.</p> |                          |                |

| CHILD C   | "YORK ASSESMENT RESULTS" |                |
|---|--------------------------|----------------|
|   | Standard score           | Age equivalent |
| Accuracy  | 88 → 107                 | 8:03 → 12:02   |
| Reading Rate  | 84 → 82                  | 8:03 → 8:04    |
| Comprehension   | 100 → 105                | 9:10 → 11:06   |
| <p><b>Summary (after Fastlane intervention)</b><br/>                     Child C's York assessments have shown<br/>                     Accuracy = 3 years 11 months improvement<br/>                     Reading Rate = 1 month improvement<br/>                     Comprehension = 1 year 8 months improvement</p> |                          |                |

| CHILD D  | "YORK ASSESMENT RESULTS" |                |
|--|--------------------------|----------------|
|  | Standard score           | Age equivalent |
| Accuracy   | 85 → 87                  | 8:03 → 8:09    |
| Reading Rate   | 84 → 89                  | 8:07 → 9:09    |
| Comprehension  | 86 → 92                  | 7:10 → 9:07    |
| <p><b>Summary (after Fastlane intervention)</b><br/>                     Child D's York assessments have shown<br/>                     Accuracy = 6 months improvement<br/>                     Reading Rate = 1 year 2 months improvement<br/>                     Comprehension = 1 year 9 months</p> |                          |                |

- Child C & D have seen an increase in 100% scores for their Accelerated Reader tests using renaissance.

**PARENTAL ENGAGEMENT**

Child A - does not read at home

Child B - sometimes reads at home, often completes reading homework in class.

Child C - parent has commented that they have seen an increase in positivity when reading at home and are finding reading at home much more relaxing. Child C's parent is also very supportive and has been reading with the child at home.

Child D - they have started to read at home and get their parent to sign their diary on occasions. Child D has commented that she is enjoying reading at home and has found a 'new favourite author' and has been reading his books before bed.

LITERACY: Closing the Literacy Gap (CLG) Intervention & training took place in Term 4 last session – All Learning Assistants and Teaching staff attended training. Of the whole school training, 2 LAs and 1 teacher remain in the school this session 2021- 2022.

NUMERACY: Closing the Numeracy Gap (CNG) Developing Number Knowledge out of whole school training only 1 teacher and 1 Learning Assistant continue to be based at Applegarth and Hutton partnership.

Ensuring weekly consultations are available for all teacher and Learning Assistants to discuss individual pupils with the Support for Learning Teacher has ensured a guided and agreed recommended intervention and support that have been afforded individual pupils.

Health and Wellbeing

Consideration was given to the value of further investment in Emotion Works materials however it was agreed that we would continue to embed the recovery 'Emotion Works'. Many staff who utilised this resource last session are no longer with us and those who are here have not consistently engaged in the regular use of this resource. The benefits of the resource were recognised in the recovery period but further work is required to develop and integrate the resource with other materials available in the school.

Removing Barriers/Equity/Inclusion:

Whilst some pupils were planned to receive one-to-one interventions and support in order to boost their progress, all pupils benefit from the application of intervention strategies from CLG & CNG in general classroom teaching where staffed are trained and there is capacity. The capacity to implement interventions this session has been exceptionally limited.

PEF/FSM PUPIL TRACKING/ASSESSMENTS Due to the high level of change in staffing we have been unable to fully implement the interventions as planned. Tracking progress and the triangulation of assessment data has been delayed, however we have been able to identify pupils who are above, at or below national expectation through standardised assessment results.

Data 2021-22. Attainment within National Expectation. On average 50% of Applegarth pupils are working and achieving individual milestones, 4 pupils are working beyond national expectation, therefore 50% of our pupils are working on or above national expectation. On average 45% of Hutton pupils are working at national expectation.

OFFICIAL

OFFICIAL

OFFICIAL

## 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?<br>What's working well for your learners?<br>(Include evidence of impact.)   | Areas for Improvement  | Evaluation of this QI using the HGIOS?4 six-point scale |
|---|--|--|---|
| <p><b>1.3 Leadership of Change</b></p> <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> | <p>Staff, pupils and parents have all been included in creating and reviewing our new vision, values and aims – ordinarily this is an annual occurrence.</p> <ul style="list-style-type: none"> <li>• All staff are becoming very clear of the dynamics and context of our school community.</li> <li>• The Senior Management Team are developing their leadership roles within each priority and the day-to-day management of the school.</li> <li>• All established staff are aware of Empowered System and how that relates to all key partners to improve pupil outcomes.</li> <li>• Opportunities for promoted staff to lead in various initiatives have been provided.</li> <li>• Almost all staff work collaboratively in taking forward developments and initiatives.</li> <li>• Some staff are committed to change which results in improvements for learners.</li> <li>• Some staff are developing their self-awareness and can identify areas for further development which was evident when discussing and agreeing priorities.</li> </ul> | <p>Ensure staff, at all levels, are aware and involved in implementing priorities for improvement and change through engaging with self – evaluation.</p> <ul style="list-style-type: none"> <li>• Opportunities will be taken to continue to raise awareness of revised vision, values and aims. These will be branded and linked to our communications and within the different learning areas in the school.</li> <li>• Staff will take time to review the key assessment information and collectively agree and modify which elements of literacy and numeracy are to be recorded to ensure progression, consistency, pace and challenge within the tracking system and therefore informing and impacting on the pupils' experiences.</li> <li>• To support learning opportunities staff will fully engage in timely planning overviews which are required to ensure depth and breadth, and range of the learners' experiences will be developed.</li> <li>• All staff will engage with the tracking system and populate information for their class throughout the year. The tracking system will provide clarity for everyone – the pace at which our pupils are learning and of their achievement.</li> </ul> | 4   |

|  |  |   |  |
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|  |  | <ul style="list-style-type: none"><li>• Staff will continue to develop their ability to interrogate data and utilise the information alongside their professional judgement appropriately, impacting on individual pupil next steps, rate of progression and in raising attainment.</li><li>• To address the variation in terms of the quality of learning and teaching the staff will focus on achieving consistent, high-quality learning and teaching embedding formative assessment strategies, active learning, differentiation, collaborative learning strategies, the use of higher order questioning- allowing space and time to discuss learning and teaching with colleagues. Outdoor learning will be integral to pupil learning experiences.</li><li>• Pupils will have the opportunities to play a more active role in their learning and in involving the local community. There is scope to more effectively include /make explicit children's voice in learning. Develop further opportunities for children to lead their learning through meaningful involvement in planning and in directing and evaluating learning.</li><li>• Staff will ensure a wide range of environments and creative teaching approaches are used.</li><li>• All teaching staff will be involved in the Cluster moderation plan which has been set for 2022-23. Moderation will also continue to be developed in-house, termly. Authority moderation tasks will be carried out across the cluster.</li></ul> |  |
|--|--|---|--|

### 2.3 Learning, Teaching and Assessment

- *Learning and engagement*
- *Quality of teaching*
- *Effective use of assessment*
- *Planning, tracking and monitoring.*

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• A new planning format has been created affording consistency (where possible) across the levels and stages. Further work and development will ensure the planning is transferred appropriately into clear Learning Intentions and high-quality learning experiences for all subjects, differentiated consistently, ensuring links with prior learning and set with appropriate pace and challenge for individual pupils.</li> <li>• In all classes, staff know the children well and are able to pass on key information to supply/temporary teachers. There is awareness of specific children's barriers to learning. In such cases assessment information is gathered and used to identify learners' needs. Every effort has been made to ensure individual pupils have been receiving support as and when required, in school. Emotional support has also been required for some individual pupils on their return to school with a few pupils not attending full time. This has been carried out with the ongoing support from our partners and inhouse.</li> <li>• Across the partnership, almost all the learners are engaged and motivated. They are positive and motivated about their learning. The arrangement of Hutton pupils being taught at Applegarth has been in place for two sessions and is working very well,</li> <li>• The quality and purpose of all outdoor learning experiences requires further refinement.</li> <li>• Staff embrace national initiatives e.g. Scottish Maths Week, First Minister's Reading Challenge, Outdoor Learning Day etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Following consultation with staff, parents and pupils, the vision, values and aims were reviewed in October 2021 and will be reviewed in September 2022 to ensure relevance to our condensed school partnership.</li> <li>• Pupils in the early years will experience a shift in pedagogy with the focus being on targeted learning blocks and learning through play. This will positively impact on transition from Nursery to Primary 1 as well as benefitting the rest of the pupils as they return to schools in August.</li> <li>• In all classes pupils will have their say in informing contexts and planning for learning. Individual circumstances and their presentation will continue to dictate appropriate interventions being deployed and a flexible curriculum.</li> <li>• Staff will take time to review the key assessment information and collectively agree and modify which elements of literacy and numeracy are to be recorded to ensure progression, consistency, pace and challenge within the tracking system and therefore informing and impacting on the pupils' experiences.</li> <li>• Staff will have an awareness of the GTCS professional standards published in 2021 and this will be reflected in their practice and PRD.</li> <li>• Following consultation with Parents and Staff the Positive Behaviour Policy has been agreed. Further work is required to create a coaching culture throughout the school for staff and pupils alike.</li> </ul> | 3 |
|---|--|---|

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|  | <ul style="list-style-type: none"> <li>• Some staff take into account pace and challenge whilst planning the learning.</li> <li>• The individual tracking system was reinstated at the end of last session however staff have not fully engaged in recording key assessments with the intention of noting progress, impact on planning and to aid transitions. Further discussion required to identify the information relevant to track and plan effectively.</li> <li>• Staff inconsistently add to the whole school tracking system and should engage to a greater extent to impact on learner's experiences.</li> <li>• The termly planning conversations between SMT and individual/team teachers continued throughout the session. Discussion was had and feedback given. Consistency in responding timely to feedback is required. Consistency in giving timely feedback is required.</li> <li>• Tracking and feedback discussion with SMT demonstrated a deeper understanding and awareness of the individual progress and levels.</li> <li>• Reporting to parents – an interim and full report were issued to all families this session with a face-to-face discussion with almost all parents and pupils. Using the reporting format on SEEMIS will now take place next session. Weekly Surgery continues to be available and is now face-to-face.</li> <li>• Some staff throughout the session consult as required with trained/experienced staff - utilising their expertise in proven interventions/strategies to provide appropriate learning and teaching opportunities within their setting.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to promote positive relationships and ensure all staff take responsibility and ownership of meeting individual's needs.</li> <li>• Further develop all pupils' emotional literacy through Emotion Works and Working With Others consistently across the partnership.</li> <li>• Collaborative working is being encouraged at all stages of planning and moderation tasks through the school and cluster. The moderation calendar will be re-established to ensure that time for staff is protected, allowing for professional dialogue and the planning of the moderation tasks. Termly planned moderation tasks will encourage professional dialogue and shared understanding of a level, progression and next steps.</li> </ul> |  |
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|   | <ul style="list-style-type: none"> <li>Some staff are now aware of the systems in place to make referrals and encompass recommendations from partner agencies as and when required to support our learners.</li> </ul>   |   |   |
| <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>Staff and pupils understand and use the wellbeing indicators as a source of evidence for referrals and on a termly basis when pupils self-assess their health and wellbeing.</li> <li>All staff attend Child Protection training annually. Applegarth and Hutton staff were due to have the three yearly training, however due to restrictions being in place this will now take place in September 2022.</li> <li>Class Teachers are developing their use pastoral notes on SEEMIS.</li> <li>Some staff recognise the positive impact on using the outdoors has on almost all pupils and particular individual children.</li> <li>Almost all pupils behave well, engage in school activities and are respectful. The ethos within the school promotes inclusion and is developing restorative practice successfully.</li> <li>Cognisance of individual wellbeing is taken and addressed every morning at Check In time and throughout each day.</li> <li>Consultation on the Positive Behaviour Policy was carried out and agreed by the whole school community and shared at class assemblies.</li> </ul> | <ul style="list-style-type: none"> <li>Staff require time to consider how current planning transfers into meaningful learning experiences which raise attainment.</li> <li>Feedback should be used more effectively and consistently to ensure learners know how to improve. All pupils should know how to make progress from their prior levels.</li> <li>Further detail, to ensure that balanced and varied learning experiences are implemented on a daily/weekly/termly basis, is required and is being developed.</li> <li>A range of pedagogical approaches which incorporate pupil choice should be developed.</li> <li>There is a need for children to apply and transfer skills in real life contexts in literacy and numeracy and for planned assessment tasks that reflect this to be identified at the planning stages.</li> <li>There is a need to develop the use of diagnostic assessment e.g. SNSAs to inform planning especially when results are noting underperformance and are therefore not in line with expectation in literacy and numeracy and individual potential.</li> </ul> | 4 |

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|  | <ul style="list-style-type: none"> <li>• Articles from UNCRC have been introduced to pupils at assemblies</li> <li>• Termly IEP meetings did not take place due to Covid-19 staffing restrictions. Regular Child's Plan meetings (4 pupils currently) set and evaluate targets in partnership.</li> <li>• Equalities monitoring document is in place to record racist, homophobic, discriminatory and bullying behaviors as well as incident reporting.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff and pupils will develop their technology skills and consistently ensure learning experiences are shared by frequently uploading examples of their learning to the new website. 'Seesaw' will be used to document learning and achievement for teachers, pupils and parents. Parents will have an increased awareness of the advantages of SeeSaw and eportfolios.</li> <li>• Through the success of the PEF interventions, consideration should be given to how these gains could be sustained and developed to the benefit of a wider group of pupils.</li> <li>• Opportunities for staff to develop and share practice in school and across the cluster will be created. Planned opportunities will be facilitated through Lockerbie Cluster on a wide range of topics, e.g., Outdoor Learning, Working with Others, Play Pedagogy etc.</li> <li>• Further develop assessment procedures to improve standards of attainment, achievement, and pupil involvement.</li> <li>• Empower pupils to have more to say in their learning experiences.</li> <li>• Teaching staff ensure they have planned and manage the deployment of support staff effectively.</li> <li>• The school's planning format is now more closely linked to the national benchmarks and facilitates focus on developing children's higher order thinking skills. However, the impact of this development requires to be evident in all classes.</li> <li>• There is potential, across all stages, to increase all teachers' /staff confidence to</li> </ul> |  |
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|  |  | ensure French / Spanish embedded in daily routines  |   |
| <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>• All interventions and developments are shared and created in full consultation with staff.</li> <li>• The priorities are clearly identified in the School Improvement Plan to which all staff have access and which all parents are aware of.</li> <li>• Through observations (in and out of school), monitoring calendar, modelling, moderation, stage partner collaborative working and planning, interpretation data and using tracking information alongside teacher professionalism, staff are beginning to be more aware of good practice and ways in which they can develop their skills.</li> <li>• Children are attaining and most staff exercise a fluidity in their grouping according to individual achievement.</li> <li>• The benchmarks are included in the planning formats for staff reference when planning learning and assessments.</li> <li>• The individual tracking system is in place although not fully utilised.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure the rationale and design of our curriculum reflects the revised Vision, Value and Aims.</li> <li>• Further develop creativity and digital employability skills in a progressive way across the curriculum. Encourage staff/pupil leadership in developing the digital leadership role.</li> <li>• Review the use of the local community in learning pathways.</li> <li>• Develop a programme for monitoring and evaluating the work of the school which involves all stakeholders.</li> <li>• Building on prior learning, offer flexible pathways, taking cognisance of the Es and Os and the design principles - offering a range of experiences and a wider range of approaches to learning/ learning environments.</li> <li>• Ensure effective leadership and empowerment at all levels.</li> <li>• Outdoor Learning to be a regular progressive curriculum led experience for all learners</li> <li>• Ensure that the refreshed CfE features in and permeates the partnership.</li> </ul> | 3 |

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|  | <ul style="list-style-type: none"><li>• PEF was underspent last year and this. Due to COVID and the disruption in staffing the planned use of the funding could not be implemented. In term 4 a teacher was secured one day a week to support Health and Wellbeing targeted interventions.</li><li>• Mathematics is used by some of the pupils at home and is used by some class teachers when allocating mental maths homework. Some staff make use of the pupil reports to identify areas of strength and weakness.</li><li>• Achievements, celebrations and awareness of learning are communicated to our parent body and is more consistently used</li><li>• All teaching staff have been updated on the ways in which PEF is being used and of the interventions impact.</li><li>• In general, assemblies encompass celebrations of children's achievements both in and out of school. Parents were unable to attend this session, however a film and or photographs of the class assemblies were shared. Each class take turns to share and celebrate their learning. (Restrictions have at times interrupted certain aspects as noted)</li><li>• The Scottish National Assessments have been used to capture individual pupil progress which in turn, will add to and inform staff of individual needs in P1, P4 and P7. The majority of the current P4 pupils have achieved well but continue to sit under national expectation. All bar one pupil in P7 is working at or above national expectation and all P1 pupils are</li></ul> |  |  |
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|   | <p>working at or above national expectation - across t.</p> <ul style="list-style-type: none"> <li>• Systems have been reviewed and are in place for tracking Literacy, Maths and Health and Well Being although not used consistently</li> <li>• SMT observations are focused on individuals and school areas for development and have managed one at the beginning of the school session. Staff have been very accommodating in taking/splitting/moving classes throughout the year.</li> <li>• Overall, across the stages, children are confident, self-motivated and keen to learn.</li> <li>• Termly planning, raising attainment and tracking meetings take place. Gaps in learning are identified and specific interventions put in place for identified children when there is capacity to deliver.</li> </ul> |  |  |
| <p><b>2.2 Curriculum: Theme 3 Learning Pathways</b></p> | <p>Progression Frameworks are in place which focus on development of skills of Literacy, Numeracy and Health and Well Being</p>  | <ul style="list-style-type: none"> <li>• Ensure the rationale and design of our curriculum reflects the revised Vision, Value and Aims.</li> <li>• Further develop creativity and digital employability skills in a progressive way across the curriculum.</li> <li>• Review the use of local community in learning pathways.</li> <li>• Develop a programme for monitoring and evaluating the work of the school which involves all stakeholders.</li> <li>• Building on prior learning, offer flexible pathways, taking cognisance of the Es and Os and the design principles - offering a range of experiences and a wider range of approaches to learning/ learning environments.</li> <li>• Ensure effective leadership and empowerment at all levels.</li> </ul> |  |

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|  |   | <ul style="list-style-type: none"> <li>• Outdoor Learning to be a regular progressive curriculum led experience for all learners</li> </ul>   |
| <p><b>2.7 Partnerships – Theme 3: Impact on Learners</b></p> <p><b>The impact of parental involvement on improving children and young people’s learning.</b></p> | <ul style="list-style-type: none"> <li>• The Vision, Values and Aims were reviewed with all stakeholders (2021)</li> <li>• ‘World of Work Week’ did not take place this session due to restrictions, however in further developing our partnership with a local family employer, James Jones, the manager has visited the school on numerous occasions and discussed employment opportunities within the local business. The partnership has gone from strength to strength as the pupils planted trees in the local area on behalf of James Jones which also celebrated the Platinum Jubilee. Generous donations to the school provide resources which are well utilised in the forest classroom.</li> <li>• Further engagement with pupils from P5 – P7 in My World of Work to be promoted.</li> <li>• Established links with Tesco, Local forestry, James Jones Wood products and the local service station.</li> <li>• A new partnership with Cross dykes Windfarm has increased pupil participation and knowledge of sustainable energies. Visiting the site at the opening event, naming and visiting two of the Wind Turbines and also engaging in school visits. Their enthusiasm to promote lasting positive contributions to the school and our community is noted and appreciated.</li> <li>• Parents readily communicate with the school. Meetings took place outside when required and the Parent Council went to a</li> </ul> | <ul style="list-style-type: none"> <li>• Consult, involve and support families through informative information sessions on different aspects of development, learning and pedagogy as well as informing parents on Safer Schools App and its potential</li> <li>• Reinstate World of Work Week – involve parents and the community</li> <li>• Staff reflecting on their practice and utilising the Skills for Learning Life and Work toolkit throughout the year and link to planning.</li> </ul> |

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|  | hybrid meeting of in person/zoom. The Parent Council support the school in many ways. |  |
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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 and School Community | How are you using pupil equity funding to improve outcomes for learners? | Key Tasks | Planned Management of Improvement Area (Including Time Allocations, Funding PEF and Expected Completion Date.) |
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| <p><b>School Priority 1</b><br/>Raising Attainment in Literacy – Reading and Writing</p> <p><b>NIF Priority</b><br/>Improvement in attainment, particularly in literacy and numeracy<br/>Closing the attainment gap between the most and least disadvantaged children</p> <p><b>NIF Driver</b><br/>Teacher Professionalism<br/>Assessment of Children’s Progress</p> <p><b>HGIOS?4 / HGIOELC QIs</b><br/>2.3 Learning, Teaching and Assessment<br/>3.2 Raising attainment and achievement (Attainment in literacy and numeracy)</p> <p><b>National Standard Criteria</b></p> | <ul style="list-style-type: none"> <li>• Through literacy training 2020-2022 Creating a Balanced Reader and Writer, Stephen Graham and the recent Closing the Literacy Gap (PEF) staff development - all staff will have increased knowledge of effective strategies for raising attainment in reading and writing.</li> <li>• All teaching staff will have a clearer understanding of expectations for achievement of the Curriculum Benchmarks and Achievement of a Level.</li> <li>• Pupils will receive a consistent approach to assessment of writing from all staff.</li> <li>• Due to the progressive structure of the Balanced Writer and Reader all pupils will be able to use clearly identified next steps to enhance their progress in writing.</li> <li>• Moderated tasks within the setting will inform judgement and a consistency across the partnership.</li> <li>• A new Genre Criterion Scale will inform teacher judgement.</li> <li>• Attainment in reading and writing will improve across the school.</li> <li>• The strategies from Closing the Literacy Gap aligned with the Balanced Reader and Writer will positively impact pupil achievement</li> <li>• Mental maths will be aligned-consistent strategies/pedagogy and a clear progression established for all levels.</li> </ul> | <ul style="list-style-type: none"> <li>• Staff – including new members, are aware of the adapted planning format and the Genre Criterion Scale.</li> <li>• .</li> <li>• Moderation opportunities in house and cluster</li> <li>• Ensure assessment and feedback is consistent and evidence is shared with pupils.</li> <li>• Recap on the CLG Training and Fastlane Training.</li> <li>• Identify pupils that would benefit from the interventions and work in partnership with families.</li> <li>• Track progress regularly and with confidence.</li> <li>• Staff development ½ day session to ensure a shared, consistent approach to Mental Maths developed to include outdoor learning experiences.</li> </ul> | <p><b>At this time I am uncertain of staffing and whether or not Hutton pupils will continue to be at Applegarth or return to their own school. This decision will influence the time and who is leading on each priority greatly. It is my intention to fully explore the areas of responsibility in the first day of INSET in August.</b> (I have yet to put in place a plan for PEF as I am uncertain if I will need to use my funding to buy in support for learners.)</p> <p>Termly Moderation tasks discussed collaboratively at INSET Aug 2022 PT Lead Cluster twilight and half INSET in Feb. Cluster Qamso lead</p> <p>Mental Maths SMT – Full Review, implementation and review<br/>SMT time<br/>2 staff development as per WTA<br/>INSET Session</p> <p>Outdoor Learning<br/>SMT – Full Review, implementation and review<br/>SMT time<br/>2 staff development as per WTA<br/>INSET Session</p> |
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| <p><b>School Priority 2</b><br/>Raising Attainment through ensuring high-quality learning experiences for all our pupils</p> <p><b>NIF Priority</b><br/>Improvement in attainment, particularly in literacy and numeracy</p> <p><b>NIF Driver</b><br/>School Leadership<br/>Teacher Professionalism<br/>School Improvement</p> <p><b>HGIOS?4 / HGIOELC QIs</b><br/>2.3 Learning, Teaching and Assessment<br/>2.5 Family Learning Engaging families in learning</p> <p><b>National Standard Criteria</b></p> | <ul style="list-style-type: none"> <li>All pupil's experiences are appropriately challenging and enjoyable and well matched to their needs and interests.</li> <li>All learners take increasing responsibility to lead their learning and will become more successful, confident and responsible.</li> <li>Increased staff awareness of high expectations and standards of learning and teaching experiences.</li> <li>Reduction in class sizes alongside high-quality learning experiences which positively influence pupil progression.</li> <li>Staff will feel supported to deliver high quality learning experiences which are well planned and differentiated.</li> <li>Learning intentions and Success Criteria will be consistently shared and agreed with pupils.</li> <li>Pupils will have the opportunity to be included in the planning of their learning.</li> <li>Pupils learning experiences will be enhanced through the direct impact of play pedagogy and exploratory experiential learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>Self-evaluation of current practice using HGIOs QI 2.3 QI 2.4 QI 3.2</li> <li>Staff to develop confidence in achievement of a level through moderation and new Criterion Scale.</li> <li>Connect tracking and monitoring, planning and assessment.</li> <li>Staff to track data within Literacy and Numeracy to identify next steps and influence planning</li> <li>Reflect on effectiveness and impact of support and openness to continuous improvement.</li> <li>Staff to reflect on the updated GTCs Standards at all levels.</li> <li>Pupil engagement of How Good is OUR School?</li> <li>Explore and develop pedagogy and resources in different learning environments.</li> <li>Teachers to engage in professional enquiry to inform practice.</li> </ul> | <p>Lead SMT and Class Teachers Responsibilities to be agreed.<br/>Ongoing Reflection<br/>Collaborative/ individual Self evaluation<br/>3 Collegiate Session as per WTA<br/>INSET ½ day session.<br/>Increased observations through 'coaching culture' and professional development</p> <p>Further training if required for new staff – proven interventions eg DNK CLG etc.</p> |

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| <p><b>School Priority 3</b><br/>Develop a shared vision, values and aims in a positive, nurturing ethos.</p> <p><b>NIF Priority</b><br/>Improvement in children and young people's health and wellbeing</p> <p><b>NIF Driver</b><br/>School Improvement<br/>School Leadership</p> <p><b>HGIOS?4 / HGIOELC Qis</b><br/>3.1 Ensuring Wellbeing, Equality and Inclusion<br/>1.3 Leadership of Change</p> <p><b>National Standard Criteria</b></p> | <ul style="list-style-type: none"> <li>• As a result of our whole school coaching approach Staff and Pupils develop a confidence which leads to improved outcomes for all learners.</li> <li>• Systems in place promote wellbeing across the school.</li> <li>• The whole school community feel respected (UNCRC) and valued.</li> <li>• Staff continually reflect on and develop practice and embrace the vision for continuous improvement.</li> <li>• Pupils have an increased capacity to respond and adapt to change.</li> </ul> | <ul style="list-style-type: none"> <li>• Review VVA</li> <li>• All staff to read After the Adults Change Achievable Behaviour Nirvana by Paul Dix (in particular, Chapter 5 Coaching in the Rain)</li> <li>• Pupils check in time and Health and wellbeing lessons will be enhanced through developing a coaching ethos.</li> <li>• All staff awareness of common language will be established.</li> <li>• Staff to ensure time to implement coaching sessions regularly to develop a culture of respect, trust and openness.</li> <li>• Whole school to undertake a UNCRC evaluation using an appropriate tool to ascertain our current position and priorities.</li> </ul> | <p><b>Leads</b><br/>Mrs Fraser - Coaching</p> <p>INSET ¼ day August 2022<br/>3 Collegiate Sessions as per WTA<br/>Whole staff, working group – UNCRC, Sustainability, Fairtrade and Eco ongoing</p> |
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