



HECKLEGIRTH NURSERY



Education and Learning Directorate

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



(2022-23)

School: Hecklegirth Primary & ELCC

Date: May 2022

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1. Vision, Values and Aims [\(Back to Contents\)](#)

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

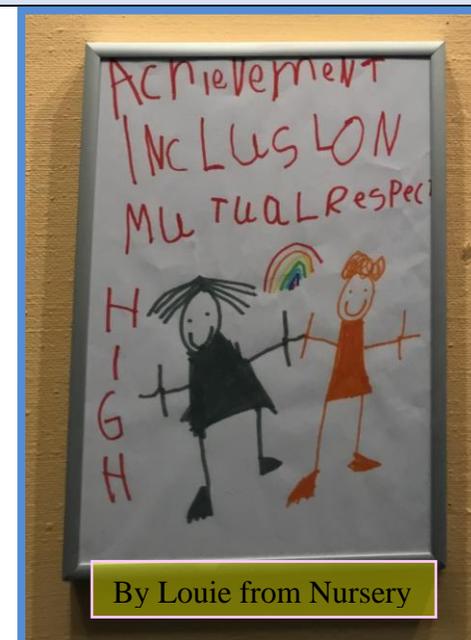
Hecklegirth Nursery and Primary School's motto is 'Aim High.' Staff across the Nursery and Primary work with stakeholders and partner agencies to provide access to a broad general education that enables learners to reach their full potential and improves life chances for all. By aiming high, staff and pupils are encouraged to be ambitious in their daily learning and teaching, and motivated to realise their aspirations for the future.

The purpose of the curriculum framework at Hecklegirth Primary and Nursery is to provide learning experiences that promote excellence and equity across our school community. Our rationale is underpinned by Getting It Right for Every Child and has been shared with all staff, pupils and families. By putting the child at the centre of all activities and planning, staff at Hecklegirth can observe, assess and review the developmental wellbeing of all children to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. Where gaps are identified, we work alongside pupils, families and partner agencies to identify and plan interventions and resources to support them effectively and allow them to reach their potential helping us raise attainment while Pupil Equity Funding is provided by the Scottish Government to help us address and close the poverty-related attainment gap through Small tests of Change.

The school values were reviewed this session with the school community and are based around our motto- AIM: A for Achievement, I for Inclusion and M for Mutual respect. These shared values are the foundations on which we have built our curriculum for Early Learning and Child Care and Primary, and will underpin all that we do together in the school community to develop our young people as successful learners, confident individuals, responsible citizens and effective contributor. Pupils from across the school entered a poster competition to celebrate our new values and these will be used to promote the school in our handbook and promotion materials. Values are promoted visually and orally around the school as well as used as a measure within our classroom monitoring as part of our ongoing self-evaluation process.

Review Date: Process started this session but has been delayed due to ongoing issues – **Will be undertaken in 2022-23 session**

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 ([Back to Contents Page](#))

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 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) 4 key priorities and the 6 NIF drivers.

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 Improvement in Learning and Teaching through Self-Evaluation and Pedagogical Improvement.</p> <p>NIF Priority Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being</p> <p>NIF Driver School Improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p> <p>Back to Contents Page</p>	<p>Regular opportunities for pupil, staff and parental involvement have been completed with evaluations feeding into whole school improvements (e.g. Stage moderation is becoming embedded into the calendar and linked to Attainment Meetings).</p> <p>Self-evaluation template agreed and used to support consistency with self-evaluation activities at class, stage and whole school level. Template supports triangulation of evidence.</p> <p>Draft self-evaluation school policy developed to reflect local and national guidance and build consistency and good practice. Other relevant guidance (e.g. observation) has been developed in consultation with staff to reflect agreed principles.</p> <p>Moderation activities across stages are supporting consistency of approach and judgement in Literacy. Despite issues with school devices and the impact on working time arrangements, some progress has been made with numeracy.</p> <p>The school's assessment calendar is becoming embedded and supporting teacher professional judgements and consistency across the school.</p>	<p>Continue to develop Self-evaluation activities into class, whole school and cluster activities.</p> <p>Extend consistency and impact of self-evaluation across classes and develop pupil voice and participation into these.</p> <p>Embed assessment calendar activities and evaluate impact on numeracy and maths assessments.</p>

<p>School Priority 2 Reconnection: Bringing the school community back together after COVID</p> <p>NIF Priority Improve Attainment in Literacy & Numeracy Improve Employability Skills Improve Health & Well-Being</p> <p>NIF Driver School improvement School leadership Teacher professionalism Assessment of children's progress Parental engagement Performance information</p> <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p> <p>Back to Contents Page</p>	<p>61% parents feel included in their child's learning (always / most of the time). Whilst this meets the initial target of 60%, continued work towards the stretch aim of 80% is required.</p> <p>Parent surveys highlight communication both as a strength and an area for development. Opportunities to bring parents back into the school, support their child's learning and share the learning being done in class are sought to support this. Initial parent events organised in term 4 were well attended and had positive feedback from parents and children.</p> <p>Although ongoing COVID and staffing issues have hindered progress in this priority, some children have been able to experience real-life learning through class activities and community involvement (e.g P3/4 RHET project and visit to farm).</p> <p>Community and curricular links (Feis Rois, Annan ROM, Annan Academy music department) have supported and enhanced learning experiences for some classes.</p> <p>Collaborative pedagogical approaches (e.g. play pedagogy within P1 & 2, digital skills within P6 & 7) have been introduced and have shown to have positive impact on achievement and attainment as shown through pupil views, attainment information and feedback.</p> <p>Most children in P1-3 feel confident in sharing their learning with others. Through pupil focus group they can talk about what they are learning about, what they need to improve and how they can do this. The majority of children in P4-7 are able to discuss their learning effectively (key strengths, areas to develop & how).</p>	<p>Explore how communication can be improved across the school (involving all stakeholders through working groups).</p> <p>Look to extend these opportunities and wider achievement activities across the school.</p> <p>Interrogate information to see if patterns across groups (e.g. PEF, FME, SIMD) can be seen and inform next steps.</p> <p>Continue to develop pupil voice and participation throughout the school.</p>
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2.1.1 Report on the impact of PEF (Not required for ELC if PEF has not been used for children in the nursery.)

- Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?
- How rigorous is the school's approach to providing robust evidence of closing the attainment gap?
- How well are you removing barriers to learning and ensuring equity for all?

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(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)

Pupil progress is tracked across Literacy and Numeracy with Health and Well-being indicators being monitored through pupil surveys and, if required, through Boxall profiling. Data from a range of groups is compared with the wider cohort, tracked and monitored through Attainment Meetings and moderated through stage and school moderation meetings. We evaluate the projects regularly to monitor impact and make changes when necessary.

The school actively engages with parents to ensure that we minimise the cost of the school day for parents. 90% of parents say that the school does not ask for too much money over the school year – school uniform being the highest rated cost for parents with clubs and activities being 2nd. Parents also know that the school can provide support for families with lunches (92%), uniform (82%) and materials for classwork (32%). A third of parents would not feel comfortable about talking to school staff if they were struggling to pay for something at school (a third would feel comfortable and a third weren't sure). The tables below show that the level of children facing financial barriers are heavier towards the younger stages.

Aug 2021		E	F	S
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Listening & Talking	PEF	27%	50%	23%
	Overall	15%	44%	38%
Reading	PEF	38%	44%	17%
	Overall	19%	46%	33%
Writing	PEF	37%	46%	17%
	Overall	20%	39%	41%
Numeracy	PEF	29%	56%	15%
	Overall	16%	45%	39%

Feb 2022		Early	First	Second
School Breakdown (%)		13%	39%	47%
PEF Breakdown (%)		23%	50%	27%
Listening & Talking	PEF	25% (-2%)	49% (-1%)	26% (+3%)
	Overall	14% (-1%)	43% (-1%)	43% (+5%)
Reading	PEF	28% (-10%)	47% (+3%)	23% (+6%)
	Overall	17% (-2%)	41% (-5%)	42% (+9%)
Writing	PEF	38% (+1%)	36% (-10%)	26% (+9%)
	Overall	19% (-1%)	39% (0%)	37% (-4%)
Numeracy	PEF	30% (+1%)	47% (-9%)	23% (+8%)
	Overall	16% (0%)	43% (-2%)	41% (+2%)

The tables also show that, whilst progress through the stages is improving in Literacy and Numeracy, progress in Numeracy with older children is showing greater progress (+8% compared to +2%). Reading within Early level has also shown great improvements with a 10% difference of children working at Early level and movement in writing from First to Second Level (9%).

PEF Project Area: Play Based Pedagogy (Health and Well-Being)

An SLA contract has allowed targeted support and a free flow approach with the Early Years children in our school across the bottom floor classrooms. Investment in resources and time have allow a greater range of child and adult led play opportunities and focused interventions to support individuals.

Children with social and emotional needs have benefitted from this with 80% of those asked reporting they enjoy this way of working. Observations of children with the greatest needs have shown that, whilst there continues to be some negative

behaviours (e.g. outbursts, hitting, snatching etc), there has been an improvement in a number of areas e.g.

- A reduction in the severity and frequency of low-level incidents
- An improvement in the emotional literacy
- Improved awareness of children involved in negative incidents
- A greater awareness of the consequences of the behaviours and the impact that these have on others
- Improved readiness for learning after transition points in the day.

PEF Project Area: Focused Interventions:

Interventions used have had a positive effect on pupil attainment. Closing the Literacy Gap produced on average a 4-month improvement in children’s reading age and a much-improved recognition of common speed words over the course of the intervention (See examples below). Other targeted interventions (e.g. SRS, Closing Numeracy Gap) have been used to support small group interventions and attainment in Reading and Numeracy (see above)

Reading

Pupil	Date	Chronological Age	Letter Sound Knowledge	Early Word Reading	Phoneme Awareness Composite
A	11/21	6.01	4.11(77)	5.05(79)	5.01(78)
	6/22	6.08	5.06(85)	6.07(99)	6.02(95)
B	12/21	6.11	5.01(75)	5.04(72)	5.04(81)
	06/22	7.04	5.04(80)	5.05(<70)	5.03(75)

Pupil		
A	Gain of 4 months in reading age after block of intervention.	77
		88
B	Gain of 6 months in reading age after block of intervention.	70
		90

With targeted support, and support from the Attendance Team, there has been a marked improvement in attendance of children identified (e.g. FME, SIMD factors and attendance below 80% in general or within a month) improving readiness for learning and attainment.

Digital Literacy within P6 and P7 was supported through new equipment improving accessibility for all children. This also allowed for focused digital skills work, improved access to literacy and numeracy resources and improved communication between home and school, evidenced through an increase in email communication with parents/carers. There was an evident disparity between pupils facing financial hardship and other pupils in the use of digital devices, as seen in engagement levels in lockdown and since returning to school. This has improved

Since purchasing the bank of laptops classes on the top floor we have been able to;

- Improve engagement in using digital skills
- Improve communication and links with home and school.
- Increase everyday use (e.g. Accelerated Reading, SNSAs, accessing Sumdog), which pupils have then accessed at home as well,
- Support digital skills (e.g. research tasks, word processing, PowerPoint) increasing confidence and transferrable skills (e.g. presentation skills).

Through pupil feedback:

- 100% of pupils agreed that the laptops were a good buy.
- 81% of pupils thought they had improved their ICT skills in the 10 weeks we have had the laptops, in particular word processing and presentations using power points.

Also 81% of children thought that the project should be extended through the school through the purchase of additional equipment, resources

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>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>Back to Contents Page</p>	<ul style="list-style-type: none"> • All staff are committed to the learning and teaching within the school and improving the outcomes for learners. • Children, parents and staff have regular opportunities to feed back and support decision making within the school. • Children feel safe and supported in school. Opportunities to revisit school vision, values and aims are explored through assemblies. • We have an active Parent Council supporting the school (e.g. accessing grant funding, representing parental voice). • Despite the ongoing impact from Covid and other factors, staff collaborate to support improvement priorities and impact change within the school (e.g. play pedagogy, PEF projects) • Practitioner Enquiry (Small test of change / visible learning) has been introduced to support teacher leadership opportunities. Positive impacts have been increased innovation and leadership at all levels shown through observations and self-evaluation activities. • Opportunities for teacher to collaborate and self-evaluate have been built into the 35WTA. Self-evaluations are collaborative and are beginning to draw upon a wider range of evidence. • Pupil Participation Groups (JRSO, Pupil Council, House Teams) have clear roles and effect positive change within the school (e.g. Big Pedal, new cycle / scooter racks, assemblies). 	<ul style="list-style-type: none"> • The school's vision, values and aims need to be reviewed and refreshed to reflect current context of the school. • Opportunities for active collaboration to be extended across all stakeholders. • Explore opportunities to re-engage and extend parent participation (e.g. including underrepresented groups) • Develop opportunities for responses / feedback to parent input & surveys – link to clear communication policy • Develop pupil participation / RRS opportunities throughout the school (e.g. IDL contexts). • Widen opportunities to look outwards and create positive links across cluster, school, nation. 	4

<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>Back to Contents Page</p>	<ul style="list-style-type: none"> • The school has an ethos reflecting a strong commitment to children’s rights (reflected though the AIM High motto and the ethos within the school). This is supported by the positive relationships with staff, parents and children. • Children are at the centre of planning and school activities. We are progressing towards more pupil involvement in planning, increasing opportunities to develop personalisation and choice. • There is a developing, shared understanding and level of expectation in terms of assessment. Opportunities to moderate at stage level in writing and reading this session are supporting this. • Tracking information and attainment meetings are clearly focused on learning and attainment of all children including those facing additional barriers. • Support for learners is becoming more focused towards the needs of the children. Continued links between classroom learning and ASN support will be developed. • The majority of learners experience appropriate, challenging and enjoyable activities. There are opportunities to challenge more able learners and support their learning. • The pupils have opportunities to share their thinking with the school staff through class and whole school activities (including self-evaluation activities). • House/vice captains take an active role in the school to the benefit of all children (e.g. leading assembly) – 89% of children agree that they are doing a good job in supporting the school. 	<ul style="list-style-type: none"> • Begin to embed Children’s Rights across the school. • Embed assessment and moderation policy and procedures in 2021-22 with a review in June 2022 • Review IDL, Health and Digital curricular areas. • Develop leadership opportunities at all levels across the school (possibly through the IDL programmes / cross cutting themes) 	4
<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>Back to Contents Page</p>	<ul style="list-style-type: none"> • All staff are clear about the school’s procedures for protecting children and discussing concerns they may have. • All staff promote positive relationships in the classroom and playground. Pupil feedback shows that this is having a positive impact and they feel supported to succeed. • Support for children facing social, emotional and behavioural difficulties is evaluated and supported through a range of tools and partnership working. This is beginning to be re-established following COVID. • We ensure that children are at the centre of decisions made about them and they take an active role in discussion and decisions which may impact them (e.g. the use of the well-being indicators and My World Triangle). This has supported discussions withing Child’s Plan Meetings, Children’s Hearings and LAC Reviews. • Staff awareness and knowledge around ASN procedures and possible interventions has been improved and will be a continued focus for the school. 	<ul style="list-style-type: none"> • Children through the school are demonstrating low-level anti-social / disruptive behaviour during more open-ended activities (e.g. free-play, playtime). • Pupil feedback demonstrates a need to invest in play-based activities and adult-led support during playtimes (e.g. staff & pupil feedback shows a need to improve the fabric of the school to support learning). 	4

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>Back to Contents Page</p>	<ul style="list-style-type: none"> • The school tracking system, assessment calendar and attainment meetings are linked, focused and allow tracking at a range of levels (pupil to whole school). Tracking information allows for evaluations to be made across groups and stages. • Attainment at key milestones (P1, P4 & P7) in Reading, Listening and Talking and Numeracy are above cluster and regional attainment levels (see attainment data below). • Progression against our stretch aim of 85% of children achieving their milestone attainment levels is improving. • Attainment in writing is not as consistent as in other areas of the curriculum. There has been a greater impact from lockdowns with this area. However, despite this, there has been focused work throughout the year and levels are improving and are above cluster and regional averages. • Children are known as individuals by staff and their learning and support is catered to support their achievement. This is reflected in pupil and parent feedback where they feel that children are known as individuals and supported in their learning. • Attendance rates have dipped across this session due to the impact of Covid. Children and families identified are referred to the Attendance Team and supported to improve their child's attendance. This works in almost all cases. • Exclusion rates remain low. • Children with SEBD needs are supported through work with partners (e.g. Inclusion, Autism teams) and child's plans are used where needed to support improvements. • The introduction of Play Pedagogy in P1-P2 has supported the emotional and social well-being of the children in the earlier stages of primary school. This has supported increased social skills and emotional literacy, allowing for increased focus on academic achievement and preparedness for learning. • Achievements are recognised at class and whole school level through assemblies, certificates and newsletters. School based achievements are shared across the community and with parents regularly. In the best cases, weekly recognition and engagement has been enhanced through Microsoft Teams. • Whilst the school is seen to many things to support families and reducing the cost of the school day, school uniform and activities out with school (including spending time with friends) are the main costs to families. 	<ul style="list-style-type: none"> • Attainment in writing is being closely monitored. Developments using the Talk for Writing resources have shown initial improvements in engagement and opportunity for writing extended pieces. Disruption due to the covid pandemic will be reviewed at the end of the session once final attainment results are known. • School developed assessment toolkit to be embedded next session to support professional judgements. • Continue to develop targeted supports through Pupil Equity Fund / COVID funding opportunities. • Opportunities to extend wider achievements within the school for all to be investigated and tracking of achievements to be developed whilst reducing the financial burden on families. 	<p>4</p>

Attainment Over time (% P1 Achievement at Early Level)

P1	2016/17	2017/18	2018/19	2019/20	2020/21
Numeracy	89.5%	90.3%	72.0%*		90%
Reading	71.1%	77.4%	48.0%*		77%
Writing	65.8%	90.3%	60.0%*		90%
Listening & Talking	65.8%	83.9%	76.0%*		84%

* Some results were sent in after the reporting deadline.

Attainment Over time (% P4 Achievement at First Level)

P4	2016/17	2017/18	2018/19	2019/20	2020/21
Numeracy	65.8%	62.7%	75.0%		67%
Reading	71.1%	72.1%	78.0%		70%
Writing	71.1%	65.1%	61.0%		63%
Listening & Talking	81.6%	83.7%	86.0%		70%

Attainment Over time (% P7 Achievement at Second Level)

P7	2016/17	2017/18	2018/19	2019/20	2020/21
Numeracy	50.0%	59.4%	71.0%		75%*
Reading	50.0%	68.8%	90.0%		68%*
Writing	50.0%	75.0%	62.0%		68%*
Listening & Talking	53.6%	81.3%	86.0%		68%*

*correct results (not published)

Working Levels (% working at or above milestone @ Feb 22)

	Early (P1)	First (P2-P4)	Second (P5-7)
Numeracy	83%	80%	78%
Reading	73%	73%	69%
Writing	53%	63%	69%
Listening & Talking	77%	83%	70%

<p>2.2 Curriculum: Theme 3 Learning Pathways</p> <p>Back to Contents Page</p>	<ul style="list-style-type: none"> • There is a progressive curriculum in most curricular areas. Plans to update the school's Vision, Values and Aims and Curriculum Rationale have been impacted upon due to covid restrictions. This will be continued to next session. • UNCRC has been introduced and is a focus for assemblies. This is an initial step to rolling this across the school to ensure RRS and values based learning is experienced by all children. • Survey results show most children find their work interesting and feel supported to work at their own pace. They feel supported by staff and the majority find feedback from teachers and staff helpful. • Partnership working has been reintroduced with agencies and initial impact and support is showing positive signs for children. • Moderation activities are used to build a shared expectation within literacy and numeracy. 	<ul style="list-style-type: none"> • Curriculum needs to be reviewed and updated to reflect the development of skills and offer opportunities to apply core skills in new and unfamiliar contexts. • Opportunities for learning through Rights Respecting Schools to be planned across the 4 contexts of learning. • Opportunities to build in wider achievements to be extended increasing the equity of opportunity for all. • Opportunities to extend digital learning and integrate it across other curricular areas could be developed. • Regular, progressive opportunities in develop creativity, sustainability, outdoor learning and enterprise to be integrated into the curriculum. • Develop moderation across cluster / regional levels.
<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>Back to Contents Page</p>	<ul style="list-style-type: none"> • During the COVID lockdown periods most families felt supported with their child's learning. Regular support (e.g. provision of digital devices, regular contact from teachers / senior leadership teams meant that most worries and concerns were dealt with timeously. • The Parent Council is active within the school and supports the development of key policies and school improvement plans. It is an active partner in fundraising and supporting key improvements (e.g. outdoor learning and environment). 71% parents are familiar with their work and how they can be involved in PC activities. • Parents are actively encouraged to be part of their child's learning through class newsletters, online engagement and school Sway newsletters. • Whilst there are some glitches, technology is used effectively to support families with English as a second language. Text messaging and online surveys are translated into a range of first languages to support engagement. 	<ul style="list-style-type: none"> • The current situation with the pandemic continues to have a major impact on parental involvement within the school. Opportunities to bring parents and families into school next session to be planned. • Involvement of the wider parent body in shaping policy and services can be developed. • There are opportunities to increase the diversity of parents who are involved in the life of the school. • Parental feedback through surveys has asked for more clarity about pupil progression and clearer communication (e.g. too many methods of communication used).

3. SCHOOL IMPROVEMENT PLAN 2022-23 *(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.

How are you using pupil equity funding to improve outcomes for learners?

Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date)</i>
<p>School Priority 1: School Community: Increasing opportunity and participation in children's learning (Rights Respecting School).</p> <p>UNCRC: Articles 12, 31, 42</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improve attainment in literacy & numeracy • Closing the attainment gap between most and least disadvantaged. • Improve health & well-being • Improve employability skills and sustained, positive destinations. <p>NIF Driver</p> <ul style="list-style-type: none"> • School Leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance information <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p> <p>Back to Contents Page</p>	<p>The rights of every child will be supported through their active involvement in their learning and the involvement of key adults in their life, resulting in the school achieving the RRS Bronze Award.</p> <p>Opportunities to be involved in children's learning and the wider life of the school will be increased. 70% of families will take up these opportunities leading to improved outcomes for children.</p> <p>School groups (e.g. Parent Council, Pupil Council) will be more representative of the wider forum.</p>	<p>School signed up to Rights Respecting School and complete self-evaluation for Bronze Award. (T1)</p> <p>RRS to be covered across school (e.g. class learning / assemblies) with a focus on Strand A: Teaching and Learning about Rights (with awareness of other 2 strands) (T1-4)</p> <p>Working group to develop a communication policy and provide recommendations for improved communication across the school (including possible app / website communication). This will include a strategy for engaging the school and wider community. (T1)</p> <p>An annual calendar of parent, pupil community events created and trialled on a termly basis. (T2)</p> <p>Activities to include pupil and parent events and include opportunities for parents and community to come into the school (e.g regular Brew & Blether session / Sharing the Learning Sessions) to be organised. (T1-4)</p> <p>Family Room to be redesigned to support family sessions. (T1-2)</p> <p>Opportunities to engaged with wider parent body to be organised and led between school and parent council. Evaluations of these will support inclusion / extension of these. (T1-4)</p>	<p>Project Lead(s): RRS: Pupil Council Parental Involvement: Parent Council & Staff</p> <p>Key People: Pupil Council Pupils Parent Council Staff</p> <p>Time Allocation: RRS: Assembly time, 2 Collegiates, Additional time from assemblies as needed.</p> <p>Communication: 3-4 meetings Time to support sharing of learning built into 35 WTA Collegiate x1 – training Evaluation session.</p> <p>Funding: RSS – Regionally funded App / Website costs: TBC Event Costs:</p> <p>Timescales: See Action Points</p>

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<p>School Priority 2 Curriculum and Attainment Building excellence and breadth across the curriculum reflecting the 4 contexts for learning.</p> <p>UNCRC: Articles 28, 29</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improve attainment in literacy & numeracy • Closing the attainment gap between most and least disadvantaged. • Improve health & well-being • Improve employability skills and sustained, positive destinations. <p>NIF Driver</p> <ul style="list-style-type: none"> • School Leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance information <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p> <p>Back to Contents Page</p>	<p>All children will benefit from a broad general education reflecting the context of the school and the 4 capacities of CfE.</p> <p>All children will have the opportunity for personal wider achievement and apply knowledge, understanding and skills through a progressive Interdisciplinary Learning programme.</p> <p>All children will have the opportunity for wider achievements within school-based activities.</p> <p>90% of children will feel more confident in using digital skills in a wider range of contexts.</p> <p>All children in P5-7 will have the opportunity to experience a 2nd modern language (L3).</p> <p>Staff confidence in teaching L3 will be increased leading to improve outcomes.</p>	<p>Curriculum Rationale to be refreshed to reflect current context of the school and its curriculum. (T1)</p> <p>IDL curriculum (including links with digital skills, UNCRC and opportunities for wider achievement within school) to be updated and refreshed. (T2-3)</p> <p>Assemblies, whole school events, theme weeks to support weekly focus on core school values, UNCRC. Weekly awards to be used to support positive reinforcement. (T1-T4)</p> <p>Tracking of class, personal and wider achievements to be developed with coverage mapped and gaps identified. (T3)</p> <p>Digital skills programme and links to apply skills through IDL, Literacy, Numeracy and Health and Well-being to be developed. (T2-T4)</p> <p>Training opportunities and links to the regional STEM team to be developed.</p> <p>P5-7 classes to undertake 4-week IDL for L3. (T3-T4)</p> <p>Community survey (reflecting available N4-N5 courses) of future L3 approach. (T2)</p> <p>L3 resources to be used in P5-7 classes with evaluation at the end of the context.</p>	<p>Project Lead(s): Curriculum: Gary Cother (HT) Wider Achievement: Chris Palmer (DHT)</p> <p>Key People: Curriculum Rationale: Staff, Parents, Children IDL: teaching staff Digital Learning: staff, pupils, parents L3: P5-7 staff, children & parent forum.</p> <p>Time Allocation: Curriculum: 6.5 hrs (1 INSET & 1 Collegiate) IDL: 13 hours (2 INSET & 2 Collegiate) Digital Learning: 8 hours (1 INSET & 2 Collegiate) Wider Achievement: 1.5 hours (collegiate to support mapping) & assembly / shared planning time 1 per term</p> <p>Funding: Wider Achievement: Cost of the School Day funding. Digital Learning: £6000 for phase 2 of the equipment refresh. IDL: Staff cover – supported through additional staffing. Resource implication identified for 23-24 session.</p> <p>Timescales: See key tasks. Curriculum: IDL & Digital Skills programmes ready for T4 for 23-24 session implementation. MLPS: T4 Wider Achievements: Feb 2022</p>

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	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 3 Supporting Learners: Improving inclusion and equity for those facing the greatest barriers to learning.</p> <p>UNCRC: Articles 12, 23,</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improve attainment in literacy & numeracy • Closing the attainment gap between most and least disadvantaged. • Improve health & well-being • Improve employability skills and sustained, positive destinations. <p>NIF Driver</p> <ul style="list-style-type: none"> • School Leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School Improvement • Performance information <p>HGIOS?4 / HGIOELC QIs: 1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 3.1, 3.2, 3.3</p> <p>Back to Contents Page</p>	<p>Positive relationship strategies updated leading to a 20% drop in low & medium level incidents.</p> <p>All staff will have an increased understanding of the stages of intervention, leading to improved knowledge of children's needs and use of universal and targeted supports.</p> <p>Children will benefit from improved access to targeted interventions through enhanced use of data, local / national guidance and improved tracking.</p>	<p>Positive Relationships strategies (e.g. Golden Time, House Point Rewards etc) to be refreshed in consultation with pupils, staff and parents. (T1-T2)</p> <p>Possible links with priority 2 (personal & wider achievement) to be explored. (T3)</p> <p>Teaching and non-teaching staff to be given opportunities for training around stages of intervention / use of information (e.g. Education Scotland), targeted intervention strategies (Respect Me, CNG, DNK) and ASN supports (e.g. Respect Me / emotional literacy). (T1-T4)</p> <p>Identification and tracking system for ASN needs to be developed and trialled within school. (T3-T4)</p> <p>Pupil Tracking Sheet to be reviewed and rolled out across the school to support a clearer understanding of needs and impact of interventions. (T1-T4)</p>	<p>Project Lead(s): Positive Relationships: House Teams ASN:</p> <p>Key People: Positive Relationships: Pupils, staff, Parents, community.</p> <p>ASN: Staff</p> <p>Time Allocation: ASN: 5 hours allocated for staff training / professional reading through Additional time supported through PEF allocation (Project 2) WTA (Supporting Learners) 5 hours (1 x INSET – Ed Scot) 1.5 hours (1 collegiate) for ASN</p> <p>Positive Relationship: Assembly calendar – Weekly focus.</p> <p>Funding: Positive Relationships: ASN: Staffing costs supported by additional staffing allocation (e.g. releasing staff for CLPL, Attainment Meetings etc).</p> <p>Timescales:</p>

PEF Project Planning Sheet Planned Expenditure (to accompany Improvement Plan) Back to Contents	
Cluster / School	Hecklegirth Primary School, Annan Academy Cluster (£30,240)
Rationale for and brief description of Project	<p>Play Based Approaches in Early Years.</p> <p>Classes on the lower floor began a play-based approach last year, 20/21 and this year plan to build on the foundations, continuing with a consistent approach within a supportive and holistic environment.</p> <p>The project will look to continue the development of the bottom floor (P1, P1/2 & P2/3 classes) free-flowing environment where children will be able to learn through a spectrum of play and learning approaches. Children will have the opportunity to learn through more open-ended experiences, approach learning at the correct level and lead their learning which in turn will promote inventiveness, creativity and enthusiasm.</p>
Baseline measures (gap) What evidence do you have that tells you intervention is needed?	<ul style="list-style-type: none"> 67% of children within PEF categories in P1-P3 stages have shown social, emotional and behavioural needs impacting on their ability and readiness to learn. Increased low and mid-level behavioural issues / negative interactions, higher number of sustained incidents of anxiety-based behaviours (e.g. reluctance to come into school, separation anxiety). Attendance / Punctuality data shows lower levels within PEF targeted groups than main pupil body. 25% of P1-3 children in our PEF targeted group compared with 6% of p1-3s in our main pupil body have had attendance monitored. Transitions over the past couple of years have been impacted on by the COVID-19 pandemic. Children have demonstrated social and emotional needs because of this which has impacted on their ability and preparedness to learn.
Proposed Interventions	<ul style="list-style-type: none"> Continue to develop team approach to Early / First classes. Classes to mix for timetabled collaborative contexts, shared learning and free-flow play based approaches. Balance of play-based pedagogies (time for free/structured/instructional play activities) with structured group teaching to be adopted across the 3 classes. Parental information sessions for P1-3 parents Staff training and opportunities to visit and observe other schools. Time for observations / self-evaluations and team planning to be built into plan. Development of a family learning space– this will involve the implementation of a kitchen and seating area Add transition opportunities for children in the nursery to join in with the learning and play in the P1 classes. Develop opportunities for parent volunteers and helpers to come into classes to support play and learning.
Impact Measurement What evidence will tell you if the intervention has made a difference?	<p>Number of positive interactions during breaktimes / free play increased. Improvement in self-regulation approaches and social and emotional learning strategies.</p> <p>Improved Boxall Profile Assessments</p> <p>Improved attendance with 60% of children on our PEF list above 80% attendance.</p> <p>Children better prepared for learning and show increased focus.</p> <p>Over 70% of children's feedback through surveys and focus groups is positive</p> <p>Teacher observation notes (Children's actions, emotions, words, interactions and experiences)</p> <p>Attendance records and parent feedback from Parent Sessions</p>

Project Lead		Julie Campbell / Rachel Mahon / Laura Gordon/ Kristine Rodger/ Gary Cother	
HGIOS4 QIs		1.1, 1.2, 1.5, 2.2, 2.3, 3.1, 3.2	
PEF FUNDING	Additional Hrs (School/Ext) – linked to existing posts	Learning Assistant (25 hours, 12-month contract)	£12772.50
	Additional posts (School/Ext) Remit for post	Support days for planning, training, preparations, assessment, self-evaluation: (1 day per teacher, every 2 terms) 8 days @ £200 each	£1,600
	Partner Services		
	Resources/ Equipment/ Materials	Equipment Budget: storage, resources, learning materials Kitchen materials for Family Room: Units, Furniture, crockery	£3925 £2000
	Other		
			£20297.50

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PEF Project Planning Sheet Planned Expenditure (to accompany Improvement Plan) Back to Contents			
Cluster / School		Hecklegirth Primary School, Annan Academy	
Rationale for and brief description of Project		Targeted intervention support. Over the past few years, the school has implemented a number of interventions (e.g. Accelerated Reader, Sumdog, Literacy Ladders) which have supported the child's progression. This year we will look to imbed some of these and raise class teacher and LA confidence in delivering these to support pupils.	
Baseline measures (gap) What evidence do you have that tells you intervention is needed?		45% children on PEF list are not reaching their attainment milestones in either listening and talking, reading, writing and numeracy. Feedback from interventions has shown positive improvements. These need continued support through PEF funding (e.g. purchasing of resources, subscriptions, staff time for assessing, evaluations). Small scale projects during sessions 2019-20 & 2020-21 have shown improvement in attainment for reading and numeracy through small, focus group approaches. Continued funding will allow these to be sustained.	
Proposed Interventions		Continuation of targeted supports based on consultation with staff, pupils and parents. These include: Closing the Literacy Gap/ Accelerated Reader/ Sumdog/ Clicker/ Literacy Ladders/ Toe by Toe/ SRS/ Ten Town/ White Rose Maths/ Numeracy Launchpads Continue to track PEF attainment Training for class teachers and SLAs to deliver variety of interventions – using SfLT Nurture groups within top floor classrooms Funding for additional activities to support pupil engagement and well-being	
Impact Measurement What evidence will tell you if the intervention has made a difference?		Children's attainment in literacy and numeracy will continue to improve 65% of children on PEF list working at expected milestones. Staff confidence in identifying, implementing and evaluating intervention increased. Over 70% of children's feedback through surveys and focus groups is positive	
Project Lead		Chris Palmer	
HGIOS4 QIs		1.1, 1.2, 2.3, 2.4, 3.1, 3.2	
PEF FUNDING	Additional Hrs (School/Ext) – linked to existing posts	8hrs 45mins linked to PEF LA contract	£6877.50
	Additional posts (School/Ext) Remit for post	Support days for professional learning opportunities, training: 10 days @ £200 each	£2000
	Partner Services		
	Resources/	Sumdog numeracy yearly subscription	£600

	Equipment/ Materials	White Rose Maths – Early and Primary Levels Literacy Ladders – Supplementing Resources Ten Town Subscription and Resources	£120 £250 £95
	Other		
			£9942.50

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Week beginning	Time Resource	Improvement Priority / CLPL Topic		
18/8/22	5 hours	INSET	2 / 1	Curriculum / Rights Respecting School
19/8/22	5 hours	INSET	3	Education Scotland Attainment Advisor – Theme TBC
24/8/22	1.5 hours	Collegiate	1	Rights Respecting School
12/9/22	1.5 hours	Collegiate	3	Child Protection Training (Cluster – 3-year refresher for all staff)
28/9/22	1.5 hours	Collegiate	2	Curriculum Rationale
9/11/22	1.5 hours	Collegiate	2	Curriculum: Wider Achievement
23/11/22	1.5 hours	Collegiate	3	ASN – Stages of Intervention
14/12/22	1.5 hours	Collegiate	1	Community: Sharing the Learning
9/1/23	5 hours	INSET	2	Curriculum: IDL / Wider Achievement
18/1/23	1.5 hours	Collegiate	2	Curriculum: IDL
1/2/23	1.5 hours	Collegiate	2	Curriculum: IDL
22/2/23	5 hours	INSET	2	Curriculum: STEM / Digital Learning
23/2/23	5 hours	INSET	2	Curriculum: IDL & Moderation (School)
10/5/23	1.5 hours	Collegiate	2	Curriculum: Digital Learning
12/6/23	1.5 hours	Collegiate	1	Community: Sharing the Learning / RRS: Evaluation & Next Steps

Week beginning	Time	Working Time Activity
Term 1		
15/08/2022		INSET Days
22/08/2022	1.5 hours 1 hour 1.5 hours 1 hour	Planning Parents' Meeting / Reporting (Time for uploading) Collegiate Time 1: Health and Safety – Classroom Checks and completion of returns
29/08/2022	1.5 hours 3 hours 0.5 hours	Planning (Stage / Level Planning) Parents' Meeting Preparation Time Staff Meeting (Info Sharing)
05/09/2022	5 hours	Parents' Meeting (Start of the Year)
12/09/2022	1.5 hours 0.5 hours 3 hours	Collegiate Time 2: Child Protection (3yr refresher @ Annan Academy). Staff Meeting (School Business Working Groups) – Time to be confirmed by groups Assessment / Maintaining Records (Assessment Week 1)
19/09/2022	1 hour 1 hour 1 hour 1 hour 1 hour	Planning Parents' Meeting / Reporting (Time for uploading) Staff Meeting (Moderation activity) Assessment / Maintaining Record (Attainment Meeting Prep) Supporting Learners (Consultation Time)
26/09/2022	1 hour 1.5 hours 1 hour 0.5 hours 1 hour	Planning Collegiate 3: Assessment / Maintaining Record Supporting Learners Health and Safety
03/10/2022	1 hour 2 hours 2 hours	Staff Meeting (including Self-Evaluation Activity) Assessment and maintaining Records (Attainment Meeting – Baseline) Supporting Learners
10/10/2022	3 hours 2 hours	Planning Supporting Learners

Term 2		
31/10/2022	2 hours 1 hour 2 hours	Planning Assessment and Maintaining Records Supporting Learners (CLPL Time)
07/11/2022	1 hour 1 hour 1.5 hours 1 hour 0.5 hours	Planning Parents' Meeting / Reporting (Time for uploading) Collegiate 4: Supporting Learners Health and Safety
14/11/2022	1 hour 0.5 hours 2 hours 1 hour 0.5 hours	Planning (Stage / Level Planning) Staff Meeting (Info Sharing) PRD Assessment and Maintaining Records Health & Safety
21/11/2022	1 hour 1.5 hours 0.5 hours 2 hours	Planning Collegiate Time 5: Staff Meeting (School Business Working Groups) – Time to be confirmed by groups Supporting Learners
28/11/2022	3 hours 1 hour 1 hour	Planning Staff Meeting (inc Self-Eval activity) Supporting Learners
05/12/2022	1 hour 1 hour 1 hour 1 hour 1 hour	Planning Parents' Meeting / Reporting (Time for uploading) Staff Meeting (Moderation activity) Assessment / Maintaining Record Supporting Learners (Consultation Time)
12/12/2022	2 hours 1.5 hours 0.5 hours 1 hour	Planning Collegiate 6: Supporting Learners Health & Safety
19/12/2022	3 hours 2 hours	Planning Flexibility (Pupil Activity – Christmas Show Evening Performance)

Term 3		
09/01/2023	2 hours 1 hour 1 hour	INSET Planning Assessment / Maintaining Records Health & Safety
16/01/2023	1 hour 1.5 hours 0.5 hours 2 hours	Planning Collegiate Time 7: Staff Meeting (School Business Working Groups) – Time to be confirmed by groups Supporting Learners
23/01/2023	2 hours 1 hour 0.5 hours 0.5 hours 1 hour	Planning (Stage / Level Planning) Parents' Meeting / Reporting (Time for uploading) Staff Meeting (Info Sharing) Assessment / Maintaining Records Supporting Learners (CLPL Time)
30/01/2023	0.5 hours 1.5 hours 3 hours	Planning Collegiate 8: Assessment / Maintaining Records (Assessment Week 2)
06/02/2023	1 hour 1 hour 1 hour 1 hour 1 hour	Planning Staff Meeting (including Self-Eval activity) Assessment / Maintaining Record (Attainment Meeting Prep) Supporting Learners (Consultation Time) Health & Safety
13/02/2023	2 hours 2 hours 1 hour	Planning Assessment / Maintaining Records (Attainment Meeting 2) Supporting Learners
20/02/2023	1 hour 1 hour	INSET (x2) Planning Parents' Meeting / Reporting (Time for uploading)
27/02/2023	5 hours	Parent Meeting / Reporting (Annual Reports)
06/03/2023	5 hours	Parent Meeting / Reporting (Annual Reports)
13/03/2023	5 hours	Parent Meeting / Reporting (Annual Reports)
20/03/2023	5 hours	Parent Meeting / Reporting (Annual Reports) – Reports to HT
27/03/2023	5 hours	Parent Meeting / Reporting (Annual Reports) – Reports out to Parents

Term 4		
17/04/2023	3 hours 1 hour 1 hour	Planning Supporting Learner Health and Safety
24/04/2023	2.5 hours 0.5 hours 2 hours	Planning Staff Meeting (Info Sharing) Supporting Learner (CLPL Time)
01/05/2023	2 hours 1 hour 1 hour	Planning (Stage / Level) Parents' Meeting / Reporting (Time for uploading) Assessment / Maintaining Records
08/05/2023	1 hour 1.5 hours 0.5 hours 1 hour 1 hour	Planning Collegiate Time 9: Staff Meeting (School Business Working Groups) – Time to be confirmed by groups Assessment / Maintaining Records Supporting Learners (Consultation Time)
15/05/2023	1 hour 1 hour 3 hours	Planning Staff Meeting (Moderation) Assessment / Maintaining Records (Assessment Week 3)
22/05/2023	3 hours 1 hour 1 hour	Parent Meeting / Reporting (Parent Evening Preparation Time) Staff Meeting (inc Self-Evaluation Activity) Assessment / Maintaining Records (Attainment Meeting Prep)
29/05/2023	5 hours	Parent Meeting / Reporting (End of Year Parent Evening)
05/06/2023	1.5 hours 1 hour 0.5 hours 2 hours	Planning Parents' Meeting / Reporting (Time for uploading) Staff Meeting (Info Sharing) Assessment / Maintaining Records (Attainment Meeting – End of Year)
12/06/2023	2 hours 1.5 hours 1.5 hours	Planning Collegiate 10: Supporting Learners
19/06/2023	1.5 hours 1 hour 1.5 hours 1 hour	Planning Staff Meeting (Handover meetings) Assessment / Maintaining Records (Handover notes) Health and Safety
26/06/2023	3 hours 2 hours	Planning Assessment / Maintaining Records

School Self-Evaluation Activities Calendar ([Back to Contents](#))

Focus	Weeks beginning
Stage Meetings (30 mins)	29/8/22, 3/10/22, 14/11/22, 28/11/22, 23/1/23, 6/2/23, 24/4/23, 22/5/23, 5/6/23
with Self-Eval Discussions (30 mins)	3/10/22, 28/11/22, 6/2/23, 22/5/23
Business Meetings	12/9/22, 21/11/22, 16/1/23, 8/5/23 (Time allocated. Dates and times to be confirmed by groups)
Attainment Weeks	Baseline (13/9/2021), Mid-Year Review (31/1/2022), End of Year (23/5/2022)
Moderation Meetings (Cross-Stage)	19/9, 5/12,
Learning Walks (School)	Term 1 & Term 3
Attainment Meetings	3/10/22, 13/2/23, 5/6/23
Class Learning Visits	Term 2 & Term 4
Pupil Participation Activities	26/9/2022 (Focus Group - Learning), 28/11/2022 (Jotters), 6/2/2023 (Pupil Questionnaires), 20/3/2023(Focus Group - Learning), 15/5/23 (Jotters)
Attainment Reviews (Levels)	10/10/22, 20/2/23, 12/6/23

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