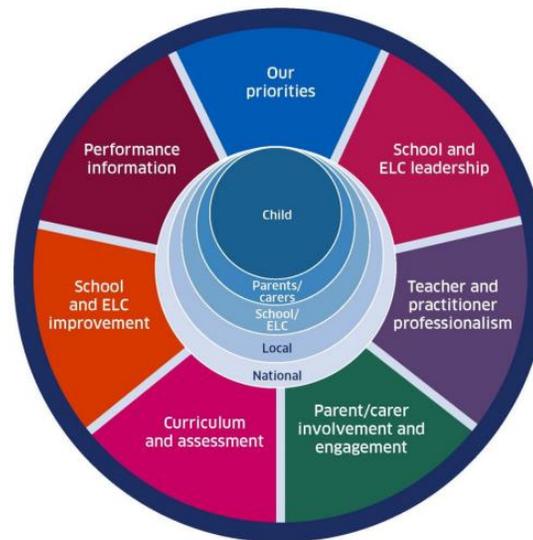


Education and Learning Directorate

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

(2022 - 2023)



School: Sandhead & Drummore Primaries
South Rhins Partnership

Date: May 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 Motto
*Step aboard our ship
 Come join our crew
 We all sail together
 To make you the best YOU!*



Vision

Our vision at the South Rhins partnership is to develop as resilient, respectful, confident, happy individuals with a love for learning.

Values



School Aims

- To put learners, families and our local community at the heart of everything we do.
- To provide a happy, nurturing school community where all children are supported and encouraged to achieve their full potential.
- To provide rich learning opportunities where children will be ready for the challenges they will meet in their future.
- To recognise that we all have responsibilities to look after ourselves, others and the world we live in.

Review Date: Ongoing**Review Activities (as appropriate)**

- Values and Vision are firmly established with school community after past 2 years of embedding within school community. The Aims began to be reviewed in January 2022 in conjunction with our refresh of the Partnership's Curriculum Rationale.
- Initial consultation with learners and families in Term 3 '21-22 using Microsoft Forms as vehicle was used to gather initial thoughts on pupils/families perceptions of what they like about their own school.
- Consultation with our wider partners (through email questionnaire) in Term 4 '21-22 provided valuable insights to community perceptions.
- New rationale which included Vision, Values and Aims was shared with Parent Council in Term 4' 21-22, no amendments were suggested.
- Further Pupil Council and House Meetings to be utilised in Term 1 '22-23 to analyse all collated suggestions and to co-create new Aims that are pupil friendly.
- Continue process of embedding vision, values and motto into our communication and work with families for consistency within and out with the school environment.

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: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 Recovery - Wellbeing of all - social, emotional and physical</p> <p>NIF Priority Improvement in children and young people's health and wellbeing</p> <p>HGIOS?4 / HGIOELC QIs</p> <p>3.1 Ensuring wellbeing, equality and inclusion -Wellbeing -Inclusion and Equality</p> <p>3.2 Raising attainment and achievement -Equity for all learners</p>	<p>Wellbeing of our staff, learners and families to continue to be the main priority (following a post-covid 19 recovery period) and remain the "heartbeat" of our school vision.</p> <ul style="list-style-type: none"> - Anti Bullying - Respect Me Partnership - We were recognised for a national Teaching Award for this and were presented with a certificate of excellence for national development work from the RespectMe partnership in November 2022. - We continued to implement our GIRFEM care plan meetings in Term 1 across all stages of the school to allow an increased pupil and family voice. This was supported by 100% of our parents/carers engaging with staff through telephone conversations in. This personal input allows staff to capture significant pastoral information at start of session and allows staff to plan accordingly to best support learners needs. - A Complete Wellbeing for staff policy as part of our GIRFEC policy was created by our PT (due to PT resigning, this has still to be shared with staff team for quality assurance). - With appointment of new HT in October 2021, a series of virtual Assemblies and HT award systems were implemented to re-invigorate the school Vision Values and Aims. This ensured a shared understanding of what the values look like, feel like and mean to all our staff and pupils. The theme of Assemblies and awards were shared with parents/carers through school Facebook page. 	<p>Will continue to implement the GIRFEM conversations in term 1 2022. Staff have indicated that they recognise the need to better monitor and track pupils' progress in the area of health and wellbeing to help them further improve outcomes.</p> <p>For document to be shared and discussed with staff at In-Set days in August 2022.</p> <p>To relaunch the V.V.A with wider school community in new session - utilising the Co-Vid restrictions easing to allow parents to access schools again.</p>

- Through our review of the school's vision, values and aims and our intention to explore the UNCRC we held monthly Assemblies, led by our Rights Respecting School Ambassadors as part of our process of attaining the Bronze award. This provided a vehicle to emphasise the importance of wellbeing and reaffirming the dignity and worth of everyone in our school community. **We were awarded with the Bronze Award in May 2022.**
- Due to arrangement of composite classes last session we were unable to enter year 2 of the 3-year HWB pilot program with Partnership for Children. Will re-enter this programme this session across all stages of the school. This programme will allow us to promote good mental health for children, building capacity for our learners to communicating effectively, cope with their anxieties and difficulties, and to develop skills for life.
- In response to the previous sessions (20-21) survey of learners not engaging in any form of after school activities this session we implemented a rich, stimulating programme of after school clubs across all stages. All teaching staff volunteered and ran an after school club within the school calendar year, Active Sports and Sports Skillz were also utilised.

DRUMMORE			
After School Clubs offered	No of pupils attending 1 club	No of pupils attending 2 clubs	No of pupils attending 3 clubs
Badminton, Book Club, Coding Club, Music Club, Tri-Golf, Basketball	P1-4 88%	P1-4 81%	P1-4 56%
	P5-7 94%	P5-7 61%	P5-7 39%
SANDHEAD			
After School Clubs offered	No of pupils attending 1 club	No of pupils attending 2 clubs	No of pupils attending 3 clubs
Badminton, Cookery, Arts and Crafts, Film Making, Tri-Golf, Basketball, Football	P1-2 63%	P1-2 0%	N/A
	P3-4 58%	P3-4 31%	N/A
	P5-7 93%	P5-7 63%	P5-7 33%

To ensure that the values of Children's Rights are integral within school V.V.A's. To further explore how we can cascade the importance and significance of Children's Rights to our parental community.

To incorporate the Partnership for Children programme within the school's newly developed H&W progression.

To continue with similar model in 22-23 session, consider more carefully the choice of clubs offered to specific age groups to entice more further participation. Utilise ASLA's interests/strengths and offer additional hours if willing to lead/support an after school club.. Consider an accredited provider to implement through an after school club such as, John Muir Awards, Hi 5 awards, Junior Award Scheme for Schools (JASS)

	<ul style="list-style-type: none"> - Within school to aid promotion of social and emotional wellbeing we increased in house provision from various agencies to broaden pupil's experiences. This included Yoga, Creative Music, Energy Live Science workshops, ZooLab, Feis Rois, Rhins Coastal Path Partners, Iron Age Workshops, Active Sports Lunch Clubs, Wigtownshire Rugby training etc. - To enhance children's resilience skills in the playground within Drummore our P7's completed the Playleaders programme led by Active Sports. This alongside utilising PEF funding to secure a Playground Supervisor, has significantly helped to reduce conflict in the school playground and is showing a positive effect on pupil's wellbeing as in being more 'ready to learn' following a break time. Both playground supervisors and ASLA's across the partnership undertook Playground Revolution training. <p>The wellbeing of all our targeted learners will be positively impacted from the HWB interventions and programmes in place in our school, in turn, supporting their readiness to learn and achieve.</p> <ul style="list-style-type: none"> - Following term 1 GIRFEM parental conversations, professional dialogue with staff and pupil Wellbeing web assessments, identified pupils were selected to participate in the Decider Skills for Life Training within Sandhead. This programme - which develops resilience and coping strategies through a nurture provision - was led by class teacher, R. McMaster who had undertaken the appropriate training. Evaluations demonstrated that: <p><i>79% of targeted children who completed the programme are confident in talking about which Decider Skills to use to support their mental wellbeing.</i></p> <p><i>65% of targeted pupils are presenting as less aggressive.</i></p> <p><i>65% of targeted pupils are now not involved in any noted playground conflict.</i></p> <ul style="list-style-type: none"> - To provide a more accurate measureable toolkit of wellbeing, the Glasgow Motivation and Wellbeing Profile (GMWP) tracker was implemented in January 2022 and again in May 2022 with our identified pupils who attended the Decider Skills nurture groups. Data showed on average 76% of pupils reported a higher score in the achieving and active questions which focused on being active and them not giving up. 93% of pupils reported a higher score in the nurtured and included questions which focused on them getting along 	<p>To secure Playground Leader programme for next sessions P7's across both schools. Invest further with playground supervisors and ASLA's in allocating time to plan and support the enhancement of both playgrounds. Create a Pupil Focus Playground Revolution Committee.</p> <p>To reconsider linking Decider Skills within the school GIRFEC and Respect for All policy. To further explore other programmes/approaches such as Emotion Works as a resource to support a shared wellbeing language.</p> <p>To train some staff in the implementation of the GMWP in August 2022. This will provide a measurable data tool which will allow meaningful dialogue in relation to evaluating progress in wellbeing and identifying</p>
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	<p>with others and expressing themselves. 69% of pupils reported a higher score in the respected and responsible questions which focused on negotiating and sharing. Lastly, 64% of pupils reported a higher score in the healthy and safe questions which focused on them feeling healthy and safe at school.</p> <ul style="list-style-type: none"> - The majority of our learners can express a clear understanding of the factors which impact on their health and sense of wellbeing, although are not using the language of the SHANARRI wellbeing indicators. This shared language, although evident in planning and support interventions has still yet to become fully embedded in our everyday practice P1 to P7. 	<p>next steps for our PEF/identified learners.</p> <p>To cascade the methods to mainstream staff that is being successfully implemented in our ELC's to emphasise the SHANAARI indicators. This will allow a fluid transition for pupils and create a whole school shared language where our learners will be more articulate in being able to describing their needs. Workshops/Info leaflets etc for families will also require to accompany this development.</p>
<p>School Priority 2 Curriculum Refresh - ensuring relevance, progression & challenge</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>HGIOS?4 / HGIOELC QIs 2.2 Curriculum</p> <p>3.2 Raising attainment and achievement</p>	<p>Our learners will have increased access to a wider range of digital technologies to enhance the learning experience, particularly to support ASL (evidence of increase through planning, IEP's, observations and feedback from stakeholders).</p> <ul style="list-style-type: none"> - Complete first phase of the Digital Skills Award - completed self-evaluation and teacher confidence survey when planning for digital learning and teaching. - Additional IT resources purchased across the partnership (30 iPads and a charging trolley) to increase access to digital technologies. - Optional digital training calendar created for staff to attend focused on existing resources and survey feedback. - EIS Action Research Project 2021/22 led by P Douglas, class teacher at Sandhead, focused on child-led learning and digital technologies in upper primary. Additional resources purchased for Spheros. 	<p>Take forward Digital Skills Award accreditation in session 22/23 - K Bell PT at Drummore to lead on this.</p> <p>Invest in staff training with Microsoft Educator/Apple Ambassadors accredited training programmes - incorporated into working time agreement for teaching staff.</p>

	<p>Most (75-90%) stakeholders will report involvement in curriculum refresh activities to help shape a relevant curriculum linked to skills for life, learning and work (evident through meetings and feedback)</p> <ul style="list-style-type: none"> - All teaching and non-teaching staff attended IN-Set training led by HT on CFE Refreshed Narrative, completing a self-evaluation toolkit to gather a baseline. - Our baseline provided us with 5 key drivers to consider when designing our curriculum: <ul style="list-style-type: none"> - <i>Our rural and unique settings</i> - <i>The individual needs of our learners</i> - <i>The skills required for our learners to succeed in learning, life, and work</i> - <i>Views of our families and communities</i> - <i>Opportunities for learner centered pedagogy</i> - All teaching staff were involved in our CFE Refreshed Narrative development work either through working parties or collegiate sessions. This has instilled a collective approach and shared vision of the South Rhins Curriculum Rationale. - The development of a new rationale has provided guidance for all staff as they plan learning experiences for our learners. Most staff now report that they are more confident with their understanding of a how a rich curriculum provides experiences centered around the 4 Contexts for Learning, enabling learners to develop the 4 capacities highlighted by Education Scotland. - Most staff's planning illustrates that they are providing more learning experiences that enriches learners opportunities in developing skills for life, learning and work. This is detailed within our new planning format prompting staff to consider the wider aspects of the curriculum such as RRS, Global Goals, community partnerships etc - A wider community address book was created by the PT for each school. This has allowed staff to quickly access contacts and has saved precious time during planning time for staff. 	<p>Consider digital skills passport for all learners to ensure progression of skills across all stages.</p> <p>Continue to develop a meaningful and relevant Rationale that is the core of our daily work within the school.</p> <p>To incorporate and relate wider achievements within pupils own learning paths. To further develop pupils understanding of how these achievements help them to develop knowledge and build on their skills for life, learning and work. Utilise the documents, Skills 4.0 / Employability Skills / DG and Ed Scot Career Education Standard to enhance these pathways.</p>
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	<p>Learners will access a progressive and suitably challenging curriculum to ensure development of skills in literacy, numeracy, HWB. This will be used consistently across all stages in the partnership by all staff.</p> <ul style="list-style-type: none"> • We prioritise Literacy and Numeracy as core areas of education and teach these subjects discreetly and also in a cross-curricular way using a range of learning contexts. • A small staff working party led by Sandhead PT has began updating the literacy progressions and assessment guidance. • To ensure a clear progression within Reading Book Banding requires to be updated and new books have been identified to purchase to enrich pupils tools for reading, understanding, analysing and evaluating and finding and using information. • Within ASL training calendar the ASLT has been allocated time to support and train staff to administer PM Benchmarking to develop staff confidence in helping them to feel secure in their own their professional judgements . • Almost all staff have engaged with Stephen Graham training and are utilising the PM Writing resources. • Jotter monitoring and learning walkthroughs demonstrates that most learners have been observed using the language of the Stephen Graham descriptive bubble. This is further supported in our predicted June ACEL figures which show that our writing achievements are above cluster and authority levels. • Professional dialogue within our partnership and with cluster colleagues has indicated gaps within our Writing Progression overview. • All staff continue to embed Developing Number Knowledge from P1-7 using relevant planning and assessment documents. • Our curriculum working group have created a new HWB curricular framework progression to be used in August 2023 which incorporates SHANARRI, Rights of the Child and coverage of HWB Es & Os at all levels. This takes into account all relevant community partners and how they can be supplemented throughout. 	<p>Progression pathways to be created for learners for literacy and numeracy.</p> <p>PM Benchmarking to be undertaken at least twice a year and to be reported on within school Tracking system.</p> <p>Staff Writing Progression to be reviewed to ensure a coherent programme is in place.</p> <p>Trial DNK tracker across all phases and incorporate levels into tracking system.</p> <p>Moderate use of HWB framework at regular intervals to allow improvements.</p>
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<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • 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? 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Priority 1 - Wellbeing</p> <ul style="list-style-type: none"> • Staffing availability and interest has impacted on our proposed PEF General Assistant and Learning Assistant posts which has meant we have been unable to fulfil the planned total of 15.5 hours per week. Instead, as a compromise, we have been able to offer existing LAs additional hours to offer as much of the planned support as possible. We have been able to offer the "Right Start" breakfast club (3 mornings at Sandhead and 2 mornings at Drummore) and an after school "I Love Learning" club once a week targeted specifically for PEF attracting learners. The after school club is well attended however we have noticed a drop of attendance at the breakfast club. We will take these evaluations forward to see how we can plan these experiences slightly differently for next session. • It was identified that post COVID home learning, the majority of our learners struggled with playground conflict and managing their emotions during disputes. We had identified as a staff that the majority of learners displaying these behaviours were PEF attracting or learners with additional support needs (i.e. IEPs, ASL matrix). Due to our playground assistant retiring at Drummore and not being replaced, we have had to change our existing staffing model to ensure playground enhancers are present at all times. We have had to use PEF funding across the partnership to facilitate this. All playground staff have now been trained in "Playground Revolution" which has had a positive impact on learner wellbeing in the playground as staff are planning experiences which encourage team building and positive collaboration. There has been a noticeable reduction in the amount of playground disputes reported in our "Positive Playground" records as playground staff are now equipped to buffer and de-escalate these situations. • Feedback from engagement registers, pupil and parent surveys highlighted that most PEF attracting learners were not engaging with extra-curricular wider experiences out with what the school can offer. This is due to a range of factors, including the rurality of our school settings, transport to local clubs and associated costs. In response to this, we have created a rich, varied programme of after school clubs for our learners to engage with. These after school clubs have been led by school staff (as part of the working time agreement) and external agencies i.e. Sport Skillz Coaching and Tri-Golf. We have specifically targeted our PEF learners and encouraged them to come along to the sessions and made contact with their parents/carers to see how we can support them to facilitate this. All sessions have been free for families as part of our reducing the cost of the school day agenda. As a result, almost all PEF attracting learners have attended at least one wider experience offered by the school. (see data table included in SIP evaluation) Pupil and parent surveys report that learners have enjoyed and praised these experiences and they would like them to continue developing their skills across a wide range of contexts. In response to this feedback, we will continue to implement a schedule of wider experiences and will draw upon partner agencies, community links and school staff strengths to plan a robust programme with a focus on skills development in session 2022/23. Drummore Wider Experiences Newsletter May 2022 	

- We have a range of initiatives across the partnership aimed at promoting learner wellbeing. We conduct term 1 GIRFEM (Getting It Right for Me) conversations with all parent/carers to discuss more than the academic needs of our learners and gain an insight into relevant pastoral information. Using this information and learner Wellbeing Wheel assessments, selected learners from Sandhead were carefully chosen to participate in nurture groups with a class teacher focusing specifically on the Decider Skills for Life to support mental wellbeing. 50% of the learners participating are PEF attracting. As a result of this intervention, evaluations have demonstrated that:
 - 65% of targeted learners are presenting as less aggressive*
 - 65% of targeted learners are now not involved in any noted playground conflict*
- We have used PEF funding this session to promote social and emotional wellbeing by supplementing our HWB curriculum with various partner agencies i.e. Yoga, Feis Rois, Play Leaders, Iron Age workshops, Active Schools, Wigtownshire Rugby Club sessions, Mindful Warrior, Mull of Galloway Trust, Stranraer cluster netball league and many others.

Priority 2 – Curriculum and Raising Attainment

- We invested in INCA standardised assessments for all PEF attracting learners who would not be completing SNSAs this session. This data proved invaluable in identifying attainment related gaps within our PEF cohort. Learning Assistants are trained in a vast range of interventions - CLG, CNG, Nessy, 5 minute boxes etc. - and class teachers have worked in partnership with support staff to identify the most appropriate intervention for PEF learners. This is triangulated at tracking meetings with the Headteacher and evaluated using pre and post intervention data. Almost all PEF attracting learners have received a literacy, numeracy or HWB intervention targeting specific needs this session. **Evident in CfE February Snapshot 2022**
- We have introduced PEF profiles this year for each PEF attracting learner across the partnership. These are completed by the class teacher and reviewed during tracking meetings with the Headteacher. This gives the class teacher and school staff a robust method for tracking PEF attainment progress, achievement and participation. Staff feedback tells us that focusing on each learner individually allows for in depth evaluation of the needs of the learner so that appropriate interventions can be implemented.
 - [PEF Profile Example](#)
- We have streamlined our tracking documents to clearly highlight learners with ASL needs i.e. PEF, Care Experienced, ASL matrix, EAL etc. Teaching staff are responsible for updating these and PEF profiles in conjunction with the Headteacher to compare the needs of these identified groupings with the wider group. We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA. PIPs & INCAs results to inform teacher judgements on progress across and of a level. All teaching staff take part in regular moderation activities to analyse standardised assessment data to make appropriate changes and improvements if desired outcomes are not being achieved.
- Rebecca McMaster, class teacher at Sandhead, has trialed the Glasgow Motivation and Wellbeing Profile (GMWP) as a toolkit for tracking learner wellbeing. This has been used with the nurture group participants, many of which are PEF attracting. Feedback and professional judgement deemed this to be a successful tool in measuring and monitoring wellbeing and will be adopted as a whole school toolkit next session. All staff will be trained during August 2022 INSET days.

2.2 Summary of Key Strengths and Areas for Improvement

(What is our capacity for continuous improvement?) *In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.*

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS? 4 six-point scale
1.3 Leadership of Change <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<p><u>Developing a shared vision, values and aims relevant to the school and its community</u></p> <ul style="list-style-type: none"> • The vision values and aims have been shaped through a very clear understanding of the context of the school with emphasis on achieving 'success for all.' This is evident throughout school and class displays with a shared language of the vision and values being used by pupils as they go about their daily practice. • The Vision Values and Aims of both schools are referred to in the weekly assembly Programme. An Assembly programme was created by the new HT to allow for focus and re-emphasis on school VVA. The Assembly programme also allows for Children's Article of the Month and Target Achievement awards. • Staff are committed to the school's vision values and aims. Staff work well together as a team to ensure the vision, values and aims are lived by in the school community. Staff support the Assembly HT set tasks which are issued monthly with CT's preparing their classes to showcase/demonstrate their understanding of values at the next Assembly. • School staff demonstrates a strong commitment to the school and most feel valued as part of the school community. • The learning environment across both schools is positive and nurturing. All staff in the school communities are committed to change which results in improvements for learners. • Through curriculum rationale development work, staff are beginning to increase their understanding of the diversity each school's unique population. In response to this development, the schools have recognised the need to revisit and renew it's the aims within the VVA. 	<ul style="list-style-type: none"> • The pace of change will need to be managed carefully by the Headteacher to support and challenge staff. • To create a pupil friendly set of aims that are easy to use and understand. • To further attempt to engage parents in the process of contributing/evaluating our school aims. • With Covid mitigations easing more opportunities will arise to build on creating a larger pupil voice. Continue to utilise pupil council, rights respecting schools ambassadors, but reinstate House meetings/Assemblies, create digital leaders etc to allow all pupils to have a voice. • Parent council to be made more aware of social and economic context of the school and how this 	4

	<p><u>Strategic planning for continuous improvement</u></p> <ul style="list-style-type: none"> • The SMT promote and support innovation and practitioner enquiry eg. Over the past 2 sessions we have had class teachers undertaking a EIS Action Research practitioner enquiry within digital technology and developing play in the upper stages. The new HT has been keen to develop appropriate opportunities for professional dialogue with staff which focus on curricular progressions and learners pathways. This was highlighted as a concern by almost all staff through the initial HT survey which was issued to all staff when taking up new post. • There has been significant changes within this year of staffing/classes (new permanent HT and PT) developing the capacity for all to adapt with change. • The new HT employs an open door policy for all staff and has created a safe, nurturing space within HT office to allow for personal and professional dialogue. The new HT is visible within school, the classrooms and all aspects of the daily life of a school. • The changes in the new SMT team have had a positive impact on both school's supportive ethos and what it wants to achieve. The new SMT are demonstrating a commitment in creating a collective responsibility in the process of change. They welcome and encourage staff in coming forward with improvement suggestions and fully engage in dialogue to enable all staff to build their own leadership capacity. 	<p>can influence the life and work of the school.</p> <ul style="list-style-type: none"> • Further development and a shared understanding of socio-economic backgrounds requires to be explored for staff to recognise the significance of this information and how it provides a picture of the individual learner - highlighting the many barriers a child may have in accessing their learning. 	
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	<p><u>Implementing improvement and change</u></p> <ul style="list-style-type: none"> • The SMT provides staff with opportunities to evaluate the work of the school and identify improvement priorities. Time is safeguarded for this within the 35hr collegiate calendar. • All staff work collaboratively within and across schools eg staff meetings/planning/ assessing /moderation and informal group conversations. A new GLOW • Almost all staff identified through a HT survey(2stars and a wish) that a clear rationale is required to effectively deliver a curriculum that provides equity for all our learners. • All teaching and non teaching staff have been involved in discussions and development work when creating our new school rationale. This has been through Jan In-Set days, collegiate sessions and staff working parties. • All staff engage in a range of CPD both individually and collectively. The majority of staff have taken on leadership roles beyond the classroom, eg: a class teacher lead on Rights Respecting Schools Bronze Award, a CT lead for employing Decider Skills to aid learners H&W. • School improvements are identified through ongoing self-evaluation based on local and national standards and priorities. Evidence is gathered from a wide range of sources including formal and informal consultation with pupil, parents, staff and wider partners. Our successful 'You said, we listened' initiative continues to be utilised. The use of Microsoft forms and our school facebook pages provide a quick and easy tool in gathering views/inputs. • Self-evaluation is evident in school through different mechanisms, at a variety of levels. This provides a range of evidence from which we can create a clear rationale for future improvements. 	<ul style="list-style-type: none"> • To ensure that change initiatives are monitored at regular points across the year to ensure they deliver maximum impact on learners. • Collegiate discussions to be recorded in minutes of meetings to allow evidence of the dialogue, discussion and reflection to be embedded. • 	
<p>2.3 Learning, Teaching and Assessment</p> <ul style="list-style-type: none"> • <i>Learning and engagement</i> • <i>Quality of teaching</i> • <i>Effective use of assessment</i> • <i>Planning, tracking and monitoring.</i> 	<p><u>Learning & Engagement</u></p> <ul style="list-style-type: none"> • Ethos and culture of the school displays high expectations and positive relationships at all times in almost all settings. • There is a culture of respect within both school settings. Children and staff feel valued and relationships are positive. Through informal observations and walk throughs it is evident that children feel valued and confident to ask questions and seek help during lessons. Staff voice is encouraged and welcomed by new HT and initial staff survey(2stars and a wish) demonstrated that staff wished for open dialogue in regards to decision making. 		

- There is a warm, welcoming ethos, acknowledged by staff, parents and children.
This was evidenced in a recent parental/carer survey where most families responded.

We gathered parental and carer views on Sandhead Primary School.



We gathered parental and carer views on Drummire Primary school.



- Learners' wider achievements in and out of school are celebrated at Assemblies and recorded within personal 'See Us Shine' jotters. Parents/carers are invited to share their child's successes through monthly email communication form HT to parents/carers.
- Digital technology is used well in the majority of classes to enhance teaching.
- Our Principal Teacher Katie Bell is our digital leader and created a South Rhins Partnership Learning Digital Calendar for 2021/22. Almost all staff attended these calendar training sessions.

- To incorporate and relate wider achievements within pupils own learning paths. To further develop pupils understanding of how these achievements help them to develop knowledge and build on their skills for life, learning and work.
- Continue to build upon the use of digital technologies at our fingertips to support learners more widely and effectively so this is evident consistently across all stages. Utilise the Microsoft Ambassadors or Apple Teacher programmes to upskill staff. (We have recently purchased 32 I pads across the partnership).

	<ul style="list-style-type: none"> • Almost all of our learners can confidently discuss targets in relation to their learning within numeracy, literacy and other personal choice area. All learners participate in a Target Start each morning. Targets are celebrated and recorded, All learners participate in a 'Target Talk' once a week with their class teacher. Targets are also shared with parents each term via learners 'Take a Peek' jotters. • In all classes pupils have some choice over their learning through IDL, this is evidenced within Planning formats. • Our Pupil Voice is continuing to grow. We have an active Pupil Council, Rights Respecting Schools Ambassadors, Target Talks, Learners leading learning groups etc. • Child-centred pedagogy has been developed and beginning to implement across P1-4 whilst exploring P5-7 as part of EIS research project (undertaken by P.Douglas and N. Blain). Both these staff presented a virtual Twilight for colleagues across the region sharing their findings and experiences from implementing the research project. • All staff encourage various levels of independent learners through offering pupil choice opportunities and learning through play/active experiences. <p><u>Quality of teaching</u></p> <ul style="list-style-type: none"> • The overall quality of teaching across the school is good. Staff provide a range of interesting contexts for learning which helps motivate children. • In most classes, teachers provide clear explanations and instructions to children regarding learning activities. Interactions with the class, group and individuals are supporting children's thinking. In most classes, children are beginning to develop their skills in talking about their learning. • Most teaching staff are trained in Developing Number Knowledge areas relevant to their stage as well as PM Writing. Both are implemented across the school. • Children enjoy the attention of adults and visiting partners/agencies to the school and are always eager to engage and are confident to engage in dialogue. 	<ul style="list-style-type: none"> • Further development is required to provide our pupils with the skillset to identify suitable next steps. This will become more evident to learners when new learning pathways are created within next sessions SIP priorities. • Continue to plan staff expertise in the presentation of inquiry based learning to enhance our presentation of IDL to all learners. • Create more opportunities to allow for all 'voices' to be heard. Now with Co-Vid mitigations lifted establish pupil groups such as House meetings, H&S group, digital leaders etc. <p>Informal observations/walk throughs and dialogue with pupils indicates that:</p> <ul style="list-style-type: none"> • feedback at times is not always meaningful and may not be impacting on pupil progress. • re-visit purpose and role of feedback with all teachers to ensure that AiFL is utilised effectively to create assessment capable learners 	
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	<ul style="list-style-type: none"> Outdoor learning has been local this session due to Co-Vid mitigations but local partnership working has increased eg Sandhead Community Council Garden, Incredibe Edibles, Drummore Community Council, Rhins Coastal Paths etc. <p><u>Effective use of assessment</u></p> <ul style="list-style-type: none"> To ensure that a robust tracking system is in place an Assessment calendar has been created for staff highlighting dates/terms for implementing both summative and formative assessment tasks such as SNSA's, INCAS etc and DNK, writing assessments. The school uses a varied range of assessment information, including summative assessment of how well children are achieving. They use this information alongside engaging with the literacy and numeracy benchmarks to support planning for progression and in making more robust professional judgements. Opportunities within the 35 hr calendar had been created for stage partners to analyse recent summative results and look for commonality/discuss ways to move forward. All staff collate assessment evidence/results and input within the school Tracking system. Tracking meetings are then held termly with HT and CT. All staff engaged in a Cluster Twilight Moderation session, led by our local QAMSO, based on developing a shared understanding to of the 4 Stages of progress. We have since made adaptations to our Tracking format to allow for staff to input the Stages of Progress within both numeracy and literacy. 	<ul style="list-style-type: none"> learners do not always understand the purpose of their learning. They are describing the tasks, but not the skills they are developing. some learners are unaware of what they have learned, where they are in their learning and how they will know if they have succeeded Play based learning needs to consider purpose and challenge across the composite classes. The range of learning opportunities needs to be developed to ensure that Learning for sustainability is being addressed throughout the school Continue with effective practice with outdoor learning and utilising the local environment for high quality experiences so this is evident consistently across all stages <ul style="list-style-type: none"> To consider sharing with our learners their summative assessment scores to allow them to be aware of their own progress and what they need to focus on to achieve/move forward. Establish with staff a clear understanding of what an assessment capable learner is. (Utilise Visible Learning/John Hattie materials) Further support staff in developing an understanding of the process of moderation to support their judgements in the achievement of a level. Consider participating with 	
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	<p><u>Planning, Tracking and monitoring</u></p> <ul style="list-style-type: none"> • Parents and pupils are involved in the setting of learning targets at the beginning of the school year and are updated throughout the school year through the termly Take a Peek jotters. • All CT's meet with HT once a term to discuss tracking information and progress within a level. A useful next step format is generated to record approaches/support mechanisms to ensure we are meeting the needs of all our learners • This session we created PEF profiles allowing us to track and monitor progress for those children and young people facing additional challenges. This is updated and discussed at Tracking meetings. • 	<p>another Partnership or school to allow for a wider range of moderation sources. This will also provide opportunities to further develop staff's confidence in their understanding of the 4 stages of progress.</p> <ul style="list-style-type: none"> • Consider how we can tracking and monitoring attendance, participation and wider achievement (Linking in with Education Scotland "Participation"). This would enable all staff to identify gaps from which we can attempt to ensure equity for all. 	
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • <i>Wellbeing</i> • <i>Fulfilment of statutory duties</i> • <i>Inclusion and equality</i> 	<p><u>Wellbeing</u></p> <ul style="list-style-type: none"> • There is a positive ethos and culture across the partnership where the school values of respect, confidence, happiness, resilience and a love of learning are clearly modelled by all staff. • Child protection/GIRFEC training given to ALL staff in August. • Qualitative data (wellbeing wheel, classroom observations, teacher feedback, pupil feedback, GIRFEM conversations and GMWP) demonstrate there are a group of learners with low self-esteem/confidence. Lead Practitioner in Decider Skills is used to provide intensive input to these targeted learners. (see PEF plans) • Staff are committed to identifying concerns regarding learner's wellbeing. They know the children very well and will report to Child Protection Officer any wellbeing concerns. All staff have been trained in the use of Latest Pastoral Notes. • The partnership ensures our learners are central to the discussions around their wellbeing and decisions. E.g. child exhibiting trauma-related behaviours are fully recognized and supported through class layout, work options, sensory options to meet their needs. HT has also consulted with the region's De-escalation, Positive Handling and Withdrawal Practice Officer in creating 	<ul style="list-style-type: none"> • To incorporate monitoring of SEEMIS chronology entries within school monitoring calendar. • Continue to introduce new staff to the partnership in regards to our wellbeing/safeguarding procedures. • To consider PEF funding to support our identified Stage 4 pupils if not allocated the requested the support from Supporting Learners. 	4/5

	<p>Environmental Risk Assessments and Team Teach Positive Handling Plans for pupils recognised at Stage 4 interventions level. This information has then shared and cascaded to all staff involved in creating a shared approach. Following this advice staff have made subsequent changes to their classroom layout and changes within their practice/vocabulary etc has been implemented and observed.</p> <ul style="list-style-type: none"> • Across the partnership, positive behaviour is evident throughout the classrooms with a small minority experiencing challenges through significant additional support needs. These identified pupils have received additional allocation of support from Supporting Learners following the HT applying for the Request for Additional Supporting Learners Allocation referral process. • There is strong sense of community across the partnership to help overcome any barriers for all our learners. Partnerships with the Educational Psychologist, CAMHS, Autism Outreach, Parent Inclusion Network and Homestart have played a significant role in this. • Community Police play a key part of our school community with regular input in supporting us with relevant issues to each of our schools, eg Sandhead has issues with car parking and speeding drivers, Drummore has had problems this session with vandalism and illegal substances found in school grounds. <p><u>Fulfilment of statutory duties</u></p> <ul style="list-style-type: none"> • Any updates or refreshers to statutory duties are shared with all the school community e.g. new fire drill/lockdown procedures, changes to legislation. New fire drill and lockdown procedures were updated this session and shared with all staff. • Everyone is aware they have a duty to ensure legislation is followed and they must seek support from the HT if unsure of anything. • All Staff are given opportunities to be involved in statutory meetings and with associated paperwork that requires completion where their learner is at the centre e.g. LAC reviews, Child's Plan meetings • Staff have received input from HT in continuing to have effective systems in place in regards of Risk Assessments. A new central file has been created for record-keeping of associated paper work. This will be updated as and when new staff take on new roles or changes in legislation. • Recent health and safety inspection in Jan 2022 showed we had sufficient systems in place and were demonstrating good practice. • PT's in both schools updated Fire Drill procedures (Jan 2022) and worked alongside our Facilities Assistants in updating Fire Logs. 	<ul style="list-style-type: none"> • Data about the whole school requires to be shared again with all staff to ensure there is a clear understanding of the needs within various stages and the understanding of the contexts of SIMD, FME, ASL and other family barriers. • Continue to monitor and evaluate effectiveness of procedures and systems. 	
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	<p><u>Inclusion and Equality</u></p> <ul style="list-style-type: none"> • We ensure inclusion and equality leads to improved outcomes for learners via regular consultation and collaborative working, setting SMARTER targets, changing practice, involving agencies where relevant and reviewing targets periodically. The Additional Support for Learning teacher is integral to this process and time is provided for staff to collaborate with her. • Transition - transition from stage to stage has been hindered this session due to Co-Vid mitigations. We are fortunate that as we have small school communities we can share important information from class teacher to class teacher. Our tracking system that is in place holds quantitative data which staff can use seamlessly from stage to stage. Within term 4 we have planned formal, planned transition dates but we find the informal transition between buddies, class swaps, collaborative planning more effective in understanding the needs of the children. • Use of data to evaluate impact of interventions and additional support for learning is discussed at termly tracking meetings between class teachers and HT. This information is then further shared and discussed with ASLT who leads targeted interventions. • Identification of pupils now being identified at Stage 4 intervention level this session has limited our allocation of learning support hours in school in meeting the specific needs of our identified Stage 2 & 3 learners. Therefore targeted interventions have not always been able to be fully implemented by our ASLA staff. • Arrangements are in place to address the needs of pupils to ensure that potential barriers to participation are addressed. Financial support, through PEF and Wigtownshire Educational Trust Fund, are used to ensure equal access to school-based activities, eg we were able to signpost to our identified families the application to the Wigtownshire Trust Fund, this provided funding for 9 of our P7 pupils to participate in our residential trip to Galloway Activity Centre. • Effective partnerships are established with other agencies where relevant and there is always a staff member at all meetings/reviews to represent the learner. Reports are always sent on time and all important notes/action from meetings are shared with the relevant partners to ensure they are met. • Pupil Equity Funding has supported wellbeing programmes and the ability to employ additional ASLA time and a Playground supervisor. 		
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3.2 Raising attainment and achievement

- *Attainment in literacy and numeracy*
- *Attainment over time*
- *Overall quality of learners' achievement*
- *Equity for all learners*

3.2 Securing children's progress (for Early Learning Childcare)

- *Progress in communication, early language, mathematics, health and wellbeing*
- *Children's progress over time*
- *Overall quality of children's achievement*
- *Ensuring equity for all children*

Attainment in literacy and numeracy

- In analysing data, the partnership is outperforming overall within the cluster and authority data.

FEBRUARY CFE SNAPSHOT 2022			
SANDHEAD	P1	P4	P7
L&T	89%	100%	89%
Cluster	85.6%	81.4%	94.3%
Authority	80.1%	79.7%	81.3%
Reading	89%	80%	89%
Cluster	76.1%	74.1%	89.2%
Authority	75.5%	74.2%	71.6%
Writing	89%	73%	89%
Cluster	77.1%	65.7%	87.5%
Authority	72.4%	64.8%	65.4%
Numeracy	89%	87%	89%
Cluster	81.4%	70.6%	67.6%
Authority	78.1%	69%	70.1%

FEBRUARY CFE SNAPSHOT 2022			
DRUMMORE	P1	P4	P7
L&T	100%	100%	83%
Cluster	85.6%	81.4%	94.3%
Authority	80.1%	79.7%	81.3%
Reading	100%	100%	83%
Cluster	76.1%	74.1%	89.2%
Authority	75.5%	74.2%	71.6%
Writing	100%	100%	67%
Cluster	77.1%	65.7%	87.5%
Authority	72.4%	64.8%	65.4%
Numeracy	100%	100%	83%
Cluster	81.4%	70.6%	67.6%
Authority	78.1%	69%	70.1%

- Regular Tracking meetings with individual class teachers have a clear focus on individual children's progress over time using formative and summative assessment. The SMT and class teachers meet regularly to plan appropriate interventions to ensure, as far as possible that children can improve year on year.
- Children who are at risk of gaps of learning due to attendance, time keeping, parental support or personal circumstances are identified and interventions put in place - PEF support, ASL support, child's plans. School uses Nessy, TLQ, Closing the Numeracy/Literacy Gap, Literacy Ladders Developing Number Knowledge and Numeracy Launchpads as interventions.

- Schedule moderation opportunities within WTA to discuss pace and progress of learning experiences and analysis of standardised data.
- Monitor and evaluate the proposed revised pathways and approaches within numeracy and literacy to ensure consistency of approach to enhance learning and raise attainment.

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- Non-teaching staff share good practice across the partnership of interventions eg Closing the literacy gap, Literacy ladders, Closing the numeracy gap, Nessy etc. A training calendar was devised to allow trained ASLA's and our ASLT opportunities to upskill new non teaching staff. This has provided more targeted interventions to ensure we raise attainment.
- Staff are aware of the new 4 Stages of progress for assessing progress within a level but this is not yet fully embedded and staff confidence using this needs to be developed.
- Longitudinal data of attainment over time demonstrates improvements in performance. Most learners are attaining appropriate levels and a few have exceeded these.
- Trends across the partnership suggest that targeted intervention work is impacting positively
- CfE data shows a year on year increase in attainment in all areas of literacy and numeracy - this then obviously dips in 2021 following the 2 Co-Vid Lockdowns. Gains have been made though again for 2021/22 in almost all areas.

DRUMMORE	2017	2018	2019	2020	2021	Predicted 2022
L&T	66.7%	100%	100%		90.7%	94.3%
WR	83.3%	84.3%	89%		89.7%	100%
R	83.3%	94.3%	100%		96.3%	94.3%
N	83.3%	94.3%	94.3%		84%	83%

SANDHEAD	2017	2018	2019	2020	2021	Predicted 2022
L&T	68%	84.7%	100%		90%	86%
WR	53.3%	73%	90%		77.3%	78.6%
R	67.3%	73%	97.7%		80.3%	86%
N	75.7%	56.7%	92%		82%	88.3%

Table shows aggregate % of children at P1, 4 & 7 attaining early, first and second level respectfully.

2.2 Curriculum: Theme 3 Learning Pathways

- HT has protected time for professional learning and collegiate working to develop the curriculum and re-design the Partnership school rationale.
- All staff have been active participants in working collaboratively to refresh our school rationale to best design a curriculum that best places our learners at the centre of education.
- Almost all staff are showing a greater knowledge of curricular progression and of the 4 contexts and capacities, this is evident within new planning formats.

- Continue the process of finishing our Curriculum Rationale that best reflects and meets the needs of our Partnership - share and cascade with stakeholders. generate a Sketchnote or parent friendly version pdf
- Monitor and evaluate the first year implementation of the IDL Rolling Programme to ensure that our learners are gaining a

	<ul style="list-style-type: none"> • All staff have been involved in process of re-bundling IDL E's and O's in creating a 3year rolling IDL programme. These bundles now have a clear focus on creating new contexts which enhances the themes of DYW, Learning for Sustainability, RRS and Equality • Stakeholders and learners were invited to share their ideas and suggestions on how we could enhance our school curriculum: <i>Sandhead 21/65 families responded</i> <i>Drummore 8/21 families responded</i> <i>Most comments were positive on current curriculum and any feedback has now been taken on board within next session's Curriculum priorities. Most pertinent data that came through was the subject of homework and how best to support their child at home.</i> • Both Literacy and numeracy have clear progressions but lack appropriate learners pathways in supporting learners to build on their prior learning to further ensure progression. • Almost all learners are engaged in their learning targets. Recent developments such as 'Target Start' have encouraged children to be more involved with their learning and commenting on it has encouraged them to become increasingly reflective. • It is evident within staff planners that staff take responsibility to plan high quality learning across a range of curricular areas, Thus providing meaningful contexts for opportunities for learners to develop their skills, attributes and attitudes within meaningful contexts. This has been limited though due to Co-Vid and unable to visit/explore wider settings and/or new environments. 	<p>breadth and depth of experiences and are able to transfer skills and make connections between learning.</p> <ul style="list-style-type: none"> • Responding to parental feedback refresh schools homework policy and consider creative approaches in cascading learning 'tips' to families at home. • Current numeracy and literacy progressions require to be reviewed and updated to reflect new pedagogies and new curriculum refresh that is being undertaken . • Consider effective ways of ensuring pupils know what they need to do to achieve the next level of their learning and reflecting upon achievements already passed. • Learning pathways need to be better used to help children understand themselves as learners and the role they play in achieving success. • Continue to promote the use of outdoors and working with partners to increase learning experiences in all curricular areas. • Encourage more formal and informal opportunities to work with local College and Academy to further promote Developing Young Workforce. • Re-introduce through new IDL planners opportunities to invite work-related visitors to inspire children's interests and shape their career goals. • Explore World of Work/the Meta Skills based Education Frameworks to support planning across a level in developing skills for life, learning & work.
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		<ul style="list-style-type: none"> • Embed the message of the design principle - relevance - the 'why are we learning this', 'what relevance does this learning have to me in my life now or in the future'
<p>2.7 Partnerships – Theme 3: Impact on Learners</p> <p>The impact of parental involvement on improving children and young people's learning.</p>	<ul style="list-style-type: none"> • Good communication is in place between teaching staff and parents/carers. Throughout this session, whilst complying with Co-Vid restrictions, we have successfully still been able to hold regular communication opportunities with parents in regards to their child's attainment and health & wellbeing. In term 1 all class teachers spoke by telephone to parents for our GIRFEM conversations, Progress and Achievement telephone conversations were also held in in term 3. Each term learners 'Take a Peek' jotters were sent home and in term 4 we issued our written Progress and Achievement reports for all learners. Almost all parents participated in our telephone learning conversations. Most parents communicated with an evaluative response within the Take A Peek jotters. These approaches have allowed staff to support parents/carers to actively engage in their children's learning, attainment and achievement during a time of limited parental physical involvement in schools due to Co-Vid mitigations. • We have been proactive in promoting the life of the school to our parents/carers through our Facebook Groups. We regularly post our newsletters, Assembly VIP winners, See Us Shine awards and class 'Shine the Spotlight' moments. Most parents are members of their child's school Page and almost all of these parents will 'like' our posts. For those parents not on Facebook all information is emailed to them to allow all parents to receive the same information. • This session we have utilised various means to gather parental/carer views. Microsoft forms are promoted through emails and on Facebook pages but with little success, less than half our families respond. The paper survey forms have been more successful with the majority of our families responding - thus providing us with a fairer and more representative viewpoint from our school parental/carer community. • We continue to use our 'You said, we did' approach to any queries/concerns that has materialized from our survey feedback. Our responses are highlighted through Newsletters and/or Facebook posts. 	<ul style="list-style-type: none"> • Re-introduce 'showcase' assemblies and 'stay and play/learn' sessions within all classes. • To evaluate other resources/tools(away from our current Take a Peek jotters) that could be used as a Learning Journal for communication between pupils and their parents/carers. • Promote the 'Open Door' policy for parents to acknowledge the integral role they hold in supporting their child's learning. • To further explore how we can encourage more parental feedback within the comment section of school Facebook pages.

	<ul style="list-style-type: none">• In Term 1 both Parent Councils were heavily involved in the appointment of a new head teacher with a notably number of parent council members attending both short and long leet interviews.	<ul style="list-style-type: none">• Look at ways to ensure that our Parent Councils are representative of all parents and carers in both schools.
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South Rhins Partnership

SCHOOL IMPROVEMENT PLAN 2022 – 2023

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	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 Learning & Teaching</p> <p>NIF Priority Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver Curriculum & Assessment School Improvement Parental/Carer Involvement & Engagement</p> <p>HGIOS?4 / HGIOELC Qis 1.2, 2.2, 2.3, 2.4, 2.5, 3.2,</p> <p>National Standard Criteria</p>	<p>Both teaching and non-teaching staff will have opportunities to increase own professional skills within Literacy & Numeracy to ensure we are continuing to build capacity to enhance learning opportunities and raise attainment for all learners.</p> <p><u>Impact Measure</u></p> <ul style="list-style-type: none"> - All teaching staff will have engaged in professional learning around progress & achievement 4 stage cycle - and will confidently record appropriate progress in SEEMIS for all learners. - Almost all staff will have a clearer understanding of quality assurance and moderation approaches linked to robust and varied assessment approaches with a range of supporting evidence and moderation. - 85% or more of our learners will achieve expected CFE levels at P1, P4 and P7 stage in both numeracy and all areas of literacy. 	<ul style="list-style-type: none"> - Continue to build staff expertise on using and interpreting a range of contextual data (eg. SIMD / Benchmarking Toolkit) and assessment information to plan for and deliver high quality learning and teaching that reaches all learners. - To review current delivery of learning and teaching within Numeracy and Literacy. - To encourage peer observations throughout the school to identify effective practice in Numeracy and Maths. - To embed a clear understanding of the 4 Stages of Progress and use of the Benchmarks to aid professional judgements in assessments. - Staff who attend P.L opportunities to disseminate information to staff teams - Develop moderation practices across Partnership and with mini cluster (Sheuchan Primary) 	<p>Literacy – Lead Person, G. Gorman Numeracy – Lead Person, K.Bell Utilise additional SMT time allocated to school. Collegiate Sessions, Professional Dialogue, Peer Observation, SMT Monitoring</p> <p>Moderation incorporated within 35hr Collegiate calendar. 4 x Collegiate meetings with mini- cluster partner (Sheuchan) for moderation tasks.</p> <p>PEF funding to support additional ASLA hours(25hrs per week) to support numeracy and literacy interventions, (ensuring we continue to raise attainment and close the gap)</p>

	<p>Within the Literacy subject of Writing learners will have a child friendly pathway allowing them to develop the skillset to be assessment capable learners eg to talk about what they are learning, where they are in their learning and next steps.(self-regulate)</p> <p><u>Impact Measure</u></p> <ul style="list-style-type: none"> - By June 2023 majority of staff will have an understanding of what an effect size is and how this can impact on the learner. - Most pupils will use a literacy learning pathway in Writing to help support target setting as an ongoing process. - Most pupils will be able to articulate what assessment tasks are for and what the results mean. <p>All learners to be aware of what makes a good learner utilising the School Value characters as learner capabilities to assist them in their interpretations.</p> <p><u>Impact Measure</u></p> <ul style="list-style-type: none"> - The majority of our learners will be able to talk about which learner capabilities impacts/assists in their learning. - All staff will consistently use the Values/learner capabilities daily along with their LI/SC within lessons. - All staff to have a common definition of what an effective learner is and promote this in their setting. - The majority of our learners will be able to describe characteristics of an effective learner rather than behavioural characteristics. 	<ul style="list-style-type: none"> - Establish with staff a clear understanding of what an assessment capable learner is. (Utilise Visible Learning/John Hattie materials) - Ensure assessments are used effectively pre and post teaching of a subject area. - Establish regular learning walks/observations as part of SLT monitoring and evaluation of learning. - Further embed learning characteristics/dispositions throughout both settings. - Refocus staff toward use of LI and SC in daily routines. Ensure learners are able to use related language of LI and SC. - To co-create a visible learning pathway for writing, so learners can see where they have been, where they are now and where they are going next. - Create baseline evidence of all learners interpretation of what makes a good learners, using a pupil survey and focus groups from different stages. - Staff to routinely discuss what an effective learner is. - Assemblies - discussion about what makes an effective learner. - Create more opportunities to allow for all 'voices' to be heard. 	<p>Lead Practitioner - G. Gorman (PT) Inset day - $\frac{1}{2}$ day August '22, $\frac{1}{2}$ day Jan'23. 4x Colleague sessions Collation of initial pupil survey Term 1 '22. Post Survey Term 4 '23. PEF Funding to purchase associated texts/books for staff and relevant courses/webinars.</p>
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	<p>To involve most of our parental community in supporting the use of our School Value characters as Learning Capabilities. <u>Impact Measure</u></p> <ul style="list-style-type: none"> - A shared language between school and home will become established helping to embed our values as important learner capabilities. - The majority of our parental community will become familiar with the language centered around our values/capabilities. <p>To increase staff confidence to embed the use of hardware / software resources to enhance Digital Technologies & Digital Learning integration across the curriculum. <u>Impact Measure</u></p> <ul style="list-style-type: none"> - The majority of our learners will be able talk about how they use digital technologies across the curriculum - All teaching staff will participate in training to enhance knowledge and understanding of how to effectively integrate digital technologies - All teaching staff will participate in shared moderation and planning activities with a digital technologies focus 	<ul style="list-style-type: none"> - Parental workshops held to formally introduce the School Value characters as Learning Capabilities. - Children to lead and discuss with parents what an effective learner is. - Promote Learning Capabilities within school Facebook page and newsletters. - Create family homework tasks which incorporate our Learning Capabilities. <ul style="list-style-type: none"> - To complete the Digital Schools Award self-evaluation and identify areas for next steps. - Create an itinerary of hardware / software resources that enhance Digital Technologies & Digital Learning within our schools and how these can be implemented effectively across the curriculum. - Appoint learner digital leaders within both schools to work alongside PT on improvement priorities. - Create digital skills passport for use with learners and staff to highlight expected benchmarks which will improve learner capability to discuss their digital skills - Work in partnership with D&G STEM team and cluster Digital Leaders. - Invest in staff training with Microsoft Educator/Apple Ambassadors accredited training programmes. 	<p>Lead Practitioner – G. Gorman (PT) Utilise additional SMT time allocated to school. Parental Workshop Term 2. Parental communication Term 1. New Homework opportunities Term 3.</p> <p>Lead Practitioner – Katie Bell (PT) $\frac{1}{2}$ day Inset August '22, 4x collegiate sessions</p> <p>Practitioner survey to be distributed at beginning/end of session focusing on use of digital technologies within core teaching and confidence within this.</p> <p>35 hour agreement will include opportunities for digital collaboration across staff, 3x sessions.</p> <p>PEF funding to support Mi-Fi units at Sandhead to allow connectivity and accessible for all learners. Purchase relevant training to support staff development.</p>
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<p>School Priority 2 Curriculum Refresh</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver Curriculum and assessment Teacher and practitioner professionalism School Leadership</p> <p>HGIOS?4 / HGIOELC Q's 1.4,2.2, 2.3, 2.7,3.2, 3.3</p> <p>National Standard Criteria</p>	<p>Curriculum Rationale will be monitored and reviewed to reflect needs of our community. <u>Impact Measure</u></p> <ul style="list-style-type: none"> - Most learners can talk about significant elements of the school rationale, discussing what it is and how it impacts on their learning and the life of their school. - Almost all staff will reflect the principles of school rationale within their own planning. <p>Learners will experience a broad curriculum based on our new 3year IDL planning cycle which was been updated during 21/22. <u>Impact Measure</u></p> <ul style="list-style-type: none"> - All learners will experience a broad coverage of IDL curricular areas at the relevant level. (<i>Social Studies, Science, RME, Technologies and Expressive Arts</i>). - Majority of learners will have opportunity to provide personalisation & choice within the class IDL planner. - Majority of learners will have opportunities to apply knowledge and skills in a variety of contexts. - Almost all staff will follow progression pathways for identified curricular areas to allow learners to progress at their own pace and identify where learners need support and challenges. 	<ul style="list-style-type: none"> - To generate a Sketchnote and/or create a parent friendly PDF version of new Curriculum Rationale. - New IDL planners to be created for staff allowing input for reference to new Rationale. - Build knowledge and awareness of our rationale with all learners through Assemblies and school displays. <ul style="list-style-type: none"> - Build an IDL calendar for session 22-23 with bundles clearly identified to present each term. - Create new IDL Planning format for staff. - Build staff knowledge and capacity to deliver an Inquiry based Learning approach for IDL. - Create a clear virtual pathway on OneDrive to allow staff to access all related IDL planners/progression pathways. - Provide opportunities for Stage Partner Planning across the Partnership. 	<p>Lead Practitioner - I.Mccolm (HT) Monthly Assemblies 4x Planning Meetings with CT (1 per term) covered by additional SMT time allocated.</p> <p>Lead Practitioner - I.Mccolm (HT) InSet Days - August $\frac{1}{2}$ day, February 1 day. Stage Partner planning 4 sessions within academic year. (1 per term)</p>
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	<p>Learners will have a clearer understanding of the need to develop employability skills.</p> <p><u>Impact Measure</u></p> <ul style="list-style-type: none"> - Majority of pupils will have gained an accredited award. - Majority of learners will have contributed/recorded their employability skills in a Skills for Life, Learning & Work achievement record book/journal. - All learners to experience different employability links throughout each session as part of their curricular work. 	<ul style="list-style-type: none"> - Research HI5, John Muir and Young skill Awards and identify one/s most suitable for across the school. - Create a recording format that is child friendly to record development of employability skills. - To build staff awareness of the World of Work/Meta Skills based Education Frameworks to support planning across a level in developing skills for life, learning & work. - All staff receive input re Skills 4.0 / Employability Skills / Df and Ed Scot Career Education Standard and utilise employability audit tool - Identify agencies / parents who are able to support the implementation of accredited award. - All learners undertake audit tool 	<p>Lead Practitioner – N. Blain (CT)</p> <p>Staff collegiate x2</p> <p>Inset Feb'23 $\frac{1}{2}$ day</p> <p>PEF funded to purchase/fund the accredited provider and the associated resources required.</p>
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