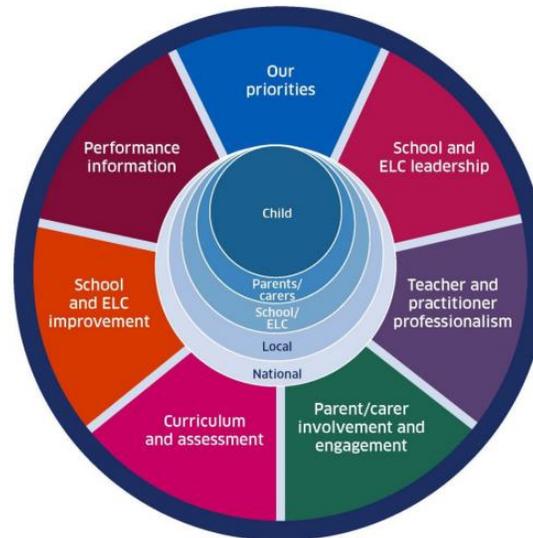


Education and Learning Directorate

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

(2022 - 2023)



School: Lochmaben Primary & Nursery

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

'believe and achieve'



Our School & Nursery vision of 'believe and achieve' is well embedded within the ethos & life of our School & Nursery with Robert the Bruce having been an integral part of our School Logo for a long time & subsequently a few years ago the spider was added to compliment the 'believe and achieve,' thus supporting the folklore about how Bruce took inspiration from the spider to persevere during his isolation & bleakest of times. This is especially relevant not only to Lochmaben's geographical & historical context & local community but also in relation to the circumstances we have found ourselves in over the last two years or so due to the challenging times experienced in relation to the global pandemic associated with Covid 19.

Within Lochmaben Primary & Nursery we believe all our pupils will achieve great things. Our wish is that our learners will participate in a wide range of activities, events & experiences which will allow them to achieve their full potential. However, we must acknowledge that given the current climate over the past two years, this has been much more limited and the usual extent of activities, events & experiences both within School and throughout wider local and national contexts have been restricted and reduced significantly, therefore impacting upon our pupils. We adapted our values following consultation in session 17/18 and since then have worked to embed these into our context, whilst ensuring they are reviewed on an annual basis.

Our five core values are:-

- **Courage & Confidence – to be brave & become confident individuals and successful learners**
- **Hard work – to try our very best at all times**
- **Honesty & Trust – to always tell the truth & to make everyone feel welcome and safe**
- **Kind and Caring – to be kind and care for each other, our community and the environment**
- **Respect – to work together to value everyone in our school and become responsible citizens**

We believe that these values provide strong foundations for daily life within Lochmaben Primary and Nursery. We regularly promote these and

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reinforce them throughout our daily routines, regularly at Get Togethers (Covid has impacted upon these) and through various events and activities, when & however possible given the restrictions over the past few years. Values are displayed in various ways in our classrooms & Nursery & referred to regularly. 'Shining Star' Awards are presented each year in recognition of children who have demonstrated exceptional diligence in each of the values, once again highlighting the importance of these within our School community. Weekly Star Pupils are regularly awarded in relation to our core values & we celebrate the achievement of our pupils who display & demonstrate our values.

The current aims for Lochmaben Primary & Nursery are relevant and pertinent to life within Lochmaben Primary & Nursery and everyone in our school community. These are:-

- To be safe, happy and healthy
- To always try, try, try their best and believe that they can achieve their full potential
- To feel confident and know that they can learn by their mistakes
- To understand and respect differences
- To prepare for future opportunities and challenges

Our curriculum rationale highlights our school's individuality in relation to our local context and encompasses our vision, values and aims. We acknowledge that during this time of recovery Health & Wellbeing, Literacy and Numeracy have been & will continue to be for the immediate future our main curricular focus. We will continue to concentrate on the outcomes within these areas which are embedded within our existing curriculum rationale.

Review Date: Our Vision, Values & Aims were reviewed in November of this session (2021/2022) by parents/ carers, staff & pupils.

Review Activities (as appropriate) As part of our Self-evaluation activities, each year we review our School & Nursery vision, values & aims. This session, in November 2022, lots of classes were involved in creating a video to share our vision, values & aims. This year the video was set within the context of Anti-bullying week which had the theme of 'One Kind Word.' This context demonstrated how our School values relate most effectively to real life.

This proved to be highly successful and was circulated widely with the children viewing the completed video in School, emailing the link out to parents/carers & also publishing it on our School Facebook page ensuring that it was shared with members of our wider school community and all those who follow and support us. Please click on the link below or look on our School Facebook page to watch the full video.

1. Vision, Values and Aims

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<https://youtu.be/vuirFjpevaQ>

After the publication & viewing, we were able to not only ask for qualitative comments about the video, but we were also able to undertake a review & gather opinion of our vision, values & aims with pupils, staff & parents by posing some pertinent questions.

Our Pupil Council representatives undertook the pupil reviews with their classes. Feedback from pupil opinion identified that the spider was missing from the logo on our School Jumper which currently only featured Robert the Bruce. The pupils also suggested adding 'Believe and Achieve' to the jumper logo. The Pupil Council drafted some ideas for logos & Rostrum Sportswear (a Lochmaben based business) was able to design these and send them to the School for consideration. The whole School Community, pupils, staff & parents / carers were invited to vote for their preferred logo. See illustration 1.

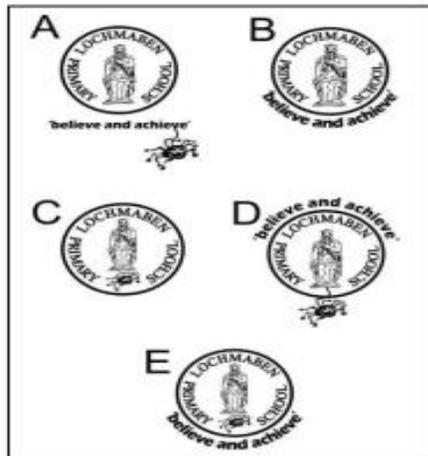


Illustration 1



Illustration 2

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.

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Logo D proved to be most popular with 59% of the vote. See Illustration 2. Two members of the Pupil Council contacted Rostrum to update them on our revised logo & the results were shared with the whole School Community. It was stressed that the new logo is not in any way mandatory & will be phased in on our jumpers over the next few years.

We used Microsoft Forms to gather views on our Vision, Values & Aims quickly and easily from parents/carers & staff.

Statistical results of parent/ carers responses

Our school logo of Robert the Bruce is particularly relevant to Lochmaben.	72% Strongly agree 26% Agree 4% Neutral
Thinking about Bruce & the spider, our vision of 'believe and achieve' is still relevant & meaningful to our School context & local community.	79% Strongly agree 19% Agree 2% Neutral
Our School values of:- Courage & Confidence, Hard work, Honesty & Trust, Kind & Caring & Respect are still relevant & meaningful.	75% Strongly agree 23% Agree 2% Neutral
Our school aim is:- We believe all our pupils will achieve great things and we wish our children to participate in a wide range of activities, events & experiences which will allow them to achieve their full potential. We have five core values which we believe provide the basis for life within Lochmaben Primary and we aim to promote these and reinforce them throughout our daily routine, resources, events and activities. Although this is obviously more tricky while we are still operating under Covid mitigations this is still relevant & meaningful.	66% Strongly agree 32% Agree 2% Neutral

There were no Disagree or Strongly Disagree responses.

Sample of qualitative comments from parents/carers

I love how much the values underpin everything you do. The children know them well and regularly mention them at home, relating them to their experiences outside school eg gymnastics / football / golf.

Very impressed by the video and frequently hear my infant child referring to the school values and how he applies them in his daily life. He proudly told me if he saw someone being bullied or was bullied himself he would "have courage and confidence to tell a grown up".

The values are exactly what I would want my children to aspire towards and achieve throughout their life. Hopefully they will remember them and it'll help them make the right choices.

2. School Improvement Progress Report

Include evaluative statement/s on the impact of Covid-19 on priorities.

Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for continuous improvement?

In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 5 key priorities, the 6 NIF drivers and the National Standard (ELC Only)

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p>School Priority 1 To raise attainment levels in Literacy across the School</p> <p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Drivers Teacher professionalism School improvement</p> <p>HGIOS?4 / HGIOELC Qis 2.3 Learning, teaching and Assessment 3.2 Raising attainment and achievement</p>	<p>Teachers participated in Creating a Balanced Reader & Writer professional learning opportunities (Stephen Graham Webinars) highlighting valuable approaches to teach Reading & Writing.</p> <p>Most teaching staff have developed an effective knowledge and understanding of Stephen Graham's effective approaches for Creating a Balanced Reader & Writer.</p> <p>Teachers undertook 'a small test of change' research project piloting a specific element of Writing from Creating a Balanced Reader & Writer pedagogy. They evaluated this by using it within classroom practice & reported on the impact.</p> <p>The Driver diagrams for the 'small test of change' & the staff feedback including their explanation, impact & next steps evidence the impact & how success was measured.</p> <p>Extract from one teacher</p> <p><i>Impact</i> <i>As the weeks have gone on the children have become more confident at using the description bubble. This is showing in their writing as they are more confident at getting started and generating ideas of what to write.</i> <i>The children are now comfortably writing 5-6 sentences, this has increased from 2-3 maximum before we started this method. On the whole, the sentences which they are writing include describing words from the focus areas.</i> <i>Some areas of the bubble are easier to use than others, this is evident in the writing the children are producing as the areas they are familiar with are more prominent within their writing.</i></p> <p>A greater focus on specific elements of pedagogy is evident within the learning & teaching of Writing across levels. The greatest impact was seen within Early</p>	<p>Revisit Stephen Graham's 'Creating a Balanced Reader & Writer' webinars with a specific focus on Reading</p> <p>Review whole School Programmes of Learning for Reading & Writing taking account of action research projects & Creating a Balanced Reader & Writer pedagogy.</p> <p>Review Raising Attainment in Literacy Position Statement</p>

& First Level Writing.

Teachers participated in a professional learning session to further enhance their knowledge & understanding of HOTS in Reading & other curricular areas & how the use of HOTS benefits learners.

Class Teachers have further enhanced their understanding of the impact of using HOTS to raise attainment & the use of HOTS is increasingly more evident within learning & teaching.

This can be evidenced from the results of Microsoft Form questionnaire completed by teachers following Professional Learning Session. Full results can be viewed via the Form.

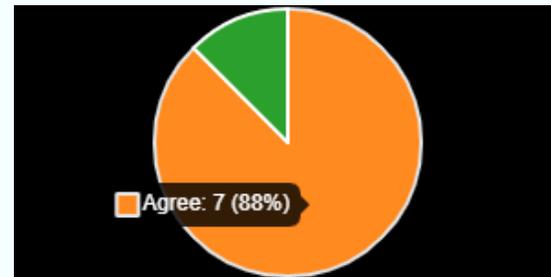
An extract of the results:-

Blue – Strongly agree

Orange – Agree

Green - Neutral

1. Following on from the Professional Learning Development I feel I have a enhanced understanding of the impact the use of HOTS can have on raising attainment particularly in Reading.



Learners across the School are developing their ability to externalise their thinking about texts and explain their understanding to each other, as relevant to their age & stage.

Most learners have demonstrated effective skills in applying their Literacy knowledge & understanding in a new and unfamiliar context through High Quality Assessments.

This is evidenced within the assessments undertaken in Terms 2 & 3.

Selected members of staff including PEF General Assistants, Learning Assistants & DHT undertook Closing the Literacy Gap & Fastlane training.

	<p>Individuals / small groups were identified using a variety of data to receive targeted Literacy interventions including those who are PEF entitled. The progress of individuals was tracked according to identified intervention(s).</p> <p>Identified individuals / groups have benefitted from targetted interventions, improving their performance in Literacy. (PEF) Full results available from PEF tracking.</p> <p style="text-align: center;">CfE Levels at end of May 22 in Literacy</p> <table border="1" data-bbox="642 410 1421 792"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Listening & Talking</th> </tr> </thead> <tbody> <tr> <td>P1 overall</td> <td>64%</td> <td>59%</td> <td>72%</td> </tr> <tr> <td>P1 excluding core Learning Centre pupils</td> <td>76%</td> <td>70%</td> <td>80%</td> </tr> <tr> <td>P4 overall</td> <td>72%</td> <td>64%</td> <td>72%</td> </tr> <tr> <td>P7 overall including 3 pupils who were previously core Learning Centre pupils</td> <td>72%</td> <td>67%</td> <td>79%</td> </tr> </tbody> </table>		Reading	Writing	Listening & Talking	P1 overall	64%	59%	72%	P1 excluding core Learning Centre pupils	76%	70%	80%	P4 overall	72%	64%	72%	P7 overall including 3 pupils who were previously core Learning Centre pupils	72%	67%	79%	
	Reading	Writing	Listening & Talking																			
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<p>School Priority 2 To raise the levels of attainment in Numeracy & Mathematics across the School NIF Priorities Improvement in attainment, particularly in literacy and numeracy NIF Drivers Teacher professionalism School improvement HGIOS?4 / HGIOELC QIs 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>Teaching staff participated in a professional learning session to raise their awareness of the Developing Number Knowledge strategy & the resources on the D&G Team.</p> <p>Some staff have become more familiar with the Developing Number Knowledge approach & have tried elements within their classroom practice. However due to various factors, this priority was not developed fully as a whole School as was planned this session.</p> <p>Selected members of staff including PEF General Assistants, Learning Assistant & DHT took part in Closing the Numeracy Gap training.</p> <p>Individuals / small groups, including those who are PEF entitled, were identified using a variety of data to receive targeted Numeracy interventions including Closing the Numeracy Gap. The progress of individuals was tracked according to identified intervention(s).</p> <p>Identified individuals / groups have benefitted from targetted interventions, improving their performance in Numeracy & Maths. (PEF) Full results available from PEF tracking.</p>	<p>Further develop knowledge & understanding of the Developing Number Knowledge strategy across the whole School.</p> <p>Staff utilise the approach within classroom practice.</p> <p>Review whole School Programmes of Learning for Numeracy & Maths taking account the D& G Framework for Developing Number Knowledge.</p> <p>Review Raising Attainment in Numeracy & Maths Position Statement</p>																				

Teachers participated in a professional learning session to further enhance their knowledge & understanding of HOTS in relation to Numeracy & Maths & how the use of HOTS benefits learners.

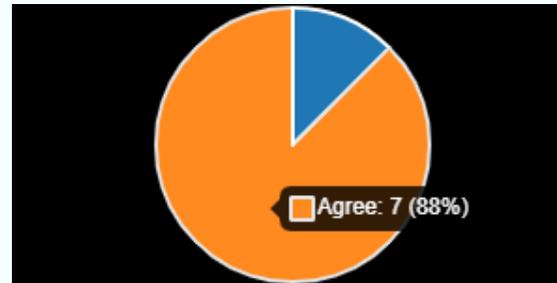
Class Teachers have further enhanced their understanding of the impact of using HOTS to raise attainment in Numeracy & Maths & the use of HOTS is increasingly more evident within learning & teaching.

This can be evidenced from the results of Microsoft Form questionnaire completed by teachers following Professional Learning Session. Full results can be viewed via the Form.

An extract of the results:-

**Blue – Strongly agree
Orange – Agree
Green – Neutral**

4. I have further developed my knowledge & understanding about HOTS within other curricular areas other than Literacy.



Most learners have demonstrated effective skills in applying their Numeracy & Maths knowledge & understanding in a new and unfamiliar context through High Quality Assessments.

This is evidenced within the assessments undertaken in Terms 2 & 3.

CfE Levels at end of May 22 in Numeracy & Maths

	Numeracy & Maths
P1 overall	74%
P1 excluding core Learning Centre pupils	88%
P4 overall	72%
P7 overall including 3 pupils who were previously core Learning Centre pupils	60%

2.1.1 Report on the impact of PEF *(Not required for ELC if PEF has not been used for children in the nursery.)*

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

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

Nearly all pupils within Lochmaben Primary fall into deciles 4-8, according to the Scottish Index of Multiple Deprivation, with the majority being in deciles 5-7. Although these deciles would not indicate significantly high levels of deprivation, there is a wide range of needs caused by various factors of deprivation within our local community and school catchment. Often there is a misconception about Lochmaben with the Golf Course, Bowling & Tennis Clubs and Sailing Club all being in full public view and giving an impression of affluency.

Our PEF allocation for Session 21/22 was £48,187 & we also had around £5000 of a carry forward from the previous year's allocation. Around 16% of our school roll are currently PEF entitled. 24% of pupils of that 16% have significant additional support needs with a further 61% of PEF entitled learners having identified barriers to learning & recognised needs. Only 15% of PEF entitled pupils have no identified needs or barriers to learning. Having such a high percentage of PEF entitled learners with identified needs presents a considerable challenge in terms of closing the attainment gap.

We had categorised our PEF spending into two core rationales for session 21/22.

1. **To provide further training for identified staff – PEF dedicated General Assistants, DHT, SfL Teacher & Learning Assistant on specific Literacy & Numeracy interventions. Identified individuals / groups identified to receive targeted interventions, improving their performance in Numeracy & Maths & Literacy**
To allow dedicated time for planning & attainment discussions between SMT / Class Teachers / PEF GA to analyse data, plan learning & teaching & track levels of attainment.
2. **A focus on Nurture for targeted individuals including an increased focus on developing resilience & problem-solving skills through play pedagogy.**
Support to PEF entitled learners with costs of trips, resources etc.

The rationale & brief for our PEF spend was discussed and agreed with our parents/ carers via the Lochmaben Parent

Partnership.

Our School Improvement for 21/22 consisted of key priorities

May 22	Number of PEF pupils	Number of PEF pupils working at expected CfE levels or above
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Plan
three
of:-

- ***To raise attainment levels in Literacy across the School***
- ***To raise the levels of attainment in Numeracy & Mathematics across the School***

The key areas for the spending of the Pupil Equity Funding were clearly identified throughout each priority.

We track all pupils' progress in Literacy & Numeracy on a regular basis to review progress & identify needs through termly attainment meetings, reviewing CfE levels, data from standardised assessments in conjunction with teachers' professional judgments & evidence from class work.

Tracking information for pupils who are PEF entitled is analysed and cross matched with their current levels of attainment and progress, as well as data from Summative assessments SWST, INCAS, GL Reading & SNSAs. This combined with our knowledge of various individual circumstances helped identify those children who would receive targeted interventions funded by PEF.

In order to ensure equity for all, we continue to monitor closely and minimise any costs being passed on to pupils & their families for School based learning & activities.

As part of our Transition Programme, all new primary 1 pupils receive a Welcome Pack which contains various activities to develop their skill set but more importantly has a pencil, rubber, sharpener, packet of coloured pencils & a pair of scissors. This ensures that as pupils start School they all have the basic essentials required for the various tasks they might be asked to do at home. Thus ensuring equity for all.

Within our Learning Centre, there is a considerable focus on multi-sensory learning, developing social & life skills. Baking, cooking, snack, horse riding & swimming are all integral components of the curriculum. The school meets these costs to ensure equity for all the pupils within the Learning Centre, especially those who are PEF entitled.

This session our P4 cohort of children have attended a block of Curricular Swimming. Although the swimming lessons have been free of charge, the transport costs amounted to £2100. We worked with our Parent Partnership Committee to cover this cost to ensure it was not passed on to our families.

Poverty related attainment gap

		Reading	Writing	Listening & Talking	Numeracy & Maths
P1 pupils	5	2	2	2	2
P2 pupils	3	2	1	2	1
P3 pupils	4	1	2	2	3
P4 pupils	8	2	3	3	3
P5 pupils	8	2	2	3	3
P6 pupils	3	1	1	0	1
P7 pupils	8	4	4	5	4

As previously stated, 24% of identified PEF pupils have significant additional support needs with a further 61% of PEF entitled learners having identified barriers to learning & recognised needs. This is reflected in the table above. For those PEF entitled learners with additional difficulties, progress in small steps is evident through various forms of evidence but is not reflected within CfE levels of attainment.

PEF Projects/ Spending

Our previous PEF funded Learning Assistant (27.5 hours) who had been in post since 2017, resigned at the end of last session. In her place we employed two part time General Assistants (16.25 hours & 23.75 hours) to specifically support raising attainment in Literacy & Numeracy & provide some Nurture intervention. As both General Assistants were new to post some of our PEF funding & time was initially used to provide training in Closing the Literacy Gap & Closing the Numeracy Gap interventions, along with Fastlane training later in the session. Both General Assistants were also given training in the SRS resource & PAT. The commitment to the training impacted heavily on the time available for direct interaction & intervention with pupils during Terms 1 & 2. However, this was a necessary investment to be able to provide effective targeted interventions on a longer- term basis. There was also a requirement to purchase the necessary resources to support both Closing the Literacy & Numeracy Gap interventions.

Our PEF allocation also enabled the Depute Head's teaching commitment to be reduced by 0.2 by employing a class teacher. This allowed the DHT to undertake the CLG & CNG training & support & provide guidance to the PEF General Assistants ensuring that progress and attainment was tracked & monitored on both a short-term and long-term basis.

The groups were monitored closely. The initial block of CLG intervention (Term1 & Term 2) was implemented during the staff training phase.

Progress and improvement in performance in aspects of Literacy for Term 1 & 2 can be clearly evidenced through the tracking information as seen below. Weekly recording grids and evidence of work provide further confirmation of progress.

Closing the Literacy Gap Terms 1 & 2				
Pupil	Time scale	Start of intervention attainment level	End of intervention attainment level	Gains
PEF A	Sept 21-Nov 21	Step 1	Step 5	4 steps
PEF B	Sept 21-Nov 21	Step 3	Step 9	6 steps
PEF C	Sept 21-Nov 21	Step 4	Step 11	7 steps
PEF D	Sept 21-Nov 21	Step 1	Step 7	6 steps
PEF E	Sept 21-Nov 21	Step 1	Step 4	3 steps

Of the 5 PEF entitled learners who received Closing the Literacy Gap intervention during the training phase in Terms 1 & 2, 100% made a gain thus showing a positive impact.

During the training period for Closing the Numeracy Gap in Term 1 & 2, by the very nature of the training & intervention the staff were asked to work with different learners on a weekly basis so therefore it was not possible to assess any actual impact on PEF learners during this time.

Terms 3 & 4

During the first 4/ 6 weeks of this term, the School was hit hard by Covid in terms of pupil & staff absences. It was necessary to redirect our PEF staff to other roles across the School in order to allow us to remain open and able to accommodate our pupils with identified additional support needs by providing the required support. Therefore, during this time, the focus on targeted interventions for PEF entitled learners was significantly impacted upon.

PEF staff undertook further training on the Fastlane Literacy intervention during Term 3.

Closing the Literacy Gap Terms 3 & 4				
Pupil	Time scale	Start of intervention attainment level	End of intervention attainment level	Gains
PEF A	Feb 22-May 22	Step 6	Step 11	5 steps
		Phonics 9-11	Phonics 17-18	4 phases
PEF B	Feb 22-May 22	Step 14	Step 19	5 steps
		Phonics 9-11	Phonics 15-16	2 phases

Both of PEF

	Number of PEF pupils who completed H&W grid	% identified nurture as green from green / amber / red
P1 pupils	3	100%
P2 pupils	3	100%
P3 pupils	4	75%

the

Fastlane Terms 3 & 4				
Pupil	Time scale	Start of intervention attainment level	End of intervention attainment level	Gains
PEF A	Feb 22-May 22	Reading Level 14	Reading Level 15	1 level
		Phonics Set 8	Phonics Set 14	6 sets
PEF B	Feb 22-May 22	Reading Level 23	Reading Level 27	4 levels
		Phonics Set 8	Phonics Set 20	12 sets
PEF C	Feb 22-May 22	Reading Level 27	Reading Level 28	1 level
		Phonics Set 7	Phonics Set 20	13 sets

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> 	<ul style="list-style-type: none"> • Our School logo of Robert the Bruce & our vision of 'believe & achieve' accompanied by the pictorial representation of the spider are relevant, meaningful & unique to the context of Lochmaben Primary & Nursery. A culture of perseverance & achievement is embedded within our establishment through our 'try try, try again' ethos reinforced by folklore of Robert the Bruce & the spider. This has become especially meaningful over the last two or so years with the impact of Covid and related circumstances. • Learners, staff & parents/carers are actively engaged in reviewing our vision, values & aims on an annual basis. Our vision & values are continually discussed & are well embedded into daily practice. Our whole School Community has a well-developed understanding of how these relate to & are relevant to the ethos & life of Lochmaben Primary. Our vision of 'believe & achieve' reinforces how committed we are to ensuring that we help each of our learners achieve their full potential. • Staff have a good understanding of the social & economic context of our school community. Targeting PEF entitled learners, a focus on Nurture & developing positive relationship ensures a comprehension understanding of the 	<ul style="list-style-type: none"> • Focus more explicitly on reviewing the vision, values & aims through the four contexts of learning, as appropriate to age & stage • Review Aims – should be more succinct & easier to remember (Vision & Values are snappy) • Senior Management Team should continue to lead & encourage practitioners to review and adapt their pedagogical practice to further improve levels of attainment in specific areas identified by analysing a variety of attainment data • Practitioner enquiry should continue to feature within approaches to continuous School Improvement • Further develop staff skills in using a range of evidence to recognise shared strengths & areas for development 	<p style="text-align: center;">4</p> <p style="text-align: center;">15</p>

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>context of our learners and community in which they live.</p> <ul style="list-style-type: none"> Senior leaders provide effective strategic leadership which allows our School Community to continually develop and improve. Comprehensive School & Nursery Improvement Plans detail future developments. A collegiate approach is outlined within the Improvement Plan, along with clearly defined opportunities for professional dialogue & learning. Regular self-evaluation activities encourage staff, parent/carers & pupils to think critically & contribute to identifying and developing our improvement priorities. Working groups where relevant & appropriate, take account of & make best use of individual skills and abilities. All staff participate in the PRD process, with teaching staff reflecting against the GTCS standards, and professional learning opportunities are identified in line with both improvement priorities and personal interests and needs. Opportunities for personal & professional research are an integral aspect our improvement agenda. Non -teaching staff participate in the Local Authority PDR process. 		
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> Our vision and values are evident in daily practice across the School, and relevant 	<ul style="list-style-type: none"> Further develop & explicitly embed our 	4

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

Quality Indicator	How well are you doing? What’s working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<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>to our growth mindset ‘can do’ approach. Staff recognise the impact this approach can have on the aspirations, health & wellbeing & attainment of learners & on developing the four capacities. Learners know and understand our vision in relation to our individual context relating to Robert the Bruce & the spider. They understand the importance placed upon core values and this is now becoming more evident through embedding our restorative practice approach which demonstrates our commitment & belief in positive relationships. This builds upon previous Nurture development work. Given the impact of Covid, this has never been more crucial.</p> <ul style="list-style-type: none"> • Learner Participation is more evident within aspects of learning & teaching. Most learners actively engage & participate in learning & teaching activities which are well matched to their needs and provide a balance of challenge and support. We have seen some learners’ anxiety levels have increased & resilience diminished due to the impact of Covid & subsequent lockdowns. • Learning intentions are shared regularly with the learners, so they understand the purpose of the learning and clear criteria for successful learning are identified. 	<p>commitment to children’s rights.</p> <ul style="list-style-type: none"> • Continue to develop learners’ experience in exercising choice, planning & leading learning. • Increase opportunities to support learners to become more independent in their learning. • Further develop & make use of creative & effective digital technology resources & equipment to support & enrich learning & teaching. • Build upon existing Moderation opportunities & approaches, looking beyond School level • Continue to enhance the recording & analysing of data from specific PEF funded interventions to evaluate effectiveness & improvement in outcomes 	

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Over the last two years or so we have attempted to continue to recognise achievements both inside & outside of School however this has been more limited due to the relevant restrictions at various times. Our Pupil Excellence Committee are responsible for recording & promoting achievements. • Learners' views are sought & taken into account on various aspects of School Life. Our active Pupil Council gather & promote the views of our learners very effectively and help drive change. • Usually, our various Pupil Committees ensure our learners are encouraged to take responsibility and are able to contribute to the ethos and life of the School. However again this has been rather limited the last two sessions session due to the required operating procedures around Covid. • High expectations of the quality of learning & teaching & approaches are outlined within our Learning & Teaching Position Statement which is reviewed regularly. This incorporates previous improvement priorities & developments. A focused dialogues & self-evaluation of learning & teaching approaches features within Planning Meetings with members of SMT. 		

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Through Higher Order questioning becoming further embedded into learning & teaching, our learners thinking skills are being developed & challenged. • Effective feedback for learners is more evident along with the understanding of its importance in raising attainment. • Effective Assessment is essential to planning quality learning & teaching. A variety of assessments are used to allow learners to demonstrate progress and achievement, including formative, summative & high- quality approaches. These assess knowledge, understanding & skills and allow the learners to apply their learning. Our assessment evidence is effective and reliable and helps support teacher judgement. • The impact of moderation is becoming more evident, ensuring that professional judgements are consistent & focus on achievement of the Benchmarks. Although Moderation has been more of a challenge this session due to the impact of Covid, it has proved beneficial at both School & to some extent at Cluster level. • Long, medium- and short-term planning for learning & teaching is in place and regularly reviewed and discussed at Planning Meetings. Learners are 		

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<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
	<p>becoming more involved in the planning of learning.</p> <ul style="list-style-type: none"> Regular Attainment meetings allow for a depth of professional dialogue focusing on learners' attainment level, including those learners with additional support needs or who are PEF entitled. This tracking effectively monitors recent progress & progress over time and identifies areas of concern & barriers to learning. 		
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> <i>Wellbeing</i> <i>Fulfilment of statutory duties</i> <i>Inclusion and equality</i> 	<ul style="list-style-type: none"> Staff & learners have a good understanding of the GIRFEC wellbeing indicators & what underpins each of these headings. There is good awareness that a variety of factors may impact upon individuals & we strive to ensure that all our learners are safe, healthy, achieving, nurtured, active, responsible, respected & included. This has been vital in terms of recognising the impact of Covid on Health & Wellbeing, in particular in relation to learner anxiety & resilience. Our Better Relationships, Better Learning approach supports wellbeing, reinforcing the belief that positive relationships support strong, healthy wellbeing. Staff have a developed knowledge & understanding of ACEs & how these might impact upon our learners. 	<ul style="list-style-type: none"> Further awareness raising & development of understanding around the SHANARRI indicators for parents/ carers Ensure the UN Rights of the Child are better understood by the whole school community Embed & make links to Children's Rights within RME programmes of learning & other curricular areas Provide more opportunities for identified pupils to take part in Emotional Literacy sessions to support Health & Wellbeing Ensure a focus on Anti-Bullying Week becomes embedded in the annual School Calendar 	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Almost all our children feel safe, healthy, achieving, nurtured, active, respected, responsible and included. Most children feel listened to and know that they can talk to staff about sensitive & personal issues. This is evidenced through the wellbeing wheels & grids which are completed three times per session. • Each child is recognised as an individual with their own set of needs which are given consideration. Some individuals' needs are more carefully identified and monitored via a Child's Plan, IEP and / or regular Review Meetings. • Staff and partners feel valued and supported with positive relationships across the School community. • Whole school meetings / developments ensure staff are kept abreast of any changes in legislation / statutory requirements. Authority weekly 'Engage' briefings provide regular updates too. Information is provided to parents/ carers & partners as required and relevant. • A variety of well -planned opportunities are usually evident within our curriculum to enable learners to develop their knowledge and understanding about multi-cultural faiths, events & activities. These are designed to encourage 		

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<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? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>tolerance and acceptance of diversity. Our usual whole school programme has been disrupted this session due to the impact of Covid –physical whole school Get Togethers have not long resumed.</p> <ul style="list-style-type: none"> Effective interventions and strategies are in place to raise attainment for our PEF entitled learners, those with additional support needs and those who face other challenges. Again, focused work on interventions has been disrupted this session due to the impact of Covid & having to re-direct our PEF General Assistants to cover Learning Assistant absences across the School. 		
3.2 Raising attainment and achievement <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> 	<ul style="list-style-type: none"> Effective tracking systems are in place which allows for the profiling of each learner's progress & current position in terms of attainment. Our current data demonstrates that most learners are making progress within Literacy & Numeracy. Some learners are achieving above CfE expectations. For a few learners, although progress is evident, this is at a slower pace according to their barriers to learning & additional support needs. Raising attainment in Literacy & Numeracy remain key features on our improvement agenda. Staff are continuing to make effective use of a variety assessments and have a well-developed knowledge and understanding 	<ul style="list-style-type: none"> More consistent improvement of attainment over time – however ASN needs & barriers to learning varies each session & across stages Staff should continue to interrogate data to identify any gaps in learning which are impacting upon attainment SMT to continue to provide opportunities for staff to engage in moderation activities to enhance their shared understanding of standards & make confident professional judgements Continue to review pedagogy & effectiveness of specific targeted 	4

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>of using this data effectively, along with their professional judgment, to identify how well learners are progressing and achieving. This data also helps identify individuals who would benefit from targeted interventions.</p> <ul style="list-style-type: none"> • Our tracking system allows progress to be monitored. Support through targeted interventions supports identified learners to make relevant taking account of their needs & barriers to learning. • We recognise and value both achievements within & out with School and successfully promote these in relation to the four capacities. Our pupils can usually participate in a wide variety of inter- school, regional & national events & activities further promoting personal achievements. However, given the global pandemic the usual array of opportunities both within & out with School has been much restricted over the past session although these opportunities are now increasing once again. • Most learners are becoming successful, confident & more aware of their responsibilities as global citizens usually through our curriculum, events & activities, and the work of the pupil Global Citizenship Committee. The Committee & its work has been impacted upon due to Covid. 	<p>interventions in raising attainment for all our learners, in particular the most disadvantaged (PEF)</p> <ul style="list-style-type: none"> • Continue to enhance KWL approach with learners to ensure personalisation & choice is increasingly evident • Specifically review the use & effectiveness of Writing targets in their current form in terms of raising attainment • Continue to review pedagogy & planning in Numeracy, through the Developing Number Knowledge Framework in order to raise attainment 	

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Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • Our learners have a say in the quality of their learning experiences and comment on how these might be improved via our Pupil Council work on How Good is OUR School? • Our approach to developing skills for learning, life & work is embedded within the curriculum and usually evident via a range of World of Work activities. 		
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> • Our curriculum provides clear lines of progression for learning & teaching across all subject areas and ensures a balanced approach to developing knowledge, understanding & skills. These pathways are based upon the Es & Os & design principles with CfE and ensure learners are given the opportunity to build upon prior learning • Our pathways allow for the pace of learning to be matched to individual learners' needs, ensuring both support & challenge are evident • Learners access quality learning & teaching across curriculum areas in a variety of relevant contexts. Learners experience some Literacy & Numeracy activities through outdoor learning opportunities • Opportunities for learners to demonstrate their application of learning are becoming 	<ul style="list-style-type: none"> • Continue to develop opportunities promoting creativity & digital skills within the curriculum • Further create strategies / approaches for learner participation to be evident within planning learning opportunities • Continue to plan & increase opportunities which allow learners to demonstrate how they can apply their learning within new and unfamiliar contexts. 	

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<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
	more evident		
2.7 Partnerships – Theme 3: Impact on Learners The impact of parental involvement on improving children and young people's learning.	<ul style="list-style-type: none"> • A valuable working partnership with most parents/carers is evident as is engagement in the various opportunities offered to be involved in their children's learning and the ethos & life of the School, albeit this has looked slightly different over the last two sessions. • Learning Conversations take place twice yearly to allow Teaching staff, learners & parents/carers to engage in focused dialogue about progress, attainment & achievements. • For identified learners, regular Review Meetings, Child's Plan Meetings etc. ensure that parents/carers & personnel from other agencies are working closely with School to secure the best possible outcomes. • Family Learning events held in School (pre Covid) allowed parent/carers to develop their knowledge & understanding of how to support their children's learning at home, specifically within Literacy, Numeracy and other STEM related areas. 	<ul style="list-style-type: none"> • Consult on & understand the needs of parents/carers in terms of Family Learning activities post Covid. • Build further connections & relationships within the local community to help develop & extend learners' skills for learning, work and life. 	

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

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

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

Improvement Area	How are you using pupil equity funding to improve outcomes for learners?		
	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)
<p>School Priority 1 To further raise attainment levels in Writing across the School</p> <p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Drivers Teacher & practitioner professionalism School & ELC improvement</p> <p>HGIOS?4 2.3 Learning, teaching and Assessment 3.2 Raising attainment and achievement</p>	<p>Teaching staff will have an increased understanding of learners' barriers to achieving higher standards in Writing</p> <p>Teaching staff will expand their knowledge and understanding of effective pedagogy for the learning & teaching of Writing</p> <p>A greater focus on pedagogy will be evident within the learning & teaching of Writing across all levels</p> <p>Learners will be writing more confidently & produce high quality pieces of Writing</p> <p>Across the School learners will demonstrate increased levels of attainment within Writing with 75%-85% achieving expected CfE levels</p> <p>Identified individuals / groups will have benefitted from targeted interventions, improving their overall performance in Literacy (PEF)</p>	<p>Teachers will participate in a professional learning session analysing children's writing to identify why attainment in Writing is not achieving expected levels</p> <p>Teachers will participate in professional learning to consider effective pedagogy & resources for the learning & teaching of Writing, including PM Writing & building upon last session's work</p> <p>Staff Working group will consult & develop a pedagogical model & outline any necessary resources to improve Writing across CfE levels</p> <p>Staff Working Group will lead review of whole School Programmes of Learning for Writing, including a focus on grammar</p> <p>Review Writing & Raising Attainment in Literacy Position Statements</p> <p>Review whole School approach to the Moderation of Writing</p> <p>Staff will plan high quality assessments to allow learners to demonstrate their application of Writing skills (Term 2 & Term 4)</p> <p>Staff will moderate learners' Writing across CfE levels at School & Cluster level</p> <p>Individuals / small groups will be identified</p>	<p>Teaching Staff: Development Time Term 1: 7/9/22: Professional Learning Session- Focus: analysing & identifying barriers to writing / pedagogy/approach to moderation– Lead J Docherty (HT)</p> <p>Term 2: Staff Working Group (3 members) 2 days cover x 3 staff = 6 days cover £1320 (PEF)</p> <p>Development: Teaching Staff 23/11/22 Writing Working Group update re Pedagogy model / resources / Writing Position statement</p> <p>2 x 20 Additional General Assistant hours purchased session 2022/2023: £25,000 (PEF)</p> <p>Term 3 Teaching Staff Inset Day 22/2/23 pm: Review Raising Attainment in Literacy Position Statement</p> <p>0.2 additional teaching time purchased to allow release of DHT teaching commitment to support PEF General Assistants with interventions, tracking impact & improvement: £11005 (PEF) (Shared with Priority 2 Raising Attainment in Numeracy & Maths)</p>

		<p>using a variety of data to receive targeted Literacy interventions (including PEF entitled)</p> <p>SMT Class Visits will include a focus on the learning & teaching of Writing</p> <p>Progress of individuals will be tracked according to identified intervention(s)</p> <p>Teaching Staff & PEF GAs will participate in termly attainment meetings with Management Team to track learners' progress & achievement</p>	
<p>School Priority 2 To raise the levels of attainment in Numeracy across the School</p> <p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p> <p>NIF Drivers Teacher professionalism School improvement HGIOS?4 2.3 Learning, Teaching and Assessment 3.2 Raising Attainment and Achievement</p>	<p>Teaching staff will have further increased their knowledge and understanding of the Developing Number Knowledge approach & D&G Framework for Numeracy</p> <p>Teaching staff will have improved their pedagogical knowledge & range of resources for teaching number across all levels</p> <p>Enhanced learning & teaching strategies in numeracy will be evident within classroom practice</p> <p>Learners will demonstrate an increased ability to manipulate numbers and apply learned strategies in different contexts</p> <p>Learners across the School will be able to externalise their thinking and explain their understanding as relevant to their age & stage</p> <p>Across the School learners will demonstrate increased levels of attainment within Numeracy & Maths with 75%-85% achieving expected CfE levels</p> <p>Across the School learners will demonstrate increased levels of confidence in applying their Numeracy knowledge & understanding in a new and unfamiliar context</p> <p>Identified individuals / groups will have benefitted from targeted interventions, improving their performance in Numeracy</p>	<p>Teachers will participate in a series of Developing Number Knowledge professional learning opportunities highlighting effective approaches for the development of children's number knowledge</p> <p>Teachers will undertake a 'small test of change' within classroom practice relating to Developing Number Knowledge & report on impact</p> <p>Teachers will benefit from an opportunity for a DNK consultant to work alongside them in class & help with planning, assessment etc. & support the implementation of the DNK approach</p> <p>Review whole School Programmes of Learning for Numeracy taking account the D&G Framework for Developing Number Knowledge</p> <p>Review Raising Attainment in Numeracy & Maths Position Statement</p> <p>SMT Class Visits will include a focus on the learning & teaching of Numeracy & Developing Number Knowledge</p> <p>Staff will plan high quality assessments for learners to demonstrate their application of Numeracy skills (Term 2 & Term 4)</p> <p>Individuals / small groups (including PEF entitled) will be identified using a variety of</p>	<p>Teaching Staff: Inset Day Term 1 19/8/22: 9-12.30: DNK PL Session1: Revise DNK Framework, PL Session 2 DNK Phase 1 & PL Session 3 DNK Phase 2.</p> <p>DNK Team Teaching opportunities with consultant: Mon 5th Sept 9.15-2.45</p> <p>Teaching Staff: Development Time Term 1: 14/9/22: PL Session 4 DNK Phase 3</p> <p>Teaching Staff: Development Time Term 2: 9/11/22: PL Session 5 DNK Phase 4</p> <p>DNK Team Teaching opportunities with consultant: Mon 21st Nov 9.15-2.45</p> <p>Teaching Staff: Development Time Term 3: 25/1/23: PL Session 6 DNK Phase 5</p> <p>DNK Working Group with consultant: Mon 6th Feb 9.15-2.45 Review School Programmes (3 Staff members x 1 day cover = 3 days cover £660) (PEF)</p> <p>Teaching Staff: Development Time Term 3: 8/2/23: PL Session 7 DNK Phase 6</p> <p>Teaching Staff: Development Time Term 3: 1/3/23: PL Session 8 Fractions</p> <p>DNK Working Group with consultant/Team Teaching opportunities: Mon 20th March 9.15-2.45</p>

	<p>At the end of P1, P4 & P7 75%-90% of learners will be achieving the relevant & appropriate CfE level or above in Numeracy & Maths</p>	<p>data to receive targeted CNG intervention from PEF General Assistants, Learning Assistants & ASF teacher as relevant & appropriate</p> <p>Progress of individuals will tracked & monitored as relevant to identified intervention(s)</p> <p>Teaching Staff & PEF GAs will participate in termly attainment meetings with Management Team to track learners' progress & achievement</p>	<p>Teaching Staff: Term 3 Development 15/2/23 : Review Raising Attainment in Numeracy Position Statement</p> <p>2 x 20 Additional General Assistant hours purchased session 2022/2023: £25000 (PEF)</p> <p>0.2 additional teaching time purchased to allow release of DHT teaching commitment to support General Assistants with interventions, tracking impact & improvement: £11005 (PEF) (Shared with Priority 1 Raising Attainment in Literacy)</p> <p>Cover to release staff for termly attainment meetings 4 terms x 4 days cover = @ £3360 (Shared with Priority 1 Raising Attainment in literacy)</p>
<p>School Priority 3 To further promote & embed the principles & rationale of the United Nations Rights of the Child within the ethos & culture of the School</p> <p>NIF Priorities Placing the human rights and needs of every child and young person at the centre of education</p> <p>NIF Drivers Teacher and practitioner professionalism Parent/carer involvement and engagement</p> <p>HGIOS?4 / HGIOELC QIs 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>All staff will have developed a shared understanding of the United Nations Rights of the Child & how the articles impact positively on children's lives</p> <p>Learners will have an increased awareness about Children's Rights & understand that these are universal & unconditional</p> <p>Learners will be able to talk about the rights they enjoy</p> <p>Parents/carers will have an enhanced knowledge & understanding of Children's Rights & how these ensure children have the best chance to be happy, responsible & active citizens</p> <p>Teaching staff will further embed UNRC into learning & teaching</p> <p>Links to articles from UNRC will be evident throughout the School environment evidencing links to daily life & cross curricular areas</p> <p>Explicit links will be made between the UNRC & our School Vision, Values & Aims & Better Relationships Better Learning Position Statement demonstrating a rights respecting environment & rights respecting solution</p>	<p>Pupil Steering group will be formed.</p> <p>School will register for the Rights Respecting Schools Award</p> <p>Administer pupil, staff & parent/carer questionnaires & complete questionnaire summary spreadsheet to ascertain baseline of current knowledge, understanding & commitment to UN Rights of the Child</p> <p>Learners will participate in whole School Get together to revise the concept & principles of the United Nations Rights of the Child</p> <p>Steering Group will complete action plan to prioritise areas for development & identify further actions.</p> <p>Steering Group will participate in training about Children's Rights & plan a whole School launch</p> <p>Action Plan for Silver Award document will be completed.</p> <p>Staff will participate in a professional learning session to further develop their awareness & understanding of the United Nations Rights of the Child</p>	<p>School Lead – S Clark (Acting PT)</p> <p>Register for Rights Respecting Schools Award Aug 22 (Cost being met by Local Authority)</p> <p>Pupil Steering Group – representatives from all classes from P3-P7 established Aug 22</p> <p>Initial whole School Get Together – Wed 7/9/22 – Revise UNRC principle / overview</p> <p>S Clark & Pupil Steering Group design & distribute baseline questionnaires by 16th Sept (time allocated during Management Days)</p> <p>S Clark & Pupil Steering Group devise Action Plan by end of Sept 22 (time allocated during Management Days)</p> <p>Pupil Steering Group training & plan launch by end of Term 1 Oct 22 – S Clark to lead</p> <p>Teaching Staff: Development Time Term 1: 21/9/22: PL Session & reflection on current practice – S Clark to lead</p> <p>Submission of document for Bronze Award</p>

	<p>focused culture exists</p> <p>Most learners (75-90%) will feel their health, emotional & social needs are being supported effectively.</p> <p>Most learners (75-90%) will feel highly involved in decision making in School.</p>	<p>Staff reflect on own current practice & identify key actions to further embed UNRC into classroom practice</p> <p>Submit documents to UNICEF to achieve first stage of UNICEF's Rights Respecting Schools Award: Bronze</p> <p>'Right of the Month' will form regular planned opportunities at whole School Get Togethers to focus on a specific Article & relate this to School life- members of Pupil Steering Group will follow this up & further develop in own classes</p> <p>Steering group will implement Rights display boards around the School environment</p> <p>Steering group administer questionnaires identifying current level of pupil participation in decision making about learning & teaching & aspects of School life</p> <p>Parents/carers will be provided with information detailing an overview the UN Convention on the Rights of the Child</p> <p>Displays in classrooms & around the School will identify links to Articles within UNRC</p> <p>Staff Working Group will identify links between UNRC & School Vision, values & aims</p> <p>Staff Working Group will review School Better Behaviour Better Learning Position Statement & identify how this reflects the principles & articles of the Convention</p> <p>Staff Working Group will review School Curricular Programmes of Learning & identify links to the articles of the Convention</p> <p>Pupil wellbeing grids will be completed 3 times per session to ensure learners social, emotional & wellbeing needs are prioritised & relevant actions will be taken as appropriate</p> <p>Review progress of pupils, staff & parents/carers by re-issuing original</p>	<p>– S Clark by end of Oct 22</p> <p>Terms 2-4 : Get Togethers once per month Wednesday morning – 'Right of the Month' – S Clark & Pupil Steering Group</p> <p>Term 2: Pupil Steering Group & S Clark design & populate Display Boards (costs of materials absorbed via School DSM - materials & printing)</p> <p>Pupil Steering group administer questionnaires re pupil participation -Lead S Clark during Management Days – by end of Term 2 Dec 22</p> <p>Teaching Staff Working Groups – S Clark Lead Inset Day 3 10/1/23 – ½ day - morning 3 groups: Group 1: Devise information for parents/carers Group 2 : identify links between UNRC & VVAs Group 3: Review Better Relationships Better Learning Position Statement & link with UNRC</p> <p>UNRC Information distributed to parents/carers by end of Jan 23.</p> <p>S Clark & Pupil Steering Group redistribute baseline questionnaires by mid March 23 (time allocated during Management Days) to assess impact</p> <p>S Clark submit documents for Silver Award – by end of March 23.</p>
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		<p>questionnaires</p> <p>Submit documents to UNICEF to achieve first stage of UNICEF's Rights Respecting Schools Award: Silver</p>	
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