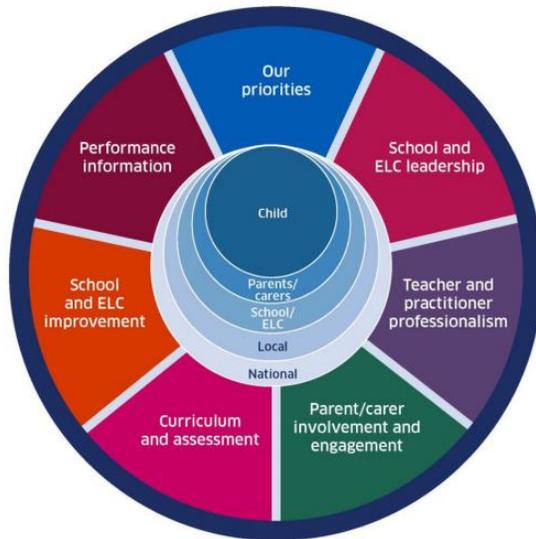


## Education and Learning Directorate

### Heathhall School Improvement Progress Reporting and Planning Return to Education and Learning

(2022 - 2023)



School: Heathhall 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



We conducted an extensive review of the school V/V/A in session 2018/2019. This was completed as a whole stakeholder exercise. Pupils wanted to link the history of the school with the already identified house colours. Previous visions and values were reported as being too many/ can't remember – all stakeholders wanted a visual and vibrant capture of each of the elements. As a school we are still embedding these, threading them through all aspects of school life and our community especially our community out with the school environment. During the instability of the past few years, we have constantly referred back to them as a starting point for conversations/learning and teaching. Our V/V/A captures our commitment to all four contexts of learning. Our aims are linked to the four capacities and SHANARRI indicators. Our aims capture our school commitment to being an inclusive community. They are the “backbone” of our school life. All pupils and all staff engage and have ownership of them; almost all staff /parent/pupil feel they are still relevant to our community at this time. (S&Q questionnaire return 2022)

## 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: <b>Learners' successes and achievements</b> <b>The school community's successes and achievements - as appropriate</b> <i>(Include evidence of impact.)</i>	Next Steps (Looking Forwards)
<p><b>Stability &amp; Recovery in light of COV 19 Pandemic</b></p> <ul style="list-style-type: none"> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children and young people</li> <li>• Improvement in children and young people's health and wellbeing</li> </ul>	<p>All staff contributed to re-building a welcoming, supportive, nurturing ethos for the pupils return after each term break taking on board an everchanging context of school control measures and alterations to school timetables and organisation.</p> <p>All staff established / re-establish positive relationships, routines, and structure with all the pupils.</p> <p>Heathhall Vision, Values and Aims grounded expectations of pupil/ pupil and staff/pupil interactions in school, the classroom and playground (positive behaviour, Respect for All) , these were and are providing a consistency of approach for all pupils.</p> <p>All staff had awareness of the impact of COVID-19 related issues - illness, bereavement, social isolation and poverty on individual children, families. Partners were involved as required.</p> <p>Transitions for all children were handled sensitively with opportunities for 'saying goodbye' as our learners moved onto new schools – other primaries and secondaries.</p> <p>Robust information was obtained to develop knowledge of each learner's attainment gap in Literacy and English and Numeracy and Maths, particularly those children for whom the gap might have widened.</p> <p>All staff used assessment (summative and formative) on children's return to school to triangulate evidence obtained during remote learning to ensure that learning was at the most appropriate level.</p> <p>The school improvement plan was created to maintain focus on developing skills for reading, writing, listening and talking and maths based on identified gaps for all learners.</p> <p>The school identified using shared information and class assessment targeted learning groups to access interventions.</p> <p>Interventions focused on filling in gaps within core skills of literacy and numeracy.</p> <p>All class teachers evidenced through class observations that they were extending the learning of more able children and young people.</p> <p>Almost all teaching staff were ensuring differentiated learning to meet varying needs.</p> <p>Most staff when observed were ensuring appropriate, pace, challenge and progression in learning for most pupils.</p>	<p>To continue and reflect on all aspects of the previous 2 years and build on and move forward with those aspects which have had a positive impact on the school ethos, pedagogy , support for pupils and working with partners.</p>

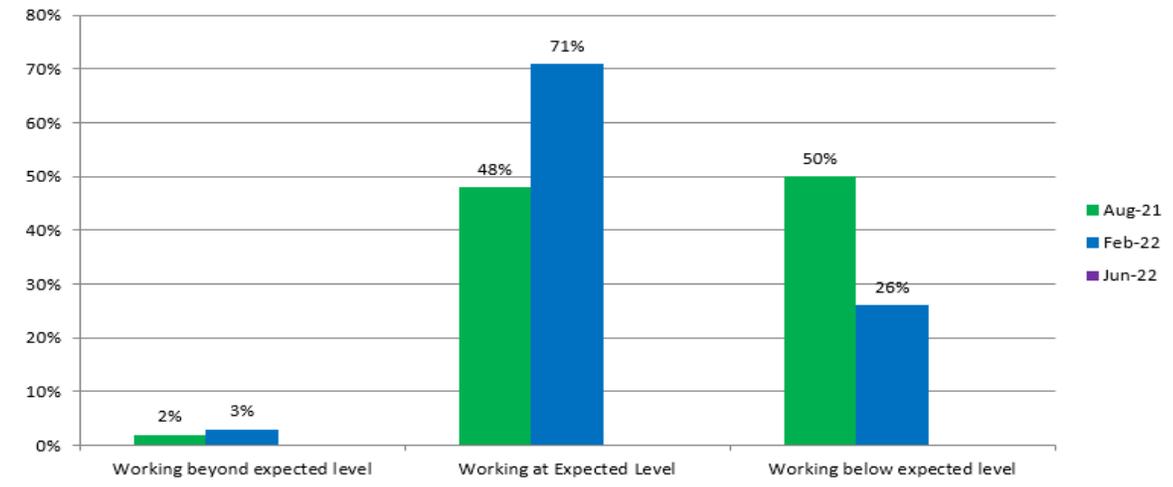
	<p><b>All teaching staff re-engaged with the four capacities</b> across literacy, numeracy and health and wellbeing and extended the delivery of experiences incorporating IDL, STEM, 1 + 2 Languages to broaden and enrich learners' experiences.</p> <p>All staff facilitated opportunities for children to engage in physical activity across the week and all children were and are delivered a minimum of their 2-hour PE entitlement. Data was gathered for all pupils using SHANARRI Indicators to evaluate wellbeing. Information was used from this data capture by staff to target resources, services and address aspects raised at individual, class and whole school level.</p> <p>All staff planned for a continued remote learning provision – Collegiate 1.9.21 to collaborate and create Learning Grids to support pupils at home.</p> <p>All staff were given time to individualise and differentiate for individual children.</p> <p>All staff participated through class observations where there was a clear focus on consistent high-quality learning, teaching and assessment.</p> <p>All staff have engaged in relevant Professional Learning which has supported the school development priorities.</p> <p>All parents have been communicated to regularly by newsletters and class communication systems.</p> <p>All parents through the continuation of PPT Talk Time know how their child / young person is progressing and achieving in relation to Curriculum for Excellence Levels.</p> <p>All pupils and parents have been supported to engage with the learning provided digitally across the whole year.</p>	
<p><b>School Priority 2</b> <i>Raising Attainment through ensuring high-quality learning experiences for all our pupils</i></p> <p><b>NIF Priority</b> <i>Improvement in attainment, particularly in literacy and numeracy</i></p> <p><b>NIF Driver</b> School Leadership Teacher Professionalism School Improvement</p> <p><b>HGIOS?4</b> <b>2.2 Curriculum</b> Learning Pathways Skills for Learning, Life and Work</p> <p><b>2.3 Learning, Teaching and Assessment</b> Learning and engagement Quality of teaching</p> <p><b>3.3 Increasing Creativity</b> Creativity skills Digital innovation Digital literacy Increasing employability skills</p>	<p>Almost all staff engaged with the Dumfries &amp; Galloway Outdoor Learning – Self Evaluation toolkit to plan way forward for the school. Almost all staff recorded and created a CPL plan based on using the toolkit.</p> <p>Almost all staff Identified how they can use a range of learning environments and creative teaching approaches to ensure best possible outcomes for learners.</p> <p>Most staff developed Outdoor Learning spaces and resources to enhance Outdoor Learning Experiences for all pupils which can be provided within the school grounds.</p> <p>Some staff broaden partnerships with local partners to enhance Outdoor Learning Experiences.</p> <p>All staff in P5 to P7 engaged with the World of Work and develop employability skills for all pupils in their class.</p> <p>Most pupils in all classes are becoming familiar with using the terminology of skills based vocabulary when describing their learning.</p> <p>Almost all staff engaged with signposted resources including their use to enhance their ability to provide effective high quality outdoor learning experiences for pupils.</p> <p>Most staff are planning for the incorporation of outdoor learning experiences in their weekly planning.</p> <p>All class teachers have been using the certified RSPB challenge to develop their class engagement and interaction with nature.</p> <p>Most pupils are experiencing a broader and more frequent experience of outdoor learning</p> <p>A few staff are enhancing the role of STEM activities in their curriculum through working with the school STEM ambassador and D&amp;G STEM team and other partners.</p>	<p>Outdoor Learning continues to require a focus</p> <p>Develop outdoor areas</p> <p>Skills vocabulary – embed /engage with</p> <p>Hots questions – relook /establish</p> <p>Play pedagogy and tinkering initially in P1</p> <p>Developing early years outdoor area as extension to the classroom.</p> <p>Robust approaches to self-evaluation are instrumental in supporting the leadership and delivery of high-quality outdoor learning. Senior leaders gather data on outdoor learning from a variety of sources. They seek the views of learners, staff, parents and partners, and carry out learning observations. Leaders analyse this information to help identify evidence of impact on outcomes for children and young people and to plan for further improvement.</p>

		Develop and start to embed high quality outdoor Learning experiences across the curriculum. Engage with the SWEIC Resource bank being developed to support this.
<p><b>School Priority 3</b>  <b>Raising Attainment in Literacy – Reading and Writing</b>  <b>NIF Priority</b>  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children  <b>NIF Driver</b>  Parental Engagement  Assessing Children’s progress  School Improvement  Teacher professionalism  <b>HGIOS?4</b>  <b>2.3 Learning, Teaching and Assessment</b>  <i>Quality of teaching /Quality of Interactions</i>  <i>Effective use of assessment</i>  <b>2.7 Partnerships</b>  <i>Impact on learners</i>  <b>3.2 Raising attainment and achievement</b>  <i>Attainment in literacy and numeracy</i>  <i>Attainment over time</i></p>	<p>Almost all staff revisited and evaluated how we are using Heathhall Whole School approach to teaching writing (See Creating Texts Overview)- (Teachers shared strategies within level groups)  All curricular frameworks for reading, spelling, grammar, handwriting, and maths were created for all staff to cross reference and engaged with  Almost all staff engaged with this suite of frameworks to ensure a consistent approach across all classes in teaching maths and literacy. This ensures a consistent approach for almost all pupils at Heathhall school  All classes collaboratively planned the teaching of writing within the three text writing bands across the year (staff planned in level groups)  All pupils are experiencing a range and breadth of writing genre across their year.  The creation of a progression framework for the teaching of writing across the four contexts for learning allows all pupils to experience planned writing experiences across the four contexts.  The school revisited and evaluated how we are using Heathhall approach to teaching reading using Heathhall Reading texts – oral language and reading comprehension overview. This ensured a consistent approach for all pupils at Heathhall.  The evaluation of Heathhall Writing Criteria (Linked to CfE benchmarks) allowed us to gather evidence which shows progression in writing across the stages.  Internal moderation was carried out by most class teachers of pieces of writing to ensure our assessment evidence in writing is valid and reliable. Internal moderation took place at Early, First and Second Level and provided information to all staff involved. Pieces were also moderated by SLT and this showed that there was a consistent approach being used. Most pupils are receiving a consistent approach in the assessment of their writing pieces.  Most teaching staff used examples from an internally moderated writing task to help inform their judgement of pupil progress in writing this allowed all pupils in those classes to have a triangulated assessed piece of work.  We have worked with partners – pupils and parents and used the feedback gathered by the parent and pupil council to produce guidance to staff and parents on supporting a consistent approach to the delivery of any identified home learning given by class teachers.</p>	<p>Further engagement with moderation activities  Quality assure planning to embed new planning /recording format  Class observations – peer to establish consistency of approach and develop good practice across the whole school.</p>
<p><b>School Priority 4</b>  To enhance the learning experiences delivered to our pupils by ensuring a high quality, consistent cluster approach to digital literacy  <b>NIF Priority</b>  Improvement in attainment, providing learners with the right skills to succeed  <b>NIF Driver</b>  Teacher Professionalism;  Parental Engagement;</p>	<p>All staff have engaged with Technologies Planning Framework and added to current planning expectation for completion and monitoring. This will allow all pupils to have a progressive and breadth of experience in digital science and digital literacy.  Feedback was received from most staff to an issued professional learning questionnaire this ascertained priorities for CPL across the school year. The impact has been that all those staff have had access to individualized learning opportunities to allow them to deliver a broader spectrum of learning experiences to the pupils in their class.  All pupils have experienced a broader range of learning experiences.  Most staff have taken up the opportunity to access Professional learning through Microsoft Educator Community, DigiLearn.Scot and Glow: online learning, drop in clinics and collegial development sessions to upskill their own knowledge. Most pupils have had access to a wider breadth of experiences</p>	<p>Work collaboratively to enhance learning experiences for pupils based on a decreased resource bank for the delivery of the E&amp;Os  Staff to reflect on our Digital Literacy Strategy and programmes, using the Education Scotland documents “Features of Highly Effective Digital Learning, Teaching and Assessment in Schools” (January 2022) and “What Digital Learning</p>

<p>Assessment of Children’s Progress.</p> <p><b>HGIOS?4</b></p> <p>2.2 Development of the curriculum; Learning pathways; Skills for learning, life and work</p> <p>2.3 Learning teaching &amp; assessment</p> <p>2.6 Transitions; Collaborative planning and delivery; Continuity and progression in Learning</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising Attainment</p> <p>3.3 Increasing Creativity</p> <p>Creativity skills Digital innovation Digital literacy</p>	<p>Heathhall School was part of the D&amp;G rollout Windows 10 update.</p> <p>Heathhall registered and is progressing through the 4 step Cyber Resilience and Internet Safety award, in conjunction with the Digital Schools award. D&amp;G aim for all schools to have attained both these awards by the end of 2022.</p> <p>All staff incorporate tracking and monitoring of technologies into the Heathhall school annual monitoring overview. This ensures that assessment for all pupils in this area is being planned and recorded.</p>	<p>Might Look Like”. Identify next steps and then implement.</p> <p>Implementation of the Bring Your Own Device scheme once enabled by D&amp;G. A cluster inventory of hardware e.g. Sphero, Micro: bits to be collated so that all schools can access the same range of hardware.</p> <p>Development of parental guides for key programmes/apps. As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff.</p> <p>The Heathhall digital literacy strategy and progression framework to be updated to reflect the range of software and hardware now available. Evaluate and refine framework if required. Cross reference technologies across the 4 contexts to identify gaps in learning and delivery of experience A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time.</p>
<p><b>2.1.1 Report on the impact of PEF</b> <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> <li>• <b>Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</b></li> <li>• <b>How rigorous is the school’s approach to providing robust evidence of closing the attainment gap?</b></li> <li>• <b>How well are you removing barriers to learning and ensuring equity for all?</b></li> </ul>	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>Throughout the year, the staffing which has been possible from PEF has been impacted on with staff absence. This has meant priorities have been given to pupils requiring medical and significant learning and in particular behaviour support. Interventions have been paused and then realigned based on the timescales left available across the school year.</p> <p>Central resourcing to support pupils with additional support and the inclusion team does not meet needs across the school and to keep pupils safe resourcing has had to be diverted to support those pupils. Staff cover is not available until after 3 weeks of absence .</p> <p><b>How rigorous is the school’s approach to providing robust evidence of closing the attainment gap?</b></p> <p>We track pupil progress across literacy and numeracy to review progression and identify needs early on. We compare data of identified groupings (SIMD,PEF, ACE, LAC) with the wider group.</p> <p>We use a range of data to verify our decisions: holistic assessments, class assessments, class work, SNSA results to inform teacher judgements on progress across and of a level.</p> <p>We carry out attainment meetings to track and monitor progress, review SNSA data along with other assessments. We evaluate interventions regularly and act promptly to make changes if desired outcomes are not being achieved.</p> <p>Aim 1   To improve overall attainment % at all stages in maths and literacy incorporating all pupils meeting PEF criteria ( Sumdog/AR)  <u>Sumdog - Overview</u></p>	

Sumdog assessments at the start of the academic year had 48% of pupils achieving the benchmark. Assessments in February 2022 have shown a significant increase to 71% (23% increase) of pupils achieving the Benchmark. Based on the initial impact from August to February, we hope that the next data capture in June 22 will show further improvement.

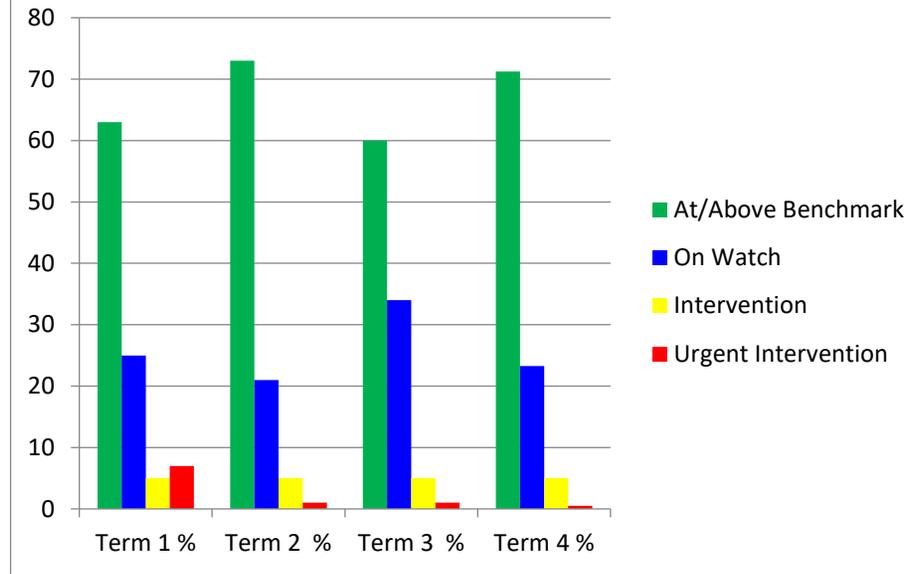
### Pupil Progress Against Sumdog Benchmarks 2021-22



#### Accelerated Reading Overview

All Pupils in P4, P5, P6 and P7 School Year 2021-2022

Categories	Term 1 %	Term 2 %	Term 3 %	Term 4%
At/Above benchmark	63	73	60	71.25
On watch	25	21	34	23.25
Intervention	5	5	5	5
Urgent Intervention	7	1	1	0.5



Aim 2

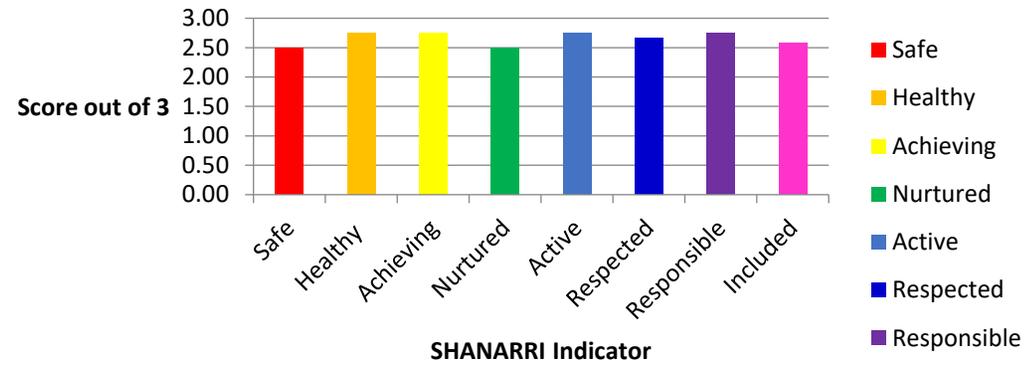


To improve attainment for pupils, who have been highlighted as accessing PEF and are currently not on track in literacy( Reading /Writing/Number ) To support pupils with their HWB to positively access learning at school.

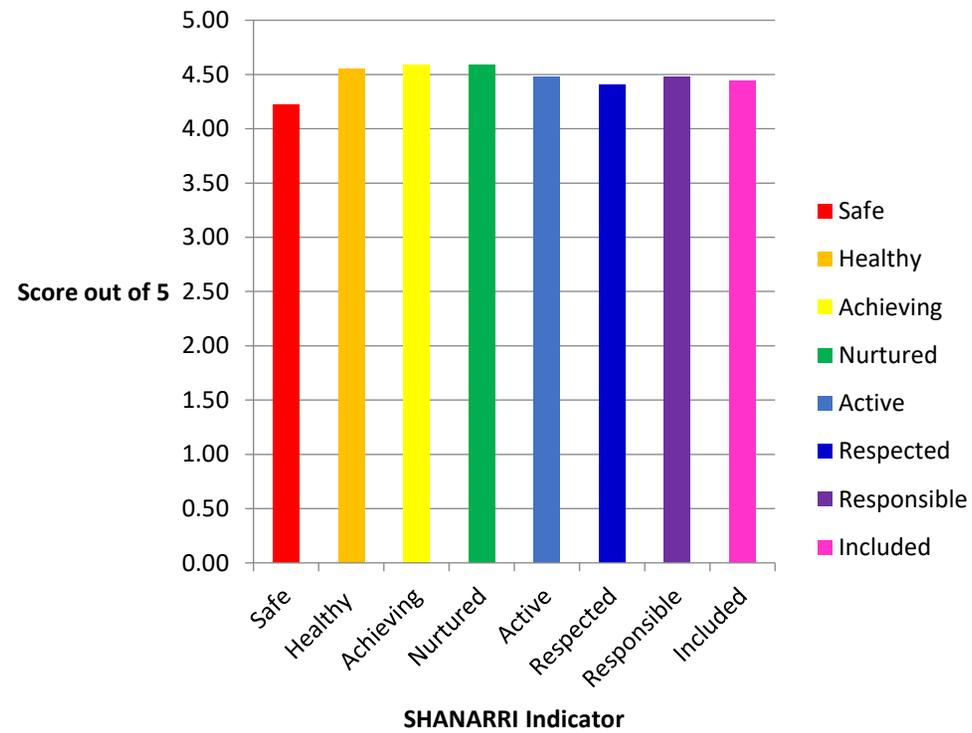
**Evaluative Comment**

Individual pupils were identified through the school tracking system and in professional dialogue with class teachers . Those coming under the PEF criteria included FME and SMID less than 5

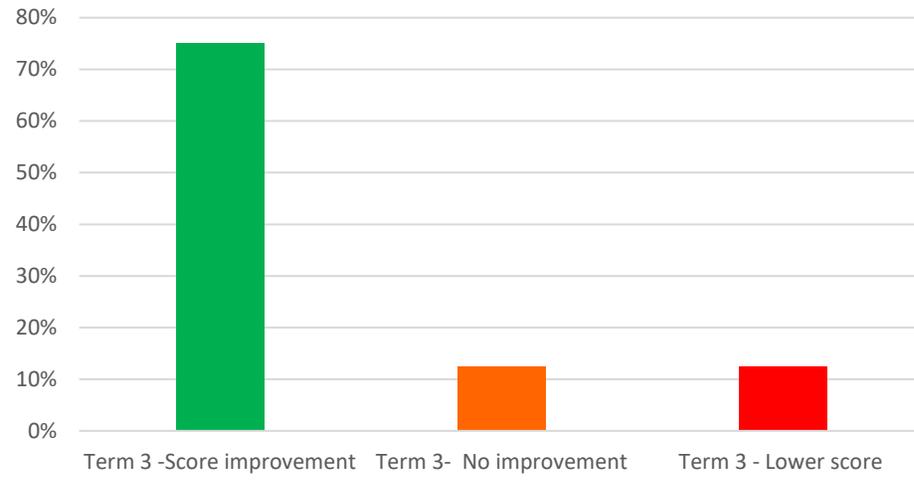
### P1-P3 SHANARRI Data for Pupils Accessing Pupil Equity Funding (March 2022)



### P4-P7 SHANARRI Data for Pupils Accessing Pupil Equity Funding (March 2022)



Term 3- Impact of intervention from Term 2



As a result of nurture/restorative conversations/friendship groups the above shows an impact of 80% children accessing PEF had improved outcomes using the a Leven scale questionnaire .

**CNG – Intervention**

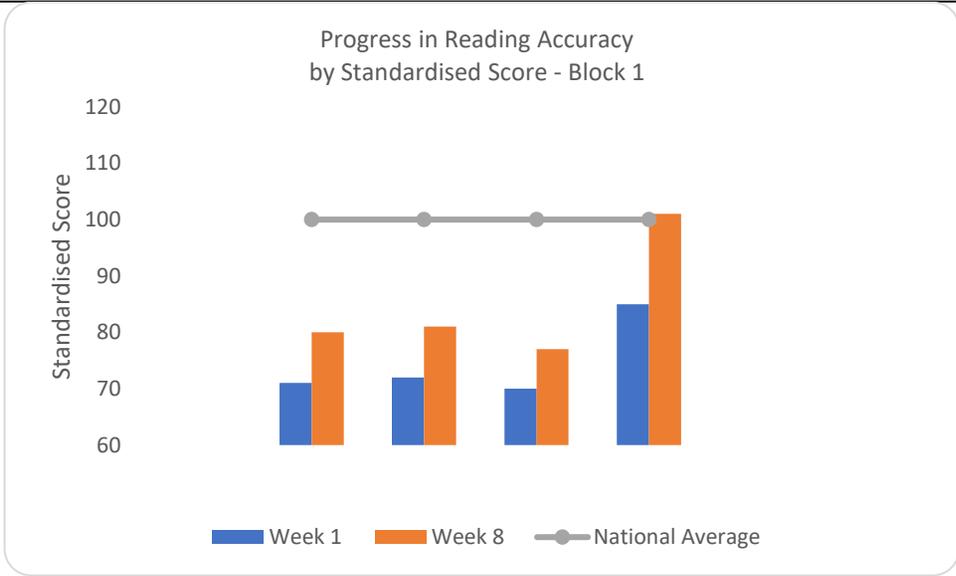
Week 1	Week 10	National Average
Standardised score	Standardised score	
		100
75	80	100
73	93	100
70	71	100
70	70	100
82	100	100
78	83	100
82	90	100
81	86	100
99	99	100

Progress in **Basic Number Screening** by  
Standardised Score - Block 2



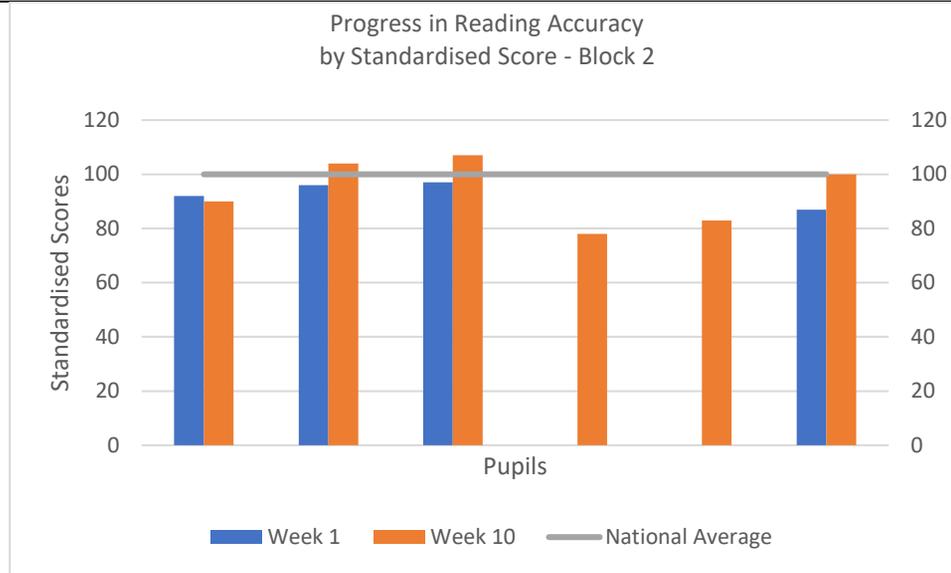
**CLG Reading Accuracy – Group 1**

Week 1	Week 8	National Average
71	80	100
72	81	100
70	77	100
85	101	100



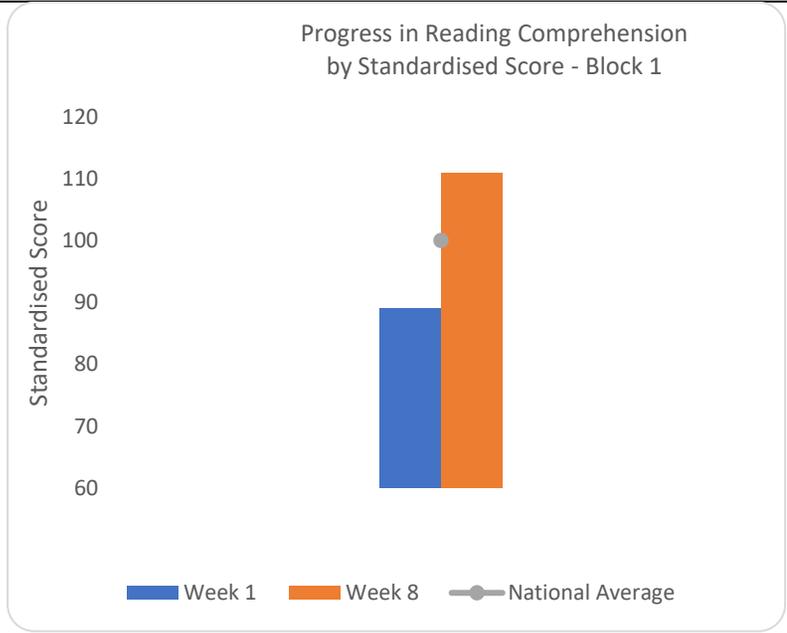
**CLG reading Accuracy – Group 2**

Week 1	Week 10	National Average
92	90	100
96	104	100
97	107	100
<70	78	100
<70	83	100
87	100	100



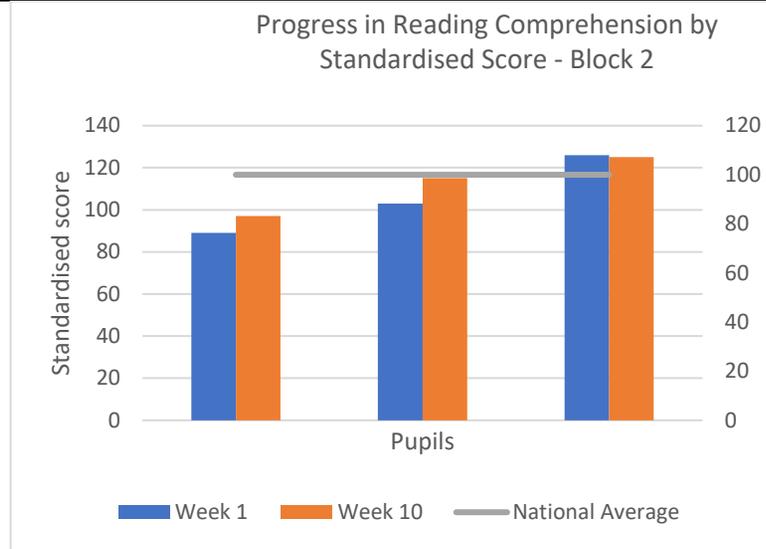
**CLG Reading Comprehension – Group 1**

Week 1	Week 8	National Average
89	111	100



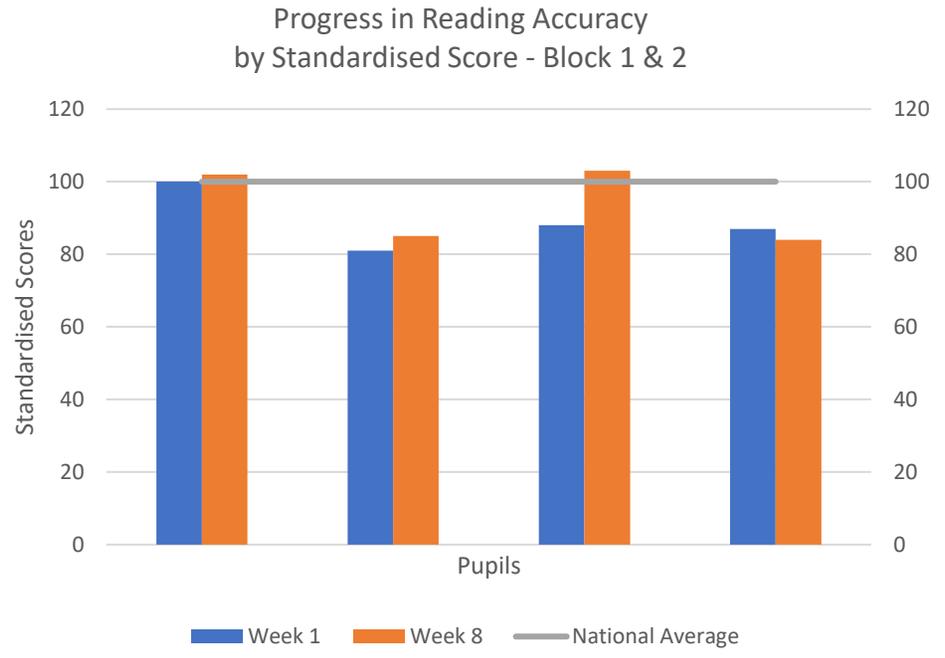
**Group 2**

Week 1	Week 10	National Average
89	97	100
103	115	100
126	125	100



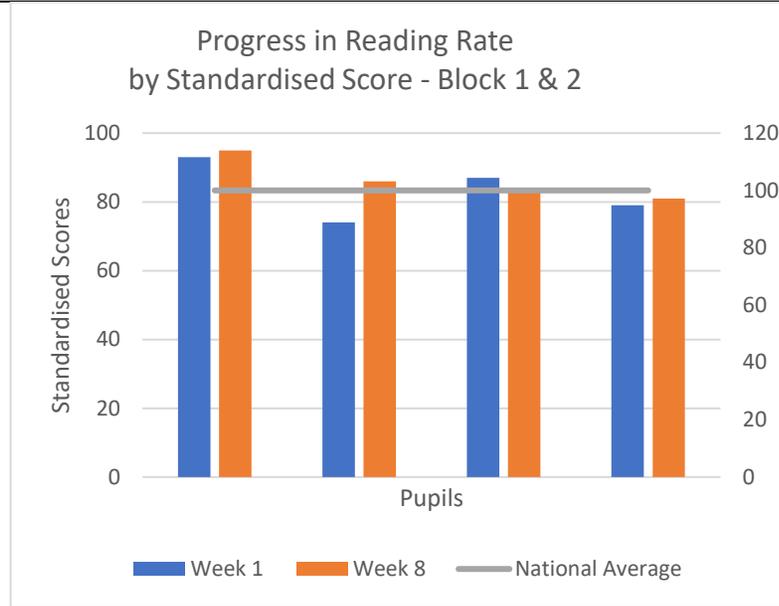
**Fastlane Reading Accuracy**

Week 1	Week 8	National Average
100	102	100
81	85	100
88	103	100
87	84	100



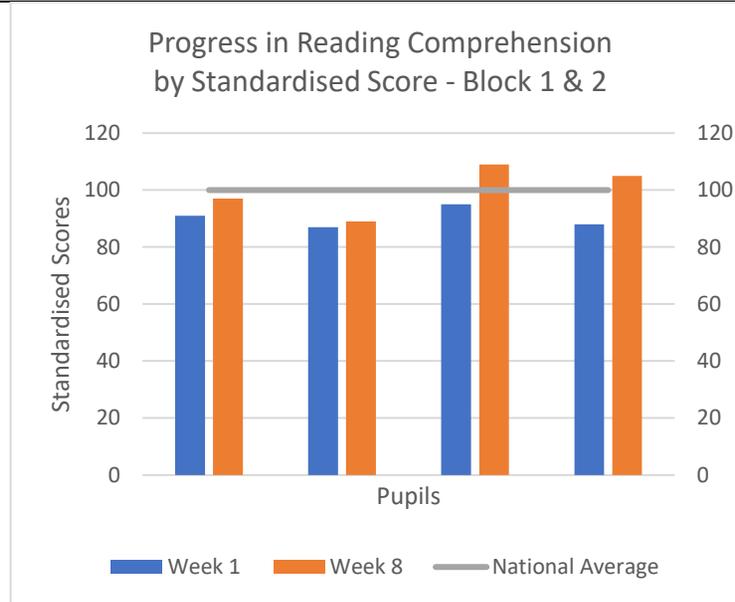
**Fastlane Reading Rate**

Week 1	Week 8	National Average
93	95	100
74	86	100
87	83	100
79	81	100



**Fastlane Reading Comprehension**

Week 1	Week 8	National Average
91	97	100
87	89	100
95	109	100
88	105	100



There are further assessments to be complete for 2022 and data gathered by 1/7/22

**Aim 3**

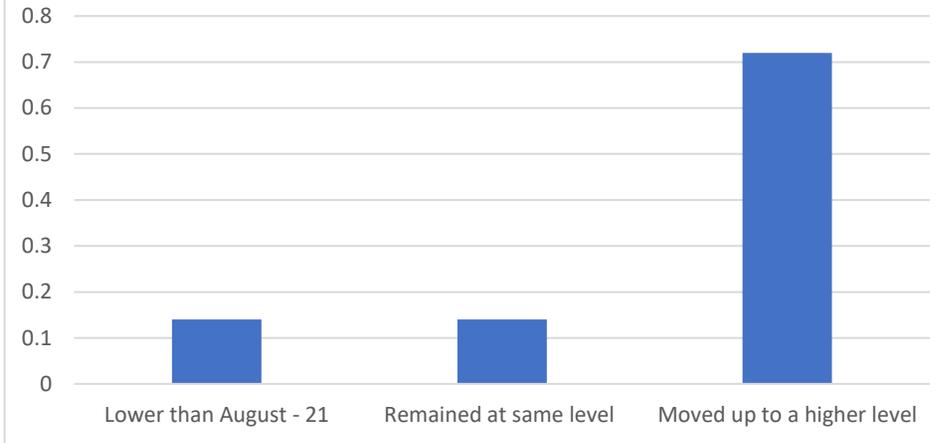
Literacy & Numeracy – using the school tracking and monitoring system / available data sources- national assessments/PM benchmarking/Accelerated Reading/Sumdog/ pupils who have been identified as working below expectation according to their age and stage. These pupils either receive FME, live at an address in a SMID less than 5.

**AR Overview and impact detailed**

Year group Pupil is in	Acc Reader STAR test result - September 2021	Acc Reader STAR test result - May 2022	Improvement in AR level from Sept-21 to May-22
P4	1.3-2.3 (Urgent Intervention)	2.1-3.1 (On Watch)	Y
P4	0.8-1.8 (Urgent Intervention)	2.3-3.3 (On Watch)	Y
P4	0.9-1.9 (Urgent Intervention)	2.2-3.2 (On Watch)	Y
P4	0.8-1.8 (Urgent Intervention)	2.2-3.2 (On Watch)	Y

P4	1.7-2.7 (Intervention)	3.0-4.5 (Above Benchmark)	Y
P5	2.7-3.8 (On Watch)	2.7-3.8 (On Watch)	N
P5	2.2-3.4 (OnWatch)	2.1-3.1 (Intervention)	N
P5	2.7-3.8 (At Benchmark)	2.8-4.0 (On Watch)	N
P5	2.8-4.0 (At Benchmark)	3.2-4.9 (On Watch)	N
P5	3.9-5.9 (Above Benchmark)	4.4-7.7 (Above Benchmark)	Y
P5	2.5-3.5 (On Watch)	3.6-5.6 (At Benchmark)	Y
P6	3.2-5.1 (At Benchmark)	4.1-6.3 (At Benchmark)	Y
P6	2.9-4.3 (On Watch)	3.2-5.1 (On Watch)	N
P6	3.1-4.7 (At Benchmark)	3.8-5.9 (At Benchmark)	Y
P6	1.8-2.8 (Urgent Intervention)	2.7-3.8 (Intervention)	Y
P7	2.7-3.8 (Intervention)	3.0-4.5 (Intervention)	N
P7	3.7-5.7 (At Benchmark)	4.3-6.8 (Above Benchmark)	Y
P7	3.3-5.2 (At Benchmark)	3.5-5.5 (At Benchmark)	Y
P7	4.2-6.4 (At Benchmark)	4.5-8.3 (Above Benchmark)	Y
P7	4.8-11.0 (Above Benchmark)	5.0-12.9 (Above Benchmark)	Y
P7	4.4-7.6 (Above Benchmark)	4.9-12.0 (Above Benchmark)	Y

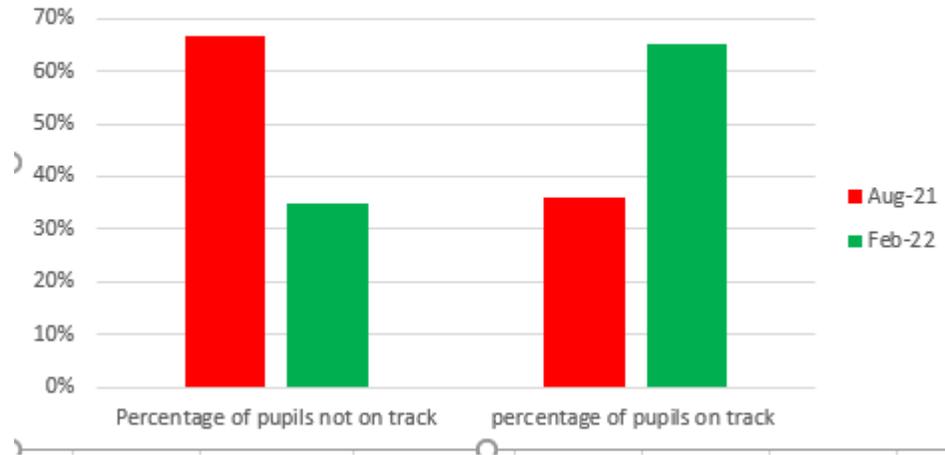
Pupils accessing Pupil Equity Funding - Acc Reader data



Year Group Pupil is in	Sumdog Diagnostic result - August	Tracking	Sumdog Diagnostic result - February	Change in level	Tracking
P3	End of Early Level	3	Mid First Level	Y	2
P3	Mid First Level	2	Mid First Level	N	2
P3	Mid First Level	2	Mid First Level	N	2
P3	End of Early Level	3	End of Early Level	N	3
P2	Mid Early Level	3	Mid Early Level	N	3
P2	Mid Early Level	3	Starting First Level	Y	2
P3	Starting First Level	3	Mid First Level	Y	2
P3	End of Early Level	3	Mid First Level	Y	2
P3	Starting First Level	3	Mid First Level	Y	2
P3	Starting First Level	3	Mid First Level	Y	2
P4	Mid First Level	3	Mid First Level	N	3
P4	Mid First Level	3	Mid First Level	N	3
P4	Starting First Level	3	Mid First Level	Y	3

P4	Mid First Level	3	Mid First Level	N	2
P4	Mid First Level	3	End of First Level	Y	2
P4	Starting First Level	3	Mid First Level	Y	2
P5	Mid First Level	3	Starting Second Level	Y	2
P5	Mid First Level	3	Starting Second Level	Y	2
P5	Starting First Level	3	End of First Level	Y	2
P5	Starting Second Level	2	Starting Second Level	N	2
P5	Starting Second Level	2	Starting Second Level	N	2
P5	Starting Second Level	2	Starting Second Level	N	2
P6	Mid Second Level	2	Mid Second Level	N	2
P6	Mid Second Level	2	Mid Second Level	N	2
P6	Mid Second Level	2	Mid Second Level	N	2
P6	Starting Second Level	3	Starting Second Level	N	3
P7	Mid First Level	3	End of First Level	Y	2
P7	Mid Second Level	3	Mid Second Level	N	3
P7	End of Second Level	2	End of Second Level	N	2
P7	End of Second Level	2	End of Second Level	N	2
P7	End of Second Level	2	End of Second Level	N	2
P7	End of Second Level	2	End of Second Level	N	2

Pupils accessing Pupil Equity Funding- Sumdog Data



**Evaluative Comment**

Sumdog assessments at the start of the academic year had 36% of pupils accessing Pupil Equity Funding at the benchmark for their age and stage. Assessments in February 2022 have shown a significant increase to 65% (29% increase) of pupils achieving the Benchmark. Based on the initial impact from August to February, we hope that the next data capture in June 22 will show further improvement.

**Aim 4**



To support the moderation of writing to allow a consistent approach to achievement of a level. There is an increase in % of pupils attainment expected level in writing in writing.

**Evaluative Comment**

This was unable to be undertaken as a result of staff absence and no capacity to cover classes to allow visiting of classes and moderation to be held. This has been carried forward as a priority with next year's SIP with time built into the WTA

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<b>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</b>			
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
<b>1.3 Leadership of Change</b> <ul style="list-style-type: none"> <li>• <i>Developing a shared vision, values and aims relevant to the school and its community</i></li> <li>• <i>Strategic planning for continuous improvement</i></li> <li>• <i>Implementing improvement and change.</i></li> </ul>	<p><b><u>Developing a shared vision, values and aims relevant to the school and its community</u></b></p> <ul style="list-style-type: none"> <li>• S.I.P. is based on the continuing recovery agenda. The community continues be impacted on by Covid / increased absence within staff and pupils.</li> <li>• Almost all pupils /staff and parents feel the V/V/A is still relevant to the school today (S&amp;Q 2022)</li> <li>• Staff constantly reflect on our V/V/A as part of our everyday school life.</li> <li>• <b><u>Strategic planning for continuous improvement</u></b></li> <li>• All staff acknowledge the need to strategically manage pace of change and to realign focus with identified self evaluation themes which have come to the fore after a period of continued change.</li> <li>• All pupils' views are sought through a pupil voice pathway – class to representative to management. Pupil voice has directly impacted on determining change and development in school and this is shared at all levels.</li> <li>• SLT triangulate evidence from a range of monitoring activities and all members of the school community have a voice in the direction of school improvement.</li> <li>• Time and resourcing is prioritised and there is a focus on those agreed developments which have been identified through rigorous quality assurance.</li> <li>• Through identified communication pathways – online/in school contributions to school development are captured and responded to.</li> <li>• Leaders at all levels can drive change across the school community.</li> <li>• There has been encouragement through Professional Review Meetings for all staff to engage in supporting the development of the school priorities e.g. writing/technologies and outdoor learning .</li> </ul> <p><b><u>Implementing improvement and change.</u></b></p> <ul style="list-style-type: none"> <li>• All staff have been encouraged to lead in some role to support their own professional and school development in relation to school priorities.</li> <li>• Support staff have developed and led interventions to support reducing the attainment gap for our pupils.</li> <li>• SLT strive to promote and support innovation and creativity across the school</li> <li>• Time has been directed to support the personal development of staff to improve the experiences for pupils across the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through their daily actions</li> <li>➤ All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</li> <li>➤ Staff are encouraged to engage with developing change within the school</li> </ul>	4

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school’s strengths and areas for improvement.</i>			
<b>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school’s context in making comment.</b>			
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
<b>2.3 Learning, Teaching and Assessment</b> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p><b><u>Learning and engagement</u></b></p> <ul style="list-style-type: none"> <li>• The ethos and culture of our school, our shared values of Fairness, Achievement and Respect, reflect a commitment to children’s rights and positive relationships.</li> <li>• Most pupils in the school can talk about what they are learning and have some opportunities to lead the learning.</li> <li>• On return to full time in school learning and teaching there was a focus on responding to pupil health and well-being and identifying key themes which required support.</li> <li>• Through school development priorities some staff are planning and delivering outdoor learning opportunities and technology experiences which are more creative and imaginative</li> <li>• All pupils are receiving a more consistent approach to the delivery of key curriculum areas as a result of collaborative discussions across all stages of the school.</li> <li>• IDL bundles have been uplevelled to include more creative and imaginative experiences for all pupils.</li> </ul> <p style="text-align: center;"><b><u>Quality of teaching</u></b></p> <ul style="list-style-type: none"> <li>• Some staff use a range of learning environments and creative teaching approaches.</li> <li>• In all classes learning is supported with the use of digital technologies. Digital leaders were established in all classes to enhance pupil and staff confidence.</li> <li>• Pupils in P5/6 to P7 have created an individual blog and are embarking on engagement with My World Of Work.</li> <li>• Almost all staff provide explanations and clear instructions.</li> <li>• Most staff have further enabled higher-order thinking skills in most learners through their development of a consistent approach to teaching writing from P1 to P7.</li> <li>• Through the use of digital leaders pupils have been enabled to share learning to all classes</li> <li>• Collaboration with cluster digital leaders has enabled a sharing of challenges and opportunities to problem solve current software and hardware issues that hinder the delivery of quality learning experiences for pupils .</li> </ul> <p style="text-align: center;"><b><u>Effective use of assessment</u></b></p>	<ul style="list-style-type: none"> <li>➤ Continue to evaluate skills academy and wider achievement accreditation</li> <li>➤ Embed children’s voices into assessment and feedback</li> <li>➤ Continue to develop the pupil’s ability to make connections between skills developed and the world of work</li> <li>➤ For all staff to continue and investigate ways to use our community and spaces to deliver high-quality outdoor learning</li> <li>➤ To embed the My World of Work for profiling purposes for all P5-7</li> <li>➤ Tackle digital device poverty in the school to allow all pupils to access a consistent creative approach incorporating technologies across all areas of the curriculum.</li> <li>➤ Continue to enhance all pupil experience that promotes creativity and incorporates a</li> </ul>	4

**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
	<ul style="list-style-type: none"> <li>All teachers use CfE benchmarks to plan for assessment with a focus on attainment levels in literacy and numeracy.</li> <li>All staff continue to interrogate data and plan for assessment across all curricular areas.</li> <li>All staff have access and ownership of an agreed writing assessment that is supporting teacher judgment.</li> <li>Using the agreed writing assessment all staff and pupils work together to take forward the identified next steps.</li> <li>All pupils and staff work together to gather evidence in Learning Folders which celebrates success in learning and wider achievement.</li> <li>All staff continue to interrogate data to establish gaps and identify interventions required.</li> <li>Moderation of work has begun to support the sharing of standards. <b><u>Planning, tracking and monitoring.</u></b></li> <li>Tracking and monitoring systems in place for all pupils for almost all areas of the curriculum.</li> <li>All staff have increased confidence in identifying achievement of a level using a wide range of evidence</li> <li>We identify barriers to learning and challenges pupils and families are facing to problem solve and provided the best available support.</li> <li>All interventions are tracked and monitored for effectiveness. No intervention is continued if there is not a positive impact measured.</li> </ul>	<p>consistent approach to developing high order thinking skills.</p>	
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li><i>Wellbeing</i></li> <li><i>Fulfilment of statutory duties</i></li> <li><i>Inclusion and equality</i></li> </ul>	<p><b><u>Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>All staff promote and embed the SHANARRI indicators into their classroom practice.</li> <li>All staff engage with pupils to track the well-being of all pupils.</li> <li>All teachers work collaboratively with the pupils, parents and appropriate partners to identify, implement and review interventions where necessary.</li> <li>All pupils have a voice when it comes to informing school improvement.</li> <li>Pupils and parents have contributed to the development of our homework framework</li> <li>Our Primary School values of Fairness, Achievement and Respect are being fully embedded in the life of our school, including through the identification and celebration of successes of others by all staff and pupils.</li> <li>All pupils play an active role in identifying their successes and next steps in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ With reduced resources and continued challenges with an increasing number of identified pupils we will continue to research and evaluate interventions to support all pupils from ELC to P7</li> <li>➤ Reflect on the embedding of the UNRC across the school</li> </ul>	<p>5</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
	<ul style="list-style-type: none"> <li>• All staff have consideration that all children are individuals, and all staff strive to meet their needs, working with a range of partners to get it right for each child.</li> <li>• The school are reviewing the embedding of the UNRC as a priority for session 2022/2023</li> </ul> <p style="text-align: center;"><b><u>Fulfilment of statutory duties</u></b></p> <ul style="list-style-type: none"> <li>• All staff actively promote good wellbeing, equality and inclusion within our school and are aware of the legislative framework in relationship to these.</li> </ul> <p style="text-align: center;"><b><u>Inclusion and equality</u></b></p> <ul style="list-style-type: none"> <li>• All pupils needs are being met through the use of Chronologies, Child’s meetings, CSPs, IEPs, Parent/ Pupil/Teacher Talk Time/ Personal Care Plan meetings</li> <li>• All teachers and the SLT track and monitor the progress of all pupils including any barriers to learning that exist, any interventions that are used, their impact and subsequent evaluations and adaptations .</li> <li>• All staff have researched, trialed and evaluated support and intervention strategies to support children to reduce the attainment gap and raise overall attainment in the school.</li> <li>• We have put strategies in place to overcome challenges with pupil and staff attendance and to meet the needs of learners.</li> <li>• We have been creative with timetabling , working with partners and parents in an reduced resource environment to meet a priority of needs.</li> </ul>		

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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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners’ achievement</i></li> <li>• <i>Equity for all learners</i></li> <li>•</li> </ul>	<p style="text-align: center;"><b><u>Attainment in literacy and numeracy</u></b></p> <ul style="list-style-type: none"> <li>• All staff at P1, P4 and P7 use SNSA’s to inform next steps in learning.</li> <li>• The use of Sumdog in P2-P7 has shown some impact in numeracy attainment.</li> <li>• The use of Accelerated Reading has supported an increase in attainment in reading.</li> <li>• Early level and First level staff continue to build their knowledge and skills in Developing Number Knowledge and use this approach to support the delivery of quality learning and teaching.</li> <li>• Staff have provided feedback remotely to allow continuous improvement in these areas</li> <li>• All children use a range of digital technology programmes to develop their literacy and numeracy skills. These programmes allowed all pupils to be well equipped for the remote learning experience – Sumdog/Accelerated Reading /Epic/Teams</li> <li>• All staff monitor the impact of intervention strategies and use our evidence to make decisions about future interventions.</li> </ul> <p style="text-align: center;"><b><u>Attainment over time</u></b></p> <ul style="list-style-type: none"> <li>• We have continuously focused on raising attainment in literacy, numeracy and health and well-being over time and have looked creativity at how we can achieve this continuous improvement in an ever increasing challenging environment .</li> <li>• There is a robust tracking and monitoring system in place to identify children who require interventions to succeed and improve. This recognizes all ACES features .</li> <li>• There is a robust tracking and monitoring system which identifies attainment overtime and this evaluated to identify trends and themes for future school development.</li> </ul> <p style="text-align: center;"><b><u>Overall quality of learners’ achievement</u></b></p> <ul style="list-style-type: none"> <li>• Some learners are broadening their skills through ever-increasing creative experiences provided by some staff.</li> <li>• Experiences are now including more diverse outdoor learning and technology opportunities.</li> <li>• Agreed consistent frameworks for the delivery of literacy and numeracy are being established to ensure all staff and pupils have a breadth of experience and consistent delivery with agreed resources.</li> </ul> <p style="text-align: center;"><b><u>Equity for all learners</u></b></p> <ul style="list-style-type: none"> <li>• All staff work to be proactive in identifying and reducing potential barriers.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Look for trends within our data to identify development priorities to continue and improve attainment over time</li> <li>➤ To extend our learning opportunities beyond our setting into the wider community</li> <li>➤ Track and interrogate attendance data and support families and work with partners to ensure all pupils attend over 90%</li> </ul>	<p>4</p>

<b>2.2 Summary of Key Strengths and Areas for Improvement</b> <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school’s strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school’s context in making comment.</i>			
Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> <li>All staff work in partnership with colleagues from speech and language, health visitors and educational visitors. All staff make effective use of information gathered at personal care plan meetings and from other colleagues and agreed developmental milestones.</li> <li>PEF is allocated appropriately to provide equity for all learners.</li> <li>PEF and Recovery funding streams have been used to have impact on individuals who require support</li> <li>All funding impact is measured, evaluated and reported .</li> </ul>		
<b>2.2 Curriculum: Theme 3</b> <b>Learning Pathways</b>	<p style="text-align: center;"><b>Learning Pathways</b></p> <ul style="list-style-type: none"> <li>Learning pathways continue to be developed in to Third Level where necessary to ensure appropriate progression for all learners in literacy and numeracy.</li> <li>Most pupils have access to high-quality learning in most curriculum areas.</li> <li>All staff provide very good opportunities to develop children and young people’s skills for learning, life and work in motivating contexts for learning.</li> <li>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum.</li> <li>Most learners demonstrate the skills for learning, life and work in a variety of meaningful contexts through a Skills Academy program</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop access to high-quality learning through outdoor learning</li> <li>➤ Develop other areas of technologies</li> </ul>	
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>  <b>The impact of parental involvement on improving children and young people’s learning.</b>	<ul style="list-style-type: none"> <li><b>Impact on Learners</b></li> <li>All staff effectively communicate/collaborate with appropriate partners to improve outcomes for all pupils within our school .</li> <li>All of our partners are involved in supporting the delivery of the curriculum and provide learning experiences which enhance the learning process of pupils and contribute to the development of their skills for learning, work and life.</li> <li><b>The impact of parental involvement on improving children and young people’s learning.</b></li> </ul>		

## 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
	<ul style="list-style-type: none"> <li>• Almost all parents in the primary are involved in 2x PPT Talk Times and contribute, with their child to achievement and attainment for identified pupils especially in HWB, Literacy and Numeracy.</li> <li>• In partnership with the parent Council a capture of parental expectations in regards to homework provided information to discuss and create a homework framework for inclusion in 2022/2023</li> <li>• All staff work with parents and partners to identify next steps which are relevant and individualized to each pupil</li> </ul>		

### 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><b>School Priority 1</b> Raising Attainment through ensuring high-quality learning experiences for all our pupils and enabling staff to make effective use of assessments to ensure confident professional judgements are made.</p> <p><b>NIF Priority</b> Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b> Teacher professionalism Assessment of Children's progress School Improvement Performance Information</p> <p><b>HGIOS?4</b> <b>2.2 Curriculum</b> Rationale and design Learning pathways <b>2.3 Learning, Teaching and Assessment</b> <b>Assessment</b> Quality of Teaching Effective use of assessment Planning, tracking and monitoring</p>	<p><b>2.2 Curriculum</b> <i>Rationale and design</i> <i>Learning pathways</i></p> <p>All learners will have a curriculum which takes account of learners' entitlements and the four capacities. The school rationale will fit to our current context. Our learning pathways will support children to build on their prior learning and ensure appropriate progression for all learners.</p> <p><b>2.3 Learning, Teaching and Assessment</b> <i>Quality of Teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring</i></p> <p>All staff will use a wide range of learning environments and creative teaching approaches to motivate and engage learners thus leading to removal of barriers to learning for identified pupil groups e.g. girls/boys/LAC/FME/ACE</p> <p>All teaching staff at Heathhall will have increased confidence in gathering appropriate evidence to support their judgement of achievement of a level All staff will use the language of the 4 stages of progress to report on the progress of all pupils.</p>	<p>Refresh our curricular rationale to fit our current context by reviewing our current rationale as a whole staff incorporating current local and national drivers. Evaluate how our curriculum takes account of learner's entitlements and the four capacities by reviewing our 3 year curriculum overviews taking into account all aspects of the curriculum.</p> <p>All staff engage with data to identify themes which may be a barrier to learning. Staff will identify groups that would benefit from an evaluation of their learning environments thus motivating and improving engagement for all pupils. Staff will re-engage with Higher Order Thinking skills and how this impact on their learning and teaching on a daily basis.</p> <p>Staff will take assessment evidence of writing, reading and Maths to ensure our assessment is valid and reliable. Staff engage in peer learning visits, identifying good practice they could take forward as part of their professional learning. Staff will engage with 4 stages of Progress and Achievement.(SWIEC document)</p>	<p>Aug INSET or 1 x Collegiate</p> <p>1 x collegiate</p> <p>1 x collegiate</p>

		<p>Revisit our reading and writing trackers to see how they link to 4 stages of progress. Staff will engage with SEEMIS P&amp;A module.</p> <p>Evaluate how assessment evidence is shared with the pupils. Evaluate the use of the Heathhall Reflection Logs Develop pupil skills in self/peer assessment of their learning (Using evidence from their writing as an initial focus) Develop pupils' skills in setting learning targets</p>	<p>1 x Collegiate</p> <p>Aug INSET</p> <p>1 x collegiate</p>
<p><b>School Priority 2</b> <b>Raising Attainment through ensuring high-quality learning experiences for all our pupils with a focus on the development of Outdoor Learning and Play Pedagogy.</b></p> <p><b>NIF Priority</b> Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b> <b>School leadership</b> <b>Teacher professionalism</b> <b>Assessment of Children's progress</b> <b>School Improvement</b> <b>Performance Information</b></p> <p><b>HGIOS?4</b> <b>2.2 Curriculum</b> <i>Learning Pathways</i> <i>Skills for Learning, life and Work</i> <b>2.3 Learning, Teaching and Assessment</b> <b>Assessment</b> Learning and Engagement Quality of Teaching</p>	<p><b>2.2 Curriculum</b> <i>Learning Pathways</i> <i>Skills for Learning, Life and Work</i></p> <p>All learners will have access to high quality learning experiences through outdoor learning across the curriculum.</p> <p>Outdoor learning experiences will become embedded in the life and ethos of the school with a focus on sustainability.</p> <p>All learners in the Early Years classes will have access to high quality learning experiences through the use of play pedagogy.</p> <p><b>2.2 Learning, Teaching and Assessment</b> <i>Learning and engagement</i> <i>Quality of teaching</i> All learner's experiences are appropriately challenging and enjoyable and well matched to their needs and interests.</p> <p>Learners will have increased responsibility for leading their own learning and will become more successful, confident and effective contributors.</p> <p><b>3.2 Raising attainment and achievement</b> <i>Attainment over time</i> Overall quality of learners' achievement Pupils will engage with a wider range of holistic tasks that will require them to apply their critical</p>	<p>Staff to re-engage with the Dumfries &amp; Galloway Outdoor Learning – Self Evaluation toolkit to measure impact from previous year and identify next steps moving forward.</p> <p>Staff will engage with signposted resources included SWEIC Outdoor Learning Resource bank to enhance their ability to provide effective high quality outdoor learning experiences for pupils.</p> <p>Staff in Early Years classes to engage with the Play Pedagogy toolkit and attend CPD session with PT for Principal Teacher (Play Pedagogy) Early Years.</p> <p>Staff in P1-P3 classes to introduce play pedagogy as part of the high quality learning experiences provided for pupils.</p> <p>Staff to develop Outdoor Learning space and resources to enhance Outdoor Learning and play Experiences that can be provided within the school grounds and in the wider community.</p> <p>Staff will broaden partnerships with local partners to enhance Outdoor Learning Experiences particularly through Skills Academy, engage with the World of Work and develop employability skills.</p>	<p><b>PT and identified members of staff</b></p> <p>1 x Collegiate</p> <p>1 x collegiate</p> <p>1 x collegiate</p> <p>1 x Collegiate</p>

<p><b>3.2 Raising attainment and achievement</b> <i>Attainment over time</i> Overall quality of learners' achievement <b>3.3. Creativity and Employability</b> Creativity Skills Increasing Employability Skills</p>	<p>thinking skills through Outdoor Learning and the Play pedagogy.</p> <p><b>3.3 Increasing Creativity</b> <i>Creativity skills</i> <i>Increasing employability skills</i></p> <p>Creativity, entrepreneurship and innovation will become embedded across learning for all pupils.</p>		<p>Collaborative planning?</p>
<p><b>School Priority 3</b> <b>To enhance the learning experiences delivered to our pupils by ensuring a high quality, consistent cluster approach to digital literacy</b> <b>NIF Priority</b> Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p><b>NIF Driver</b> <b>School leadership</b> <b>Teacher professionalism</b> <b>Parental Engagement</b> <b>Assessment of Children's progress</b> <b>School Improvement</b></p> <p><b>HGIOS?4</b> <b>2.2 Development of the curriculum;</b> Learning pathways; Skills for learning, life and work <b>2.3 Learning teaching &amp; assessment</b> <b>2.6 Transitions;</b> Collaborative planning and delivery; Continuity and progression in Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment 3.3 Increasing Creativity Creativity skills Digital innovation</p>	<p>Improve all staff skills and confidence in the software and hardware now available to us. This will ensure high quality learning and teaching of digital literacy both in school and across the cluster to all our pupils.</p> <p>Consistency across all cluster schools to ensure that all our learners are offered the same range of applications to equip them with the necessary skills for life and work.</p> <p>Provision of high quality learning and teaching in a range of applications will equip all pupils with digital skills, creativity and flexibility. This will support attainment and achievement both within the digital literacy curriculum, and across the curriculum. All learners will be able to enrich their learning accordingly.</p> <p>Build parent confidence in and across Digital Literacy. This will enable all parents to support their child's learning appropriately.</p> <p>Heathhall will continue to progress through the 4 step Cyber Resilience and Internet Safety award, in conjunction with the Digital Schools award.</p>	<p>Digital reps from the cluster schools to meet and review the situation following the W10 rollout: establish where each school is currently in their Digital Schools Journey.</p> <p>Each school to audit their practice using the Education Scotland documents "Features of Highly Effective Digital Learning, Teaching and Assessment in Schools" (January 2022) and "What Digital Learning Might Look Like".</p> <p>Cluster Digital Leaders to collate results and identify priorities for each school and across the cluster.</p> <p>Cluster Digital Leaders to audit the Digital Literacy Strategy to identify gaps in software and hardware, and to highlight alternatives if a piece of software is no longer available to us.</p> <p>A cluster Whiteboard to be set up to allow sharing of information if a member of staff has found an excellent replacement: this will build up over time.</p> <p>Work across stages, and across the cluster to build staff skills with the new programmes in order to deliver high quality learning and teaching.</p> <p>Staff to review progress and identify next steps.</p> <p>Refine and extend our pupil Digital Leaders group: building pupil expertise in this area. The pupil Digital Leaders to then act as mentors for</p>	<p>School digital reps and Cluster Digital Leaders March to May 2022</p> <p>School digital reps, whole staff in each school May 2022 (allocated collegial time)</p> <p>Cluster Digital Leaders June 2022 (released by cluster- 2 days)</p> <p>Cluster Digital Leaders April to June 2022 (released by cluster)</p> <p>Cluster Digital Leaders June 2022; all staff to add on an ongoing basis.</p> <p>School digital reps, all school staff August 2022 to February 2023 3x collegial cluster across the session- dates to be decided</p> <p>Whole staff audit Feb INSET 2023</p> <p>School digital reps, class teachers Initiate June 2022 Implement August 2022</p>

Digital literacy		<p>other pupils and staff as we implement new approaches and software.</p> <p>As soon as safety mitigations allow, develop and offer digital workshops for parents and inter-generational, led by pupils and staff.</p> <p>Development of parental guides for key programmes/applications.</p>	<p>Review Feb INSET 2023</p> <p>Ongoing through the session</p> <p>As each unit is developed</p>
<p><b>School Priority 3</b>  <b>At Heathhall we will place the human rights and needs of every child and young person at the centre of our education provision</b></p> <p><b>NIF Priority</b></p> <p><b>Placing the human rights and needs of every child and young person at the centre of education</b></p> <p><b>Improvement in children and young people's health and wellbeing</b></p> <p><b>NIF Driver</b>  <b>Teacher and practitioner professionalism</b>  <b>Assessment of Children's Progress</b></p> <p><b>HGIOS?4 / HGIOELC Qis</b>  <b>2.4</b>  <b>Learning Teaching and assessment</b>  <b>Personalised Support</b></p>	<p><b>2.4</b>  <b>Learning Teaching and Assessment</b>  <b>Personalised Support</b></p> <p>To extend and enhance the knowledge and understanding of all staff in relation to the approaches contained within Dumfries and Galloway - <i>A Framework for Developing Relationship Rich School and Place2B – Creating a Mentally Healthy School</i> enabling staff to further meet the needs of all pupils in their class.</p> <p>Promote leadership of inclusion at all levels within Heathhall School further developing high quality pupil experiences across all classes.</p> <p>To evaluate our inclusive practice leading to the delivery of an inclusive learning environment for all children at Heathhall that will enable them to reach their full potential</p> <p>All staff and pupils to engage with UNRC , understanding the general underpinning principles and education specific articles</p> <p>Heathhall will gain their Right Respecting Schools Award Bronze - Rights Committed and Silver through a planned approach connecting the school values with the identified conventions.</p> <p>All stakeholders will be involved in the learning journey to enable the school to self-evaluate / submit and take part in the assessment of evidence to gain their silver award</p>	<p>All staff will engage with professional learning document  Dumfries and Galloway - <i>A Framework for Developing Relationship Rich School</i>.  Aspects which will be covered will include ACES /Attachment – access clips/reading from Place2 B  Reading Morgan Review /The Promise – key messages ( Use Framework for Inclusion Powerpoint ) /Presumption to provide education in the mainstream setting</p> <p>Work with PTs of Inclusive Practice to inform and up level understanding /professional learning/strategies towards the delivery of an inclusive learning environment</p> <p>Register for UNICEF  <a href="https://www.unicef.org.uk/rights-respecting-schools/rrsa-registration-form/">https://www.unicef.org.uk/rights-respecting-schools/rrsa-registration-form/</a></p> <p>Engage with the teaching and learning toolbox to identify next steps and develop an action plan for</p> <p><b>Strand A</b> – Teaching the whole school <i>about</i> rights so that the whole school knows about children's rights and this knowledge is used to improve child well-being and the school, as well as advocate for global justice and sustainable living.</p> <p><b>Strand B</b> – Teaching <i>through</i> rights is concerned with the planning and structures that underpin school life, ensuring that the operational structures of a school are rights respecting.</p> <p><b>Strand C</b> – Teaching <i>for</i> rights is about looking out to the wider community and beyond,</p>	<p>K McLean  INSET x ½ day August  2 x collegiate</p> <p>All SLT /Teaching Staff</p> <p>2x collegiate  Assembly timetable throughout the year</p> <p>Open Afternoon x 1</p> <p>Newsletters</p>

		<p>empowering students to become active global citizens.</p> <p>Evaluate and engage with provided resources to support knowledge and understanding of each strand.</p> <p>Identify assembly resources to involve all classes in the specific messages outlined Share with whole community key messages through newsletters and sharing of learning – May open afternoon</p>	
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