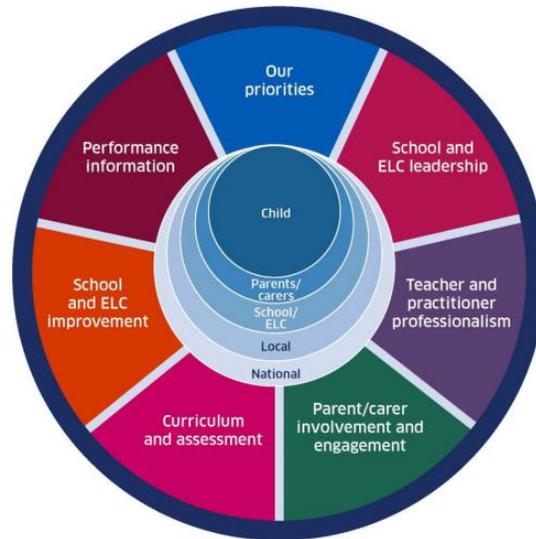


Education and Learning Directorate

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

(2022 - 2023)



School: Eastriggs Primary School

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 Statement

Eastriggs Primary School is a non-denominational school with a nursery class situated in the village of Easttriggs. It forms part of the Annan Cluster of schools within Dumfries & Galloway. There are currently 132 pupils on our Primary school role and 24 pupils in our nursery. During session 2021-2022 we will have 6 classes (all composite) within the primary school.

School Vision Values and Aims

The vision of the school outlines our purpose, helps set the direction and gives us an ambitious goal to reach towards.

Our vision is:

Our refreshed vision values and aims are currently being updated and reviewed through a variety of stakeholder activities. This section will be updated to reflect findings once complete in term 1 2022-23.

Our values are:

Review Date:

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 <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p>School Priority 1: NIF Priority Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Driver School Improvement Teacher Professionalism Assessment of children's progress</p> <p>HGIOS 4 / HGIOELC Qis 2:3 – Learning Teaching and Assessment 3:2 – Raising attainment and achievement</p>	<p>School community will use a shared language of learning and understand the principles of visible learning. All pupils are able to use a shared language of learning to explain the purpose of learning and their next steps. Improved attainment through staff use of professional enquiry model and consistently high quality feedback</p> <p><i>Staff participated in two online Visible Learning sessions to develop their knowledge of impact cycles and how they could be used to enhance practice. Due to restrictions and timescales no staff have undertaken an impact cycle.</i></p> <p>Improvements in performance through staff collaboration and professional dialogue. <i>Through the observation programme for this session a need for consistency around success criteria and effective feedback has been identified.</i></p>	<p>Due to COVID restrictions the input and impact was limited. This programme will not continue next session due to cluster budget constraints.</p> <p>Staff professional learning focus around effective feedback and empowering learners next session.</p>
<p>NIF Priority Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School improvement School leadership</p>	<p>Learners are able to engage with a curriculum which:</p> <ul style="list-style-type: none"> • Has clear links to our school values. • Reflects the uniqueness of our setting. • Takes very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement. • Play-based learning from P1 into P2/3 	<p>Next session we will further develop our curriculum rationale using the principles of curriculum design and four contexts for learning. This will include relevant and contextualized IDL opportunities and will make links across learning</p>

<p>HGIOS?4 / HGIOELC Qis 1:3 Leadership of change 2:2 Curriculum</p>	<ul style="list-style-type: none"> • Rights Respecting Schools • Focus on refreshed literacy pathways • Promotes a shared understanding of purpose and pupil ownership. <p>We have evaluated (through 4 contexts exercises) and identified changes to our curriculum through engagement with pupils, parents and staff. Areas for development have been identified and prioritised:</p> <ul style="list-style-type: none"> • P2/3 Playspace is under construction in collaboration with Authority Early Year's Team and staff have participated in training with Alistair Bryce Clegg. • P4-7 STEM station is under development and staff have worked with our LA STEM team to develop learning challenges and opportunities. • Staff have developed their knowledge of IDL principles through collaborative working with Education Scotland's Innovation Team. 	<p>to enhance creativity and enquiry opportunities.</p>
<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>PEF Staff will be trained on delivery of CNG, CLG and Fast Lane, and relevant resources will be purchased to support these interventions. Support Staff have been trained in CLG, Fastlane and Numeracy Launchpads. Due to staffing issues this data is currently being collated.</p> <p>Emotional Wellbeing and Resilience</p> <p>P1-3 Identified pupils will develop social and emotional skills required to access the curriculum through increased play based learning in P1-3 classes.</p> <p>P4-7 Outdoor Learning / STEM – identified pupils will demonstrate increased resilience and emotional intelligence through planned outdoor learning and STEM experiences. Using team challenges and problem-solving activities pupils will develop social skills and demonstrate application of learning in different contexts. Due to the impact of covid upon staffing levels and pupil need this session, support has been diverted to those targeted children who required additionality in order to access the curriculum. Pupils in P2/3 will benefit from a play zone 'The Beehive' in session 22-23 which has been developed in terms 3 and 4 this year. Outdoor Learning training has taken place for all staff and a playground audit has been completed. Classes are developing allocated areas to enhance our provision. Pupils have been involved in the design and creation of spaces. A review and assessment of impact will take place early next session.</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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <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>Our vision and values play a prominent role in the life of the school/nursery. We are currently refreshing these to ensure they are relevant and easily understood by everyone in our community.</p> <p>The current values underpin the respectful relationships which are evident in the school, between staff and children and among children. They are also evident in the school's work with partners.</p> <p>At its creation during session 19/20, Parents gave positive and insightful contributions to the development of the school's 'Positive Behaviour Policy.' This was achieved through focus groups, meetings, informal discussions and questionnaires. This session the policy has worked in practice across a variety of situations from low to high level.</p> <p>Self-evaluation activities are regular: planned; formal & informal. E.g. Children have been more engaged in evaluating their wellbeing needs this session though the use of wellbeing webs and wellbeing surveys using Microsoft forms. School has been responsive to individual and class need based on this feedback.</p> <p>The Head Teacher and newly appointed Principal Teacher work well together and provide strong leadership to the school. This session the Head Teacher/SLT has worked more closely with the nursery team and meetings are recorded with actions which are acted upon.</p>	<p>Vision Values & Aims exercise to be completed in term 1.</p> <p>Continued use of planned self-evaluation activities that are clearly linked to school improvement work.</p>	<p>4</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
<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>Learner participation is evident across most classes and is being developed through our reviewed approach to IDL. Following input from Ed Scotland and collegiate research we have developed an 'in the moment' planning approach whereby pupils respond to provocations with questions which are used to provide the planning framework. Pupil feedback from recent IDL projects is overwhelmingly positive.</p> <p>Observations show that success criteria and metacognitive strategies are evident in some lessons. Success criteria observed were teacher driven.</p> <p>Oral feedback was evident in nearly all lessons observed this session. This ranged from challenging questioning to quick praise and comments.</p> <p>Some observations showed higher order questioning being used to extend pupil's thinking around literacy activities.</p> <p>Through feedback gathering, pupils identified that they would like more creativity and freedom within their learning.</p> <p>National benchmarks are currently used to inform assessments/teacher judgements across core areas.</p> <p>Assessment calendar developed to ensure breadth of assessment approach and consistency across the school.</p> <p>All staff use assessment evidence from a variety of sources to inform practice and next steps in learning. Regular triangulation of assessment evidence ensures early identification of support needs, leading to planned interventions and evidence of impact.</p>	<p>Learner agency and empowerment requires development across the school.</p> <p>Learners should have a shared language of success which is developed through co-creation of success criteria.</p> <p>Understanding of effective feedback strategies linked to success criteria to provide consistency for learners.</p> <p>Thinking skills and metacognitive strategies require planning and developing across the curriculum and through further focus on enquiry and creativity within learning.</p> <p>Moderation needs to be embedded to ensure consistency within and across levels.</p> <p>Some staff are analyzing standardized assessment data to inform their own judgements.</p>	4

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>Termly attainment meetings ensure professional dialogue to support and challenge practitioners with a focus on learner's levels of achievement. This discussion contributes to our robust tracking and monitoring system.</p> <p>Progression planners in place for literacy and numeracy, health & wellbeing. School programmes in these core areas are robust and progressive and when implemented well have led to good levels of attainment. Some staff feel the programmes of learning are too restrictive and would like more autonomy in their planning of experiences.</p>	<p>This needs to be explored further next session.</p> <p>Play based learning across nursery – P3 for some pupils to be moderated and developed. (Planning, assessment and provision)</p> <p>Learning pathways to be reviewed as part of curriculum rationale development.</p>	
<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>Our shared values create a positive climate where our pupils can learn and achieve.</p> <p>Most staff have high expectations for our children and promote positive relationships throughout our school community.</p> <p>Some of our children require support with social situations and the routines of school. There is a framework of emotional literacy throughout the school, however this is not used consistently due to staff changes and training challenges.</p> <p>Most of our children feel that they are listened to and valued in our setting. All pupils are able to identify a key member of staff they can speak to about personal and sensitive issues, knowing that their concerns will be actioned and that they are safe. Through a social skills club before school, identified pupils are able to begin the day with increased confidence.</p>	<p>Continued engagement in RRS programme</p> <p>There is a need for a common, simplified language and supportive framework for emotional health and wellbeing across the school.</p>	4

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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
	<p>All staff are aware of Child Protection protocols. Staff understand the needs of all pupils in our care and ensure safety at all times through consistent application of GIRFEC principles.</p> <p>Effective transition arrangements are in place for P7 – S1 pupils and are bespoke to some individuals.</p> <p>All new P1 pupils benefit from extended transition in term 4, however this requires further development.</p> <p>Pupils entitled to PEF are allocated funded places on school trips and events to ensure equity for all. Additional clothing and supplies are provided where necessary.</p> <p>We monitor children's attendance on an on-going basis and have clear procedures in place to ensure that children attend school consistently. We make good use of the attendance liaison officer, where required, and seek creative ways to encourage children to attend school, E.g. early-morning clubs, free breakfast club.</p> <p>The needs of children requiring additional support are being met well. Children's needs are identified and considered, prior to appropriate plans being put in place. Care-experienced children are also supported well. Progress against individual milestones is good.</p> <p>All children receive 2 hours of quality physical education.</p> <p>Children evaluate their wellbeing each term and we are responsive to the needs of individuals and classes based on this feedback.</p>	<p>Identify programme of opportunities for nursery pupils to integrate across early level throughout the year.</p> <p>Continue to identify other appropriate interventions (PEF Funded) to ensure equity and excellence for all pupils.</p> <p>Develop further exciting soft start opportunities to improve attendance of identified groups.</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																				
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>Our staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p> <p>Attainment data is used to highlight gaps in learning, and then identify appropriate strategies.</p> <p>Following the covid pandemic we identified a drop in attainment in literacy at early and first level. This will be a focus of improvement in session 2022-23.</p> <p>2021-22 Data Summary</p> <table border="1" data-bbox="618 940 1337 1340"> <thead> <tr> <th></th> <th>Early Level</th> <th>First level</th> <th>Second Level</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>63%</td> <td>93%</td> </tr> <tr> <td>Writing</td> <td>59%</td> <td>40%</td> <td>93%</td> </tr> <tr> <td>L&T</td> <td>71%</td> <td>85%</td> <td>93%</td> </tr> <tr> <td>Numeracy</td> <td>76%</td> <td>60%</td> <td>71%</td> </tr> </tbody> </table> <p>Attendance</p>		Early Level	First level	Second Level	Reading	67%	63%	93%	Writing	59%	40%	93%	L&T	71%	85%	93%	Numeracy	76%	60%	71%	<p>Improve children's understanding of their learning and attainment through focus on improved pedagogy and effective feedback.</p> <p>Raise attainment in literacy with a focus on writing.</p> <p>Raise attainment in numeracy at first level.</p> <p>Improve attendance of those pupils entitled to PEF.</p> <p>Embed the 4 stages of progress reporting into planning across the curriculum.</p>	<p>4</p>
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(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
	<ul style="list-style-type: none"> • Pupils entitled to PEF had an average attendance rate of 89% and 3.14 late arrivals recorded. • Pupils not entitled to PEF had an attendance rate of 94% and 0.79 late arrivals recorded. <p>We use individualised educational plans to set targets involving staff, parents and pupils. This session we have had no designated ASLT. Our PT has assumed this role throughout the year.</p> <p>Staff discuss learners' progress and effective ways to improve learning and teaching through termly attainment discussions and focused staff dialogue.</p> <p>Teachers use a range of data and evidence to assess pupil progress and as a basis for professional dialogue during attainment meetings, review meetings with parents, Learning consultations and planning sessions. Monitoring and tracking is used in Literacy & Numeracy/Maths– this is used to help identify next steps in learning.</p> <p>PEF interventions resulted in improved attainment / progress for all participants</p> <p>Class Dojo is used as a communication tool to share children's learning.</p> <p>French progression pathways are now ready to be delivered more consistently across the school.</p> <p>Nursery staff now have a calendar of CPD / professional meetings. These include: professional learning, policy reading & update, self-evaluation activities, document reading and reflection time.</p>		

2.2 Summary of Key Strengths and Areas for Improvement

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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
<p>2.2 Curriculum: Theme 3 Learning Pathways</p>	<p>Clear pathways are in place for Literacy, Numeracy, Health and Wellbeing and IDL. These require review in session 2022-23 to take into account developing refreshed rationale.</p> <p>Most parents identify ICT, skills for learning life and work and creativity as important areas for development within our curriculum.</p> <p>IDL development underway and new programme of provocations to be planned for this session. This will be developed and reviewed over the next session to find the best way to plan and track this methodology.</p> <p>Talking and listening pathways and planning has been developed by teaching staff. moderated and trialed.</p> <p>During this session, there has been an increased focus on planned opportunities for outdoor learning and staff have undertaken training sessions to develop their confidence in this area.</p>	<p>Review systems for recording wider achievement and celebrating success</p> <p>Wider curriculum review continuing and developing as part of curriculum refresh.</p> <p>Planning needs to be refreshed to encourage practitioners to take greater account of 4 contexts for learning at planning stage.</p> <p>Continue to plan for quality play based outdoor learning and resource this.</p>	
<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>	<p>Parental Engagement</p> <ul style="list-style-type: none"> 70 parents and carers joined us for our 'Welcome Back' afternoon to take part in play based learning activities and see our learning environment post covid. <p>Through consultation:</p> <ul style="list-style-type: none"> 66% of parents / carers identify attainment in spelling and writing as a very important area of focus next session. 100% of parents / carers believe ICT and digital skills are very important areas of development. 100% of parents / carers identify skills for life and work as a very important improvement priority. 66% state that STEM and Creativity are very important to develop in pupils. 	<p>Ensure focus on digital skills, creativity and skills for learning life and work in continuing curriculum refresh.</p> <p>Continue to develop play-based learning approaches in P2/3 and beyond.</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
	<ul style="list-style-type: none"> • 100% of respondents were very happy with the overall provision of the school and identified pupil involvement and staff commitment as main strengths. • 66% thought communication could be improved. Play based learning consultation <ul style="list-style-type: none"> • 100% of respondents identified play-based learning as a positive experience for their children. • 50% would like to find out more about play based pedagogy 		

3. SCHOOL IMPROVEMENT PLAN 2022 – 2023 *(Limit the number of priorities to ensure they are manageable and achievable.)*

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

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

Improvement Area	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 Improving attainment in literacy and numeracy</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 Teacher and practitioner professionalism</p> <p>Parent / Carer involvement and engagement</p> <p>HGIOS?4 / HGIOELC Qis 2:3 2:7</p>	<p>Writing Improve the attainment and experience of P5 pupils in writing by 20% in June 2023. (to achieve first level and be making some progress at second level)</p> <p>Improve the attainment and experience of P6 pupils in writing by 20% in June 23. (to achieve first level and be making good progress at second level)</p> <p>Improve the attainment in writing of P2 pupils by 20% by June 2023. (to achieve early level and beginning – some progress at first level)</p> <p>Reading Improve the attainment and experience of P5 pupils in reading by 20% in June 2023. (to achieve first level and be making some progress at second).</p> <p>Listening and Talking Improve attainment of P3 pupils by 10% by June 2023. (to achieve early level and making some progress at first).</p> <p>Numeracy Improve the attainment of pupils in P3 and P5 by 15% in numeracy by June 2023. (to achieve Es and 1s)</p>	<p>Develop pedagogical framework for the teaching of literacy across the school.</p> <p>Improve children's understanding of their learning and attainment through focus on improved pedagogy and effective feedback.</p> <p>Review and purchase identified literacy resources to support implementation.</p> <p>Understanding standards through planning, observation, assessment and moderation of writing.</p> <p>Engage families through literacy workshops and family learning activities. (led by pupils)</p> <p>Identified pupils to participate in literacy and numeracy interventions.</p>	<p>Lead: SMT</p> <p>Time: 14 hours development time / Professional Reading Group</p> <p>Funding: To be allocated</p> <p>Completion Date: April 2023</p>

<p>National Standard Criteria</p>	<p>Attendance Attendance for the identified group of pupils is currently 5% lower than average across the school.</p> <p>Improve attendance within the target group by 5% by June 2023.</p>	<p>Identify support worker (ASLA) and Class Teacher to lead working group to develop strategies to reduce absence within targeted group.</p> <p>Participatory budgeting opportunity.</p>	
<p>School Priority 2 Developing our curriculum rationale (continued from session 2021-22)</p> <p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Driver School and ELC leadership Curriculum and Assessment Parent/carer involvement and engagement</p> <p>HGIOS?4 / HGIOELC Qis 3:1 2:2</p> <p>National Standard Criteria</p>	<p>Learners will access an exciting, challenging curriculum which places children’s rights at the centre through:</p> <p>Reviewing current pupil voice policy and developing new, more effective ways of working.</p> <p>Developing positive mental health and wellbeing skills and learning in a nurturing environment which promotes inclusive practices.</p> <p>Embracing cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Participating in the Digital Schools Award and focus on learning through technology.</p>	<p>Evaluate progress and current position following last session.</p> <p>Through consultation with Educational Psychology, identify resources to support development of mental health framework to sit within curriculum.</p> <p>Continue (from last session) to develop rationale and agile curriculum framework, engaging with the innovation team (Ed Scotland) and other schools across Scotland.</p> <p>Identify Digital lead to take forward Digital Schools Award.</p> <p>Engagement with parents and carers through curriculum events.</p>	<p>Lead: SMT</p> <p>Time: 7 hours development time / Professional Learning (PRD focus Term 1)</p> <p>Funding: To be allocated</p> <p>Completion Date: May 2023</p>