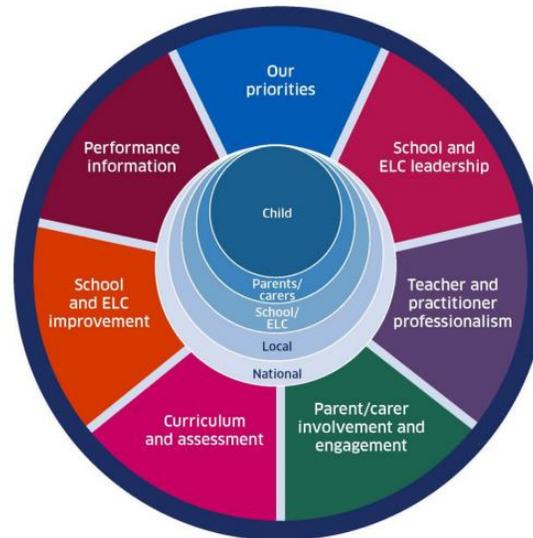


## Education and Learning Directorate

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

(2022 - 2023)



**School:** Closeburn/ Penpont Partnership

**Date:** May '22

## 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

Our Partnership consists of Closeburn and Penpont Schools and Closeburn Nursery. During the Autumn term of 2017 stakeholders were consulted on the appropriateness of the current Vision, Values and Aims which exist for the Partnership Schools and it was agreed, that they should remain the same and with the addition of 'excellence and equity'.

Together We Can Achieve More

'Closeburn and Penpont are happy places to be. We all work together excellently'.

Love to Learn - Learn to Live

Closeburn/Penpont Partnership and Nursery aspire to meeting the needs of the children through inclusion, providing choices and developing the full potential of individuals, maximising the opportunities for all and encouraging everyone to do their best at all times.

### Values:

Commitment, Consideration, Co-operation, Helpfulness, Effort, Enjoyment, Equity, Excellence, Friendship, Fun, Honesty, Kindness, Politeness, Respect, Responsibility, Self-belief, Self-confidence, Self-control, Teamwork, Trust.

### Aims:

- Closeburn and Penpont Schools and Nursery will be safe places to be where we can grow and learn because we feel wanted, excited about learning and we have a say in the school.
- Learners will be confident and be encouraged to ask lots of questions. They will manage their feelings, be fit and get on well with every kind of person. This will help them enjoy life and reach their goals.

## 1. Vision, Values and Aims

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- Parents/carers and staff will work closely together to help children learn.
- We will work well with local groups because “it takes a village to raise a child”.
- We will all value differences in people in Closeburn, Penpont, Dumfries & Galloway and our world.
- Everybody will succeed in their learning by promoting excellence and equity and we will CELEBRATE achievement.
- We will respect the buildings and belongings of our school and community and take care of our changing world.
- We will keep learning and keep getting better so that we are always the best we can be.

**Review Date: sept 2022** (This has been postponed from Sept 2021 due to COVID 19 restrictions and recovery priorities) Review Activities (as appropriate) Consultation with all stakeholders - Questionnaires, Pupil Forum, Short life Working Group Schools should evidence how all 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: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>Partnership Priority 1</b> Stability and Recovery following the pandemic and subsequent periods of school closure</p> <p><b>NIF Priority</b></p> <p>Improvement in attainment, providing learners with the right skills to succeed</p> <p><b>NIF Driver</b> Teacher Professionalism; Assessment of Children's Progress.</p> <p><b>HGIOS?4 / HGIOELC QIs</b> 2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work 2.3 Learning teaching &amp; assessment 3.2 Raising Attainment</p> <p><b>National Standard Criteria</b></p>	<p>Health and Wellbeing Outcome - Pupils to be settled and ready to learn, supported in their mental, emotional and social health. <b>Key tasks:</b> <b>Implement updated HWB program</b> Progress and impact – Both settings have implemented the revised H&amp;WB programme of study incorporating Emotion works and mental health. This works as a 3 year cycle, covering all E's and Os. Each term all the partnership covers a theme e.g. Be safe which enables whole school and partnership events. Staff are aware of mental health champions within the cluster who they know they can approach when needed. Pupil focus groups spoke positively about the programme and stat they are more confident in speaking about their feelings in school to adults. Staff also feel there has been an improvement and children are becoming better at regulating their emotions – especially at senior level. Interventions have been put in place for those who find this challenging i.e. nurture, Socially Speaking and Cool Connections</p> <p><u>-Carry out Mentally Healthy School Self Evaluation and create action plan.</u> Progress and impact Evaluation has taken place – specific areas of improvement were identified and will be added to the HWB programme as stated above.</p> <p><u>Updated parental guides on the HWB program and how to support their child</u></p>	<p>To further implement Mental health teaching and learning identified from data analysis into our 3 yearly cycle.</p> <p>Change of HT meant training stopped. New HT</p> <p>Due to covid restrictions parental workshops did not happen this year but are in the plan to take place this coming year. Event partnership support) Barnados, Bereavement, Befriending society</p>

	<p>Progress and impact – Feedback has been given to both parent councils but not to all parents.</p> <p><u>Literacy and Numeracy</u>  <u>Outcomes</u>  1 Implement ‘Creating A Balanced Reader’ professional learning ensuring pupils have a clear, balanced, progressive learning pathway in reading and therefore achieve their potential.</p> <p>2 All teaching staff undertake ‘Creating A Balanced Writer’ program with a view to have consistent approaches in the teaching of reading and writing across the partnership.</p> <p>3 All LAs will be trained in core Literacy and Numeracy interventions: this will build consistency. Pupils will then be supported appropriately when needs are identified.</p> <p>4 Consistent assessment and tracking of pupil progress in Maths to ensure appropriate interventions to improve attainment  Teaching staff will further build their understanding of tracking attainment through SEEMIS Progress and Achievement. This will ensure focus on pupil progression, building both support and challenge.</p> <p>Key tasks:</p> <p><u>Implement ‘Creating A Balanced Reader’ pedagogy and PM benchmarking</u>  Progress and impact –  Both schools have implemented the PM benchmarking successfully which has led raised attainment in literacy.</p> <p>Examples – please see 2..2 of progress report and appendix 1 for evidence.</p> <p><u>All teaching staff undertake ‘Creating A Balanced Writer’ training</u></p> <p><u>Training on literacy interventions including Closing the Literacy Gap, Literacy Ladders and 5 Minute Box- refresher for existing staff; introduction for new staff</u></p> <p>Progress and impact –  All support staff and one class teacher have successfully completed training and interventions are running extremely well with he success for pupils  Examples – see 2.2 and appendix 1</p>	<p>Brochure to be created for parents to inform of changes including helpful phone numbers.</p> <p>The focus this year has been implementing the reading programme. Staff have found this successful although resources need to be changed to suit the pedagogy. E.g. PM</p>
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	<p><b>Training Closing the Numeracy Gap -refresher for existing staff, introduction for new staff Sept 2021.</b></p> <p><b>Introduce PUMA Maths assessments for all pupils P2-P7</b>                  Progress and impact – This was a cluster initiative.                  Staff implemented the Puma maths assessments in January '22                  This was found to be problematic and very time consuming. The data found to be a bit inaccurate</p> <p><b>Staff training session for CTs</b>  <b>Moderation of tracking on SEEMIS Progress and Achievement</b></p> <p>4 Stages of progress. P&amp;A completed termly.</p> <p><b>SMT training on reporting using SEEMIS Progress and Achievement; consider use for reporting</b></p>	<p>benchmarking reading tree to PM benchmarking.                  Oxford reading tree.                  This term training has been completed for Text types in writing to be implemented this coming session.</p> <p>Staff to search for a more suitable assessment tool for this coming year</p> <p>Moving on to reporting.                  Progress and Achievement</p>
<p><b>School Priority 2</b>                  Curriculum refresh to support successful 21<sup>st</sup> century learning and teaching</p> <p><b>NIF Priority:</b>                  Improvement in attainment, providing learners with the right skills to succeed</p> <p><b>NIF Driver:</b>                  Teacher Professionalism;                  Parental Engagement;                  Assessment of Children’s Progress.</p> <p><b>HGIOS?4 / HGIOELC QIs</b>                  2.2 Development of the curriculum; Learning pathways;                  Skills for learning, life and work                  2.3 Learning teaching &amp; assessment                  3.2 Raising Attainment</p>	<p><u>Digital Technology</u></p> <p>Outcomes</p> <p>1 Consistent use of digital services in a variety of contexts to achieve a purpose/ outcome throughout the curriculum and beyond</p> <p>2.Pupils should be able to successfully navigate GLOW, Microsoft Office and windows to support their learning and develop their transferable skills.</p> <p>3.All staff to develop understanding of useful educational tools such as Onedrive, Outlook, Forms, Teams, Microsoft Office as well as online storage. All staff to be confident in the use of the same software and hardware so that the learning pathways are consistent across the school and across the cluster.</p> <p>4.All staff, pupils and parents to feel confident in use of Teams for communication and learning: this will ensure continuity of learning should school closures have to occur again.</p> <p><u>IDL</u>                  Outcome                  Staff will feel confident delivering a coherent and progressive IDL program for pupils with a wide range of educational experiences and skills</p>	

STEM

## Outcomes

1. Staff will feel more confident delivering STEM activities for pupils with a wide range of educational experiences and skills within home, school, Partnership and Cluster
2. Pupils will have increased opportunities to participate in STEM activities with Parents/Carers and peers within Partnership and Cluster. Parents/Carers will have a better understanding as to how they can support their children in STEM based learning.

Learning for Sustainability/Outdoor Learning

## Outcomes

1. All pupils will develop their skills and understanding in outdoor learning and learning for sustainability which will transfer beyond school
2. Pupils will have increased opportunities to lead, design and participate in outdoor activities with Parents/Carers and peers. Parents/Carers will have a better understanding as to how they can support their children to lead a more sustainable life-putting learning into practice.

Key tasks:

Ahead of Windows 10 rollout , staff survey via Microsoft Forms to gauge staff understanding/ confidence with the digital services already available that will continue e.g. through Glow.

Progress and impact – Windows 10 rollout has not been implemented as successfully as expected. Insufficient training for staff. Staff and pupils still not confident with use of virtual desktop.

Nat making good use of the services that are on offer. Refresh of training

Professional learning using D&G ICT training on GLOW

Windows 10 training

The pace of the rollout has meant that there are a number of tasks that have not yet been touched on. Once range of software and hardware has been established, staff survey via Microsoft Forms to gauge staff understanding/ confidence of the digital services now available to them. We will also look at the development of professional learning opportunities based on survey results: drop-in clinics, peer mentoring, staff training on INSET days, as well as parental guides for key programmes/apps. As a school we will implement Bring Your Own Device/Virtual desktop once it is enabled by D&G.

**IDL program review**

Progress and impact – Year one of rollout nearly completed and staff have found this to be successful.

Coverage of Es and Os. More depth of learning and following a robust progression pathway. Giving staff more autonomy/ 3 year programme. No repetition and gaps.

Flexibility.

**Staff engage with STEM Self Evaluation & Improvement Framework to identify strengths and development need****Staff participate in Partnership & Cluster Training sessions**

Progress and impact –

STEM Week At PP/ CB partnership evaluation against the STEM Framework will take place in June

Lynne Smith is our STEM coordinator and is the process of organizing a STEM week event for the partnership to take place in June.

STEM opportunities are very much embedded within the partnership but need to be incorporated into the Rationale.

**Identify and facilitate opportunities for home, school, Partnership and Cluster learning opportunities**

Progress and impact – STEM opportunity for parents in June

**NEST Project****Whole school launch session outlining aims and objectives**

Progress and impact – The NEST project was an initiative that cam from parents to promote outdoor learning, Health and Wellbeing and play ground transformation taking sustainability into consideration. One parent per school was employed by NEST project to work in each school to deliver the programme.

Weekly sessions were timetabled with every class working with the project leader and class teacher making changes to the playground.

WE found that the project could have been more successful if the parents involved planned with the staff. Beforehand. No action plan was created.

The children were involved in - Gardening

- Make the Raised beds and fill with compost at both school.
- Clear Turf and Sow Wildflower seeds between hedges and fruit trees.
- Propagate plants for the Raised Beds: Vegetables and Salad ready before

Review June '22 and revise and adapt as necessary. In depth after three yearly rollout June '24

	<p>term Finish.</p> <ul style="list-style-type: none"> <li>- Plant Strawberries. (Penpont only)</li> <li>- Finish Planting- Raspberries             <ul style="list-style-type: none"> <li>-Sensory area: Roses, Honeysuckle, Lavender, Geraniums</li> </ul> </li> <li>-Finish planting Raspberries, Heather, Roses.</li> <li>-Make and plant mini pond.</li> <li>- Restart Compost bins.</li> </ul> <p>D.I.Y</p> <ul style="list-style-type: none"> <li>- Fix guttering onto Gazebo's to harvest rainwater into Water Butts.</li> <li>- Where to put the Wellies? Clear welly shed and make another for outdoor kit?</li> <li>- Make Signs for birdfeeders, what they can eat etc.</li> <li>- Fix Birdboxes.</li> <li>- Make a Hedgehog house.</li> </ul> <p>It would be good to get the involvement of other parents for my DIY skills are limited plus I don't have a workbench or many tools other than hammers and saws!</p> <p><u>Identify opportunities for Parental involvement- either in person or virtually- plant along sessions, re-use and recycle sessions</u></p> <p><u>Promote and advertise the project</u></p> <p><u>Evaluate the project</u></p>	<p>June'22</p> <p>Review the project and identify what needs to be completed. Maintenance.</p>
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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.)*

**How rigorous is the school's approach to providing robust evidence of closing the attainment gap?**

We track pupil progress across literacy and numeracy to review progression and identify needs early on using Seemis Progress and Achievement.

We compare data of identified groupings (SIMD, PEF, ACE, LAC) with the wider group.

We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA & Puma maths, PM benchmarking results to inform teacher judgements on progress across and of a level.

We carry out attainment meetings to track and monitor progress, review SNSA data along with other assessments. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved.

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<b>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</b>			
<b>Quality Indicator</b>	<b>How well are you doing? What's working well for your learners? (Include evidence of impact.)</b>	<b>Areas for Improvement</b>	<b>Evaluation of this QI using the HGIOS?4 six-point scale</b>
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<p><b><u>Developing a shared vision, values and aims relevant to the school and its community</u></b>                      The partnership has a clear vision, values and aims on paper but due to the covid crisis these need to be refreshed and embedded and come alive again.</p> <p><b><u>Strategic Planning for Continuous Improvement</u></b>                      Consultation with staff indicates that senior leaders ensure the need for change is well understood and evidenced. They set an appropriate pace for change to ensure a positive impact for learners.                      Through development evenings and professional discussion staff are meaningfully involved in school reviews and decision about change fostering relationships built on commitment and collegiality.</p> <p><b><u>Implementing Improvement And Change</u></b>                      There is excellent collaboration with staff, learners, parent and the wider community in determining the improvement agenda. Both schools have a highly active and engaged parent council and determined teams of staff who work together to provide the best for our learners.                      Leaders ensure that staff have the knowledge skills and resources required to implement change. This is evident in the provision of the Stephen Graham training to improve literacy and provision of development time to plan and implement.                      Staff are given regular feedback opportunities to discuss the quality and effectiveness of their work and the impact on pupils.</p>	<p><b><u>Developing a shared vision, values and aims relevant to the school and its community</u></b>                      In September 2022 we will begin to engage with all stakeholders to revise the partnership vision, values and aims and have them by Dec'22.                      From Dec'22 - June 23 an action plan will be put in place and implemented to embed these within the life and ethos of the school and community.</p> <p><b><u>Strategic Planning for Continuous Improvement</u></b>                      A permanent HT will be in place to ensure stability for the partnership to continue to improvements within the settings.</p> <p><b><u>Implementing Improvement And</u></b></p>	<p>4</p> <p>10</p>

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
		<p><b>Change</b></p> <p>To continue to build on robust and effective self evaluation and reflection to identify the need for change. The partnership will be trialing a new online self assessment tool, hashtag Impact, to implement this.</p>	
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p><b><u>Learning and Engagement</u></b></p> <p>As a small school all staff, both teaching and support, know each child very well – not only in terms of their academic performance, but also in terms of their family situation and outside interests. This creates a supportive relationship across the school, both pupil-staff and pupil-pupil.</p> <p>Pupils who require extra support are identified and supported through a Nurture Group to develop their personal skills and resilience. This allows them to build a supportive relationship with an adult other than their teacher or parent. Anti-Bullying Survey – parents provided very positive feedback with relation to their children's experience in school.</p> <p>Pupil of the Week – pupils progress in both academic and non-academic achievements is recognised and shared through Pupil of the Week certificates. These are shared in class and in the school newsletter.</p> <p>Pupils are also encouraged to bring in awards they have achieved out with school. These are also shared in class and through the SWAY newsletter. Newsletter – a fortnightly newsletter is shared with the wider school community highlighting pupils' achievements.</p>	<p><b><u>Learning and Engagement</u></b></p> <p>Leven scale to be introduced as an assessment tool to identify children's participation and engagement. Interventions to be put in place for children identified through use of the Leuven scale. Toast club has been introduced within the past 3 weeks and this will continue moving on to breakfast club. Nurture sessions are</p>	

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
	<p>This is created using Sway which allows media clips to be included as well as photographs. This has been particularly welcomed by parents as a way of being involved in the life or the school, especially while Covid restrictions are in place.</p> <p>Classes elect representatives to sit on a number of Pupil Forums, which include Eco Group, Pupil Council, School Librarians, House Captains, JRSO, Rights of the Child (UNRC) Group, and Digital Leaders. These groups have operated very successfully but ability for pupils to interact across classes has been hampered by COVID restrictions.</p> <p><b><u>Quality of Teaching</u></b></p> <p>Improvement in learning and teaching is predominately carried out collegiately using research driven approaches. Currently teaching staff are focussed on improving writing using the work of Dr Steven Graham. LAs are focussed on implementing Closing the Literacy Gap and Closing the Numeracy Gap, which implements recent research and pedagogy advice from Education Scotland.</p> <p><b><u>Effective Use Of Assessment</u></b></p> <p>Staff are moving towards increased emphasis on oral feedback to pupils. This allows staff to better gauge pupil understanding of next steps. Staff hold formal learning conversations with pupils twice a year, although it can prove challenging to make time for these. SLAs delivery interventions are highly effective at giving verbal feedback to those pupils requiring greatest support. The majority of pupils enjoy receiving feedback and are keen to know their levels and progress. Pupils engage positively with Accelerated Reader and other computer programmes, such as Sum Dog, which allow them to see their improvement.</p> <p>Pupils at all stages are encouraged to peer assesses and give feedback and constructive criticism based on the '2 stars and a wish' model</p> <p><b><u>Planning, Tracking and Monitoring</u></b></p> <p>Staff feedback is very positive around planning. They find the planning system to be well</p>	<p>twice weekly which we endeavor to increase this coming session through PEF allocation.</p> <p>Partnership to develop use of Seemis Progress and Achievement and embed the four stages of progress in their tracking and monitoring.</p> <p>Pupil Parliaments to be established with a focus on new NIF priority - Placing the human rights</p>	

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
	<p>organised and easily managed, providing them with clear and comprehensive routes for progression.</p> <p>Staff have regular attainment meetings with HT to discuss assessment and pupil progress and to identify pupils requiring support. In addition to ongoing assessment, differentiated to pupil ability, a range of assessment instruments are used to support teacher judgement. These include AR Star Reader; PM Benchmarks; Big Writing; PUMA maths; SNSA; and, PiPS;</p> <p>The school has introduced learning conversations with pupil input, which have proved very successful.</p> <p>Tracking systems are in place which are easily accessible by staff. For each pupil, this includes information about input from other agencies, etc, which staff find particularly helpful.</p> <p>Teachers are becoming increasingly confident in using SNSA data to inform differentiation in learning and teaching. LAs are highly skilled in interpreting PM Benchmarking data and sharing this information with teachers.</p>	<p>and needs of every child and young person at the centre of education Both schools in the partnership have signed up to begin our Rights Respecting Schools journey which will be a key focus in our priorities for next year.</p> <p><b><u>Quality of Teaching</u></b></p> <p>Revise and refresh literacy policy and programme of study to embed Steven Graham pedagogy and the Jolly grammar programme. Implement as a whole partnership priority.</p> <p><b><u>Effective Use Of Assessment</u></b></p> <p>Continue with established interventions using professional</p>	

**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
		<p>dialogue to ensure children are receiving the best possible learning experience. Continue to use the four stages of progress to ensure it is firmly embedded in practitioners' assessment.</p> <p><b><u>Planning, Tracking and Monitoring</u></b></p> <p>Implement Progress and Achievement 4 stages of progress.</p> <p>Continue to source a maths baseline assessment to suit the cluster's needs.</p>	

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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
<b>3.1 Ensuring wellbeing, equality and inclusion</b> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Fulfilment of statutory duties</li> <li>• Inclusion and equality</li> </ul>	<p><b><u>Wellbeing</u></b> Child protection procedures have been revised and refreshed. We have a concise list of our vulnerable learners and effective strategies and interventions are in place such as Toast Club and Nurture Groups. This is reviewed termly. Learners receive the recommended 2 hrs of PE per week along with the Daily mile. We work as a whole school to promote a healthy lifestyle. Outdoor education is incorporated into weekly class lessons. Learners play a part in bringing about positive change in their school and wider community. Both school took part in the NEST project which involved improving the school gardens. They work with the community council to improve the community grounds. The partnership had an In school Burns competition for the first time in March leading to some children competing in the Regional Burns Competitions. We have established a UNCRC group, ECO group and Pupil council within the partnership. Nurture groups have been restarted in both settings and are embedded in weekly practice.</p> <p><b><u>Fulfillment of Statutory Duties</u></b> Stakeholders are up to date with local and national guidance related to statutory duties and codes of practice. Staff know and recognise the importance UNCRC with a learner group established.</p> <p><b><u>Inclusion and Equality</u></b>  Learners with additional support needs are well supported and clear plans and interventions are put in place. These are reviewed termly. Pupils are listened to and involved in decision making about their wellbeing, their lives and their future through termly learning conversations.</p>	<p><b><u>Wellbeing</u></b>  To update the partnership curriculum rationale to include outdoor learning, the Nest project and working with the KPT development trust. To continue improving wider opportunities in the arts including links with Dumfries and District Burns Association, Dumfries music festival and planning and performing a partnership show. To create pupil parliaments to develop the learner's involvement with Eco Schools, UNCRC, School Improvements and Digital Technology.</p> <p><b><u>Fulfillment of Statutory Duties</u></b> With the new NIF priority being - Placing the human rights and needs of every child and young person at the centre of education.</p>	5

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
		It is vital that this is developed within the partnership and it becomes very much part of our rational – This will be linked to the refresh of our Vision, Values and Aims.  <u><b>Inclusion and Equality</b></u>  Revise and refresh inclusion policy.	
<b>3.2 Raising attainment and achievement</b> <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</i></li> </ul>	<ul style="list-style-type: none"> <li>• Almost all children and young people are attaining appropriate levels, and a few have exceeded these.</li> <li>• Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</li> <li>• Very good progress is demonstrated through robust tracking of attainment over time in all curriculum areas and at all stages.</li> <li>• The school's data demonstrates our current learners are making very good progress.</li> <li>• Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.</li> <li>• All young people are successful in moving on to a sustained positive destination on leaving school.</li> <li>• Children and young people are fully engaged in their learning and participate in decision-</li> </ul>		

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<i>all learners</i>  <b>3.2 Securing children's progress (for <u>Early Learning Childcare</u>)</b> <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>	making about their learning pathways and future career aspirations.  · The school empowers children and young people to have a say in the quality of their learning experiences and how to improve.  · Attendance levels are high and improving. Exclusion rates are low and inclusion is successful for all.  · There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.		

**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
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**2.2 Curriculum: Theme 3 Learning Pathways**

**Learning Pathways**  
Penpont and Closeburn primary continues to have a robust tracking system. The information from this is used to help plan future progress and identify children who require additional support. Personalised and meaningful progression pathways are created and implemented for those learners who require interventions and additional support. In Literacy, both schools have used CLG, CNG,5 and 10 minute Literacy/ numeracy boxes, numeracy launch pads and Fastlane interventions as interventions. We have had some interruptions to these due to Covid but on the whole have had positive outcomes.

**Closing the Literacy Gap (CLG) and Fastlane Interventions at Penpont Primary December 2021**  
These interventions were run from early October until 10 December 21 with the following results.

**Closing the Literacy Gap**

	Start*	8/10	10/12
Child 1	12	14	20
Child 2	12	16	20
Child 3	4	4	11
Child 4	16	17	21

\*the starting level was obtained by bench marking

**Fastlane**

	Start	8/10	10/12
Child 1	22	22	26
Child 2	22	22	26

Each child on the CLG programme received three 45 minute sessions every week and they all made good progress as seen in the tables above. The Fastlane project was offered for 20 minutes mostly four times a week allowing each child the benefit of more sessions. Following the interventions each child was benchmarked for independent reading. The difference between the final CLG or Fastlane level and the final benchmark level is explained by the intervention reading being led by a learning assistant and the benchmark level being for independent reading.  
For Closeburn CLG results – see [appendix 1](#)

Numeracy interventions began this session. Mid term consultations are positive but no conclusive data as yet. This will take place June '22.

Staff in both schools have taken part in extensive CLPL to develop mental health awareness both in staff and our learners. A mentally healthy school survey has taken place and an action plan has been created. The partnership H&WB policy will be updated as necessary.

**Learning Pathways**  
Tracking and monitoring system reviewed to work in collaboration with Progress and Achievement model. Staff will engage in CLPL using the 4 stages of progress tool (SWEIC) to develop capacity in teacher judgement and data analysis.

Continuous interventions to take place next year to develop the super work carried out this year.

Data analysis has informed in both settings that there is a drop in Literacy attainment throughout the all levels, particularly in writing. This area of improvement will be detailed further in SIP priorities for next year.

Acting HT participating in Barnados Supervision Spaces workshops in order to develop mental health awareness within the partnership. Continue to implement the action plan and review and make appropriate changes to the H&WB policy.

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
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>  <b>The impact of parental involvement on improving children and young people's learning.</b>	<p><b><u>Impact On Learners</u></b></p> <p>Both school settings have an effective Parent council who are extremely involved and proactive in each of the schools. Parent council meetings are regular, even through the pandemic, and attended by both the PT and acting HT.</p> <p>All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner.</p> <p>An example of this at Closeburn would be concerns around playground safety. Parents had spoken with the Parent council. Parent Council chair contacted the school, a risk assessment was completed and the necessary changes were made quickly and efficiently.</p> <p>In Penpont, the parent council are working closely with the school regarding cars parking in inappropriate places outside the school. This is ongoing and the children, staff and Parent council are working together to campaign to parents around parking safely.</p> <p>The school consistently involves parents and carers in shaping policy and services to improve impacts. In April, the Acting HT sent a glow form to parents asking about school improvement and their thoughts for next year. This was positive, with 25 very detailed replies</p> <p>Please see <a href="#">link</a> for responses.</p> <p><a href="https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=EfMCErJaQJgH16uHB0oXbbkPJBjJegHQ7&amp;id=oyzTzM4Wj0KVQTctawUZKZMiAACuWyZGhoqRupEWc9VUQKE5OUtOVlpCVU5DWEFXWEdHN1IFTjVUVi4u">https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=EfMCErJaQJgH16uHB0oXbbkPJBjJegHQ7&amp;id=oyzTzM4Wj0KVQTctawUZKZMiAACuWyZGhoqRupEWc9VUQKE5OUtOVlpCVU5DWEFXWEdHN1IFTjVUVi4u</a></p> <p><b>Staff support parents/carers to actively engage in their children's learning, attainment and achievement</b></p> <p>Through effective partnerships, both Closeburn Primary and Nursery and Penpont Primary are dedicated to providing positive and teacher learning experiences for all learners. A positive example of this would be the partnership Nest project where parents and staff worked together to improve the outside learning environment in both settings. This has been ongoing throughout the year and had broadened the learning experience for the children giving them outdoor learning opportunities leading to a positive impact on their health and wellbeing.</p>		

**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
	<p>The partnership took advantage of the opportunity offered by the authority to take part in the Stephen Graham text types, professional learning, increasing their knowledge and skills leading to improved learning and teaching.</p> <p>Both schools learning pathways take account of key features of the local community understands they plays a significant role in the life of the local community. This is evidenced by the nest project at both schools, continuous involvement with the KPT development Trust at Penpont and the celebrations of 300 years of Wallace Hall Academy at Closeburn. Closeburn Primary building used to be Wallace Hall academy.</p> <p>Both settings have close ties with the community council with weekly communication in both.</p> <p>The children very much feel a sense of belonging within their communities and can see the impact of the partnerships within their respected communities.</p>		

**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.*

<p><b>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.</b></p>			
<p><b>How are you using pupil equity funding to improve outcomes for learners?</b></p>			
	<p><b>Outcomes for Learners / School Community</b></p>	<p><b>Key Tasks</b></p>	<p><b>Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</b></p>
<p><b>Partnership Priority 1</b> To increase progress and attainment in Literacy and Numeracy across the partnership in order to prepare all learners with the skills they will need to move onto the next steps in their learning</p> <p>Stretch aim across literacy 80% of all learners will be on track. (NIF stretch aim 86% by 2024/25)</p> <p>Numeracy to focus on P2 and P5 (data from SSR) with regard to closing the gap between age expected and current levels</p> <p><u>NIF Priority</u></p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>By May 2023, through consultation with all stakeholders, changes will be identified to update and refresh the partnership literacy policy to ensure all learners’ needs are addressed.</p>	<ol style="list-style-type: none"> <li>1. Parental Information Sessions to update parents on Literacy developments. (Stephen Graham pedagogy, PM benchmarking, interventions, reading recovery, Jolly programme)</li> <li>2. Revise learning plans to share Literacy progress with parents and carers.</li> <li>3. Staff information sessions regarding changes and training in Stephen Graham methodology</li> <li>4. CFE Literacy and Numeracy Level Partnerships will be created to enable practitioners to plan, implement, observe and evaluate high quality literacy learning and teaching across the authority. Observations will be based on creation of a selected text type using the philosophy of Stephen Graham.</li> <li>5. Audit numeracy resources and skills in both schools</li> <li>6. Based on audit, develop a Numeracy</li> </ol>	<ol style="list-style-type: none"> <li>1. SLT to plan and lead parental evening for partnership to take place Sept '22. Parental feedback evening and glow form to ask for feedback in May '23 to inform SIP.</li> <li>Parent’s meetings and Reporting x 1 parent consultation after school x 2 café conversations during school day.) by May '22</li> <li>2. Following from Cluster priority last year a working plan will be created within the partnership to review the learning plans as they are now and refresh as necessary by Dec'22 ready to implement Jan'23</li> <li>3. Staff session Friday 19<sup>th</sup> inset 2hrs Monday 9<sup>th</sup> January in set 1hr February 22<sup>nd</sup> 2 hrs.</li> <li>4. Planning and evaluation (WTA 5 hours)</li> <li>5. Use time during Inset day 1 to audit complete the numeracy audit and initiate discussions about effective strategies</li> </ol>

<p><u>NIF Driver</u></p> <p>School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Parental /Carer Involvement and Engagement</p> <p>School and ELC Improvement</p> <p>Curriculum and Assessment</p> <p>Performance Information</p> <p>HGIOS?4 Qis</p>		<p>plan/policy which is designed to meet the needs of current prioritized cohorts; P2 and P5</p> <p>7. Identify and prioritize key learners in each class and strategies to increase their progress in Literacy and Numeracy</p> <p>8. Facilitate targeted peer observations in core subject areas cross school/cross phase etc</p>	<p>6. Identify collegiate time for staff working group to plan (WTA)</p> <p>7. Calendar termly assessment/attainment meetings with HT. Cover/TIL/external provider delivery etc organized to facilitate these</p> <p>8. As above</p>
<p>1.2, 1.3, 1.5, 2.2, 2.3, 3.2</p>	<p>Across the education cluster and within the partnership we will engage in the moderation process including termly moderation activities.</p>	<p>All staff within Partnership schools will participate in termly moderation activities</p> <p>All cluster staff will engage in Stephen Graham Creating a Balanced Reader and Writer implementation and moderation.</p> <p>Moderation of writing and professional dialogue sessions across cluster primary school based on 4 text types</p>	<p>5 x CLPL Sessions Primary on Text Types</p> <p>2 x CLPL Moderation/Professional Dialogue sessions link to QUAMSO</p> <p>PEF LA? Resources Scholastic? Working party to discuss.</p> <p>Led by QAMSO</p>
	<p>Increased participation in data analysis to develop practitioner knowledge, understanding and confidence in analysing, interrogating and using data to close the attainment gap. This will then lead to more a confident a consistent approach to Progress and Achievement reporting.</p>	<p>All teaching staff will engage in learning and teaching attainment meetings and reflect on assessment evidence using Progress and achievement, the leuvan scale and SWEIC 4 stages of progress tool to aid teacher judgement.</p> <p>Refresh teacher's knowledge and analysis of SNSA</p>	<p>Assessment/maintaining records (WTA 4 hours attainment meetings 8 hours for preparation and updating records) CLPL for staff on data analysis and four stages of progress.</p> <p>Collegiate time in WTA</p>

<p><b>Partnership Priority 2</b> To promote the health and wellbeing of all learners, ensuring that they are informed about their rights and responsibilities and the role that they can play in school and community</p> <p><b>NIF Priority</b> <b>Placing the rights and needs of every child and young person at the centre of education</b></p>	<p>Review and update the partnership Vision, Values and Aims to ensure that they reflect the needs and aspirations of the families in our post-covid community. All stakeholders to understand what the partnership is trying to achieve and has had the opportunity to partake in the development of the VVA.</p>	<p>Consult with staff, learners and parents with regard to current VVA</p> <p>Launch the updated VVA through communications with parents, displays around school, involvement of young people, assemblies, rewards and policy (Positive Relationships etc)</p>	<p>Consultation through parent council meetings (diarized)</p> <p>Parent drop-ins/surgeries with HT (diarized)</p> <p>Forms questionnaire re VVA</p> <p>Calendared meetings with Learner Council and HT with focus on VVA</p> <p>Staff time on Inset Day 1 and staff questionnaire</p> <p>Completed by HT for October 14<sup>th</sup> 2022 for sharing with all stakeholders</p>
<p><b>NIF Driver</b> <b>School and ELC Improvement/ teacher professionalism/ parental engagement/ School and ELC Leadership</b></p> <p><b>HGIOS?4 / HGIOELC Qis 2.3, 3.1</b></p> <p><b>National Standard Criteria</b></p>	<p>Develop a clear understanding of the rights and responsibilities of young people within our community and assist an understanding of how to become responsible citizens</p>	<p>Adopt Rights Respecting School initiative and identify key lead in each school to undertake training and share information with wider staff.</p> <p>UNCRC embedded in planning across the curriculum and mapped to ensure coverage</p> <p>Communication with parents and families with regard to UNCRC learning</p>	<p>2 members of teaching staff to attend training and feedback to the wider staff body by August 2022</p> <p>Planning time allocated to key staff ahead of August start</p> <p>HT to lead in liaison with key staff about methods and message – throughout school session. Aiming to send out at least 4 Rights respecting school message across the session</p>

	<p>The emotional health and well-being of all learners will be prioritized leading to a shared language, an understanding of its importance and increased engagement, confidence and resilience in learners (SHANARRI wheels completed)</p>	<p>Subscribe to Emotion Works for the year</p> <p>Achieve Bronze level EW through developing learners' knowledge of the cogs and the language associated with each cog</p> <p>Begin to use EW resources and language to support all learners and particularly those with HWB</p> <p>Baseline assess all learners and follow up with summative assessment to analyse the impact of EW</p> <p>Continue with Respectme status and ensure that Positive Relationships policy reflects these ideals</p> <p>Undertake a HWB across the partnership to be reflected in IDL and assemblies and rewards</p> <p>Communicate key messages to parents and engage families and community in HWB week.</p>	<p>£1104 per school to come from PEF budgets</p> <p>Time on Inset Day 1 to introduce EW to staff and explain the Bronze award. Lead by DHT</p> <p>Planning time included in WTA</p> <p>Baseline assessments to take place in all classes in term 1. Summative assessment to take place in all classes in term 3. Analysis completed by DHT prior to completion of SIP 2023/24</p> <p>Staff to continue to work with GIFEC team (WTA)</p> <p>HT to review policy in term 3</p> <p>SLT to lead on the development of this. Liaising with relevant external agencies. Costs associated with use of Live n Learn to be met from school funds</p> <p>Parent event diarized (w/b 20<sup>th</sup> Feb 2023)</p>
<p><b>Partnership Priority 3</b> To furnish all learners with the digital skills, knowledge and understanding that will help them to take a full and active part in social, cultural, economic, civic and intellectual life now and in the future.</p> <p><b>NIF Priority</b></p> <p><b>NIF Driver</b> <b>School and ELC</b></p>	<p>Meet the needs of all learners by developing the schools' use of technology as a learning tool including the use of the appropriate software and apps</p>	<p>Audit of software and hardware in school and of staff skills and confidence in their use.</p> <p>Seek support of schools' IT services to ensure that technology is updated and software is uploaded correctly</p> <p>Subscribe to Purple Mash to access appropriate digital support materials and undertake CLPL online to support its use</p> <p>Review Technology IDL units</p>	<p>Throughout term 2. Led by HT and supported by IT team.</p> <p>As above</p> <p>Cost from DSM £250 x 2. CLPL delivery Sept'22. Time from SWTA</p> <p>Review co-ordinated by DHTs during</p>

<p><b>Improvement/ teacher professionalism/ parental engagement/ School and</b></p> <p><b>ELC Leadership</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b></p> <p><b>2.3 3.2</b></p> <p><b>National Standard Criteria</b></p>		<p>Invest in Turing Tumble to develop coding and programming skills in young people</p> <p>Undertake STEM family events in both schools to engage wider community with technology</p> <p>Introduce the use of class dojo to communicate with parents in real time and showcase the benefits of technology for learning</p>	<p>Term 4. All staff involved time from planning in SWTA</p> <p>£65x2 from school fund</p> <p>Key staff for STEM to liaise with HT. Time from planning in SWTA. Voluntary attendance of staff?</p> <p>Key staff to trial for 1 month (Sept-Oct 22) with ambition to widen out to the whole partnership or to seek alternative to fulfill these functions before the end of term 2 (Dec 22)</p>
	<p>Develop the knowledge of all members of the school and their families on how to keep safe online</p>	<p>Introduce School Safeguarding App and launch with parents at parent event (coincide with STEM or another parent information evening)</p> <p>Develop a Digital Hygiene guide in liaison with parents and partners (police, etc)</p>	<p>HT to lead across the school community communicate through variety of media</p> <p>HT to lead with support of key STEM leads. Guide to be available for August 2023 starters (Wakelet format)</p>
	<p>Begin work towards Digital schools and Digital well-being Award</p>	<p>STEM key lead to work with young people and develop a digital leaders team.</p> <p>Digital team to undertake self-evaluation of current skills and understanding</p> <p>Site visits arranged to complete validation process</p>	<p>HT to complete registration (Oct 2022)</p> <p>Digital team and STEM lead to complete by Feb 2023. Require time out of class to complete. ½ day cover costs from DSM for Closeburn (arrangements already in place in Penpont)</p> <p>Timescale dependent on self-evaluation outcomes. This target could run over into a second year.</p>

## Appendix 1

## Enhancing Excellence and Equity

Closing the Literacy Gap

Closeburn Primary

Term 1 2021

On entry to intervention, which York Reading Assessment should I use?

- If the child is >7.8 years, administer the York Passage Reading.
- If the child is <7.9 years and has an Early Word Reading Score of >25, administer the Passage Reading Assessment too.

Class	Name	ASL/PEF/LAC	PIPS/INCAS /SNSA	Intervention	Actual Age	YORK EARLY WORD READING ASSESSMENT			YORK ASSESSMENT OF READING FOR COMPREHENSION: PASSAGE READING				SWST Spelling		Number of lessons	Book Band in Class	CLG Book Step	
						Raw Score	Standard Score	Age Equivalent years /mths	SWRT Raw	Reading Accuracy		Reading Comprehension		Standard Score				Spelling Age if over 5.10
										Standard Score	Age Equivalent years/mths	Standard Score	Age Equivalent years/mths					
P4	Child 1	EAL		Week 1	8.01	25	92	6.07	23*					76	5.10	20	BC 7	13
				Week 8	8.04	26	94	6.10	29	89	7.01	102	8.07	81	6.03		BC 8	19
				Change	0.03	1	2	0.03	6					5	0.05			6
P4	Child 2	ASL		Week 1	7.10	30	111	>7.08	29	92	7.06	92	6.10	75	5.10	22	BC 7	18
				Week 8	8.01	30	111	>7.08	38	95	7.06	112	10.06	84	6.03		BC 8	22
				Change	0.03				9					9	0.05			4
P4	Child 3	EAL		Week 1	7.10	30	111	>7.08	32	95	7.03	107	9.01	82	6.00	22	BC 7	18
				Week 8	8.00	30	111	>7.08	47				89	6.08	BC 8		22	
				Change	0.02				15				7	0.08			4	
P4	Child 4	ASL		Week 1	8.05	29	104	>7.08	24	84	6.07	107	9.07	73	5.10	20	BC 2A	17
				Week 8	8.08	30	111	>7.08	32	88	7.02	115	11.10	80	6.03		BC 2B	21
				Change	0.03	1	7		8	4	0.08	8	2.03	7	0.05			4
P4	Child 5	PEF		Week 1	8.06	30	111	>7.08	34	80	6.03	97	8.02	75	5.11	19	BC 7	18
				Week 8	8.08	30	111	>7.08	42	100	8.01	114	11.06	81	6.05		BC 8	22
				Change	0.02				8	20	2.10	17	3.04	6	0.06			4

\*Raw score calculated with no standardised scoring (Table P – pg 69)