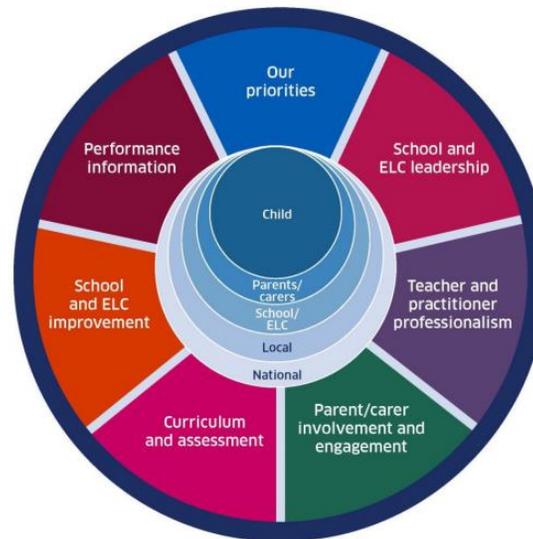


Education and Learning Directorate

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

(2022 - 2023)



School: Loreburn Primary School

Date: May 2022

1. Vision, Values and Aims

An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in empowering the school community and partners, and in ensuring excellence and equity for all learners.

Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners

Our Vision, Values and Aims

School Statement

Loreburn Primary School aspires to:

- Ensure a happy, safe and welcoming environment for learning to take place.
- Provide a broad, balanced and equitable learning experience for each individual child through the Curriculum for Excellence.
- Build effective partnerships with parents, the wider community and school support professionals.
- To effectively teach reading, writing and mathematics as core subjects.
- To utilise the local environment further in giving children an insight into the world of work and to broaden their personal experiences.

Our Values from August 2018 are:

- Respect
- Honesty
- Kindness

We aim to provide all our pupils with learning experiences appropriate to their needs, interests and abilities enabling them to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens so they can participate in modern society.

We strive to maintain our high expectations of all learners through effective learning and teaching in all curricular areas with a clear focus on Literacy and Numeracy where individual progress is tracked. Through talking with the children e.g. Learning Conversations we know they are becoming more confident in talking about their learning and next steps. From our SIMD data, our GIRFEC conversations and our positive relationships with our stakeholders we are fully aware of the social and economic context of our families as well as culture diversity across our school and we believe our vision, values and aims reflect this. In line with the National Improvement Framework improving Parental Engagement will continue to be a focus for our school

1. Vision, Values and Aims

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Almost all pupils feel that they are actively involved in the life of the school and their views are sought.

We promote a climate where children feel safe and secure. Children have the opportunity to share their personal concerns with staff in school and this is a focus during our GIRFEC discussions.

We continue to remove barriers to children's learning to ensure equity for all learners. Our allocated PEF money helps to provide resources to ensure inclusion and opportunities for all learners and learning.

Review Date: May 2023

Review Activities (as appropriate)

Whole school consultation

Consultation with stakeholders

Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).

2. School Improvement Progress Report

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

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

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

2.1 Progress against Previous Year's School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners' successes and achievements The school community's successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)																																
<p>School Priority 1:</p> <p>COVID Recovery</p> <p>Raising attainment in Literacy, Numeracy & HWB for all learners</p> <p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and Numeracy. Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in children and young people's health and wellbeing. <p>NIF Driver</p> <ul style="list-style-type: none"> School improvement 	<table border="1" data-bbox="575 727 1486 1094"> <thead> <tr> <th>Stage</th> <th>Numeracy</th> <th>List & Talking</th> <th>Writing</th> <th>Reading</th> <th>English as Additional language</th> <th>Individual Educational Plan</th> <th>Additional Support Needs</th> </tr> </thead> <tbody> <tr> <td>P1</td> <td>50%</td> <td>79%</td> <td>79%</td> <td>54%</td> <td>21%</td> <td></td> <td>21%</td> </tr> <tr> <td>P4</td> <td>57%</td> <td>63%</td> <td>50%</td> <td>53%</td> <td>23%</td> <td>13%</td> <td>16%</td> </tr> <tr> <td>P7</td> <td>58%</td> <td>71%</td> <td>42%</td> <td>66%</td> <td>12.5%</td> <td>12.5%</td> <td>8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Continual target sharing through Class Dojo has increased parental engagement in learning. Children are more confident talking about their learning and next steps- this is reflected through Learning talks Children are actively involved in setting and evaluating their progress in relation to targets Pupil Profiles evidence progress in learning for all children. Increased assessment evidence in pupil profiles evidencing 	Stage	Numeracy	List & Talking	Writing	Reading	English as Additional language	Individual Educational Plan	Additional Support Needs	P1	50%	79%	79%	54%	21%		21%	P4	57%	63%	50%	53%	23%	13%	16%	P7	58%	71%	42%	66%	12.5%	12.5%	8%	<ul style="list-style-type: none"> Look at alternatives ways to engage parents who are not accessing Dojo. Moderate planned holistic assessments and pupils profiling Focused attainment meetings where staff identify interventions for their class as they move on to the next stage. This will allow continuity in learning and interventions to start immediately in August. Continue to review formative and summative assessment approaches with a focus on Literacy and Numeracy (INCAS, Leckie-end of level) SMT will allocate additional
Stage	Numeracy	List & Talking	Writing	Reading	English as Additional language	Individual Educational Plan	Additional Support Needs																											
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<p>Assessment of children's progress</p> <ul style="list-style-type: none"> • Parental Engagement • Teacher professionalism <p>HGIOS?4 / HGIOELC QIs</p> <p>1.2 2.7 3.1 3.2</p>	<p>high quality assessments and application of skill.</p> <ul style="list-style-type: none"> • COVID and limited collegial working impacted our ability to moderate as we had planned. • PEF has been spent on additional staffing and this has enabled us to target individuals and groups of children for targeted interventions to close gaps in learning. • PEF has allowed us to invest in technology across the school. We are moving towards achieving the Scottish Government aim of 1 device to 2 pupils. ICT is beginning to support learning in classrooms and we are beginning to see increased pupil engagement 	<p>support based on the needs of individuals.</p> <ul style="list-style-type: none"> • Increased use of ICT to support learning • More evidence of Digital Literacy across the curriculum through teacher planning.
<p>School Priority 2: Pupil Voice</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in young people's employability skills & sustained positive school-leaver destinations for all. <p>NIF Driver</p> <ul style="list-style-type: none"> • School leadership • School improvement <p>HGIOS?4 / QIs</p> <p>1.3 1.2</p>	<p>Pupil voice groups have been reinstated involving pupils from P1-P7</p> <ul style="list-style-type: none"> • Pupil Council • JRSO • ECO • Health • House Captains • Buddies <p>More children have had the opportunity to be involved in a group and represent their class views. This has increased pupil voice across the school.</p> <ul style="list-style-type: none"> • Children talk positively about their roles within these groups and we have seen them implement many changes across the school, e.g playground regeneration, charity work. 	<ul style="list-style-type: none"> • More consistency in frequency of meetings. • Focus groups to be reviewed with a clear purpose

<p>School Priority 3:</p> <p>STEM</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in young people’s employability skills & sustained positive school-leaver destinations for all I <p>NIF Driver Teacher professionalism Assessment of children’s progress</p> <p>HGIOS?4 / HGIOELC Qis 1.2 2.2 2.3 2.6 2.7 3.2 3.3</p>	<ul style="list-style-type: none"> • Class teachers engaged with SSERC STEM training sessions which provided learning opportunities which could be transferred into their classroom. • Stem resources have been purchased for the school to support the delivery • P6 & P7 staff have implemented a 4 week rotational STEM block where children are working across the two classes. This has increased pupil engagement and enjoyment in their learning. This allows staff to plan collegially and share good practice. • Additional staffing has enabled a range of food technology sessions to be included. This has created a wealth of opportunities for the children and increased engagement. • Additional staffing has enabled us to have a STEM ambassador in school who has led and coordinated activities, represented us within the Cluster and nationally at SSERC meetings. • Second level pupils have had regular opportunities to attend The Bridge to develop their knowledge and skills through STEM activities 	<ul style="list-style-type: none"> • Continue to invest in STEM resources to provide the children with a range of engaging learning opportunities. • P6 & P7 staff to share their methodology and planning with other staff members with a view to this being adopted across the school. • To invest in coding software- Kapla, Code Bugs, BricQ, Microbits, Lego Spike, K’Nex • Staff will continue to make links between STEM and the wider DYW curriculum.
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school’s approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers 	<p><i>(Include evaluative statements about how PEF has been used flexibly to meet needs of children / young people / families.)</i></p> <p>24% of the pupils in our school attract Pupil Equity Funding. This year’s pupil equity allocation was £52,000.</p> <p>This year’s allocation supplemented additional support for learning assistant time .Attainment meetings identified pupils with intervention needs and ASLA time was allocated to support learners and close gaps. 50% of our Pupil Equity pupils have additional support needs. 55% of pupils who attract Pupil Equity Funding are on track for L&T, reading, writing, numeracy. 88% of PEF pupils have made progress as a result of these interventions.</p>	

<p>to learning and ensuring equity for all?</p>	<p>Nurture groups were created to support pupils across the school and targeted pupils with a social and emotional need. 42% of the pupil equity pupils were included in these groups. Funding was used to buy resources to support the delivery of activities.</p> <p>We have worked collaboratively with supporting learners to access partner services, e.g. Mossburn Community Farm to support a pupil with inclusion.</p> <p>Active Schools engagement across the school has increased and pupils have had more opportunities to access sport activities both in curriculum time and after school. This has provided some children with new opportunities and experiences.</p> <p>We have invested heavily in ICT this year as our technology was outdated or broken. This has allowed pupils to engage in a range of learning experiences and has supported PEF pupils in the classroom. We have seen an increase in PEF Pupil engagement across the school as a result.</p> <p>Pupil Equity Funding has been used to support families and provide equity for children to access trips, leaver's hoodies and other 'Cost of the school Day' expenses. This has enabled all children to be included in the life and ethos of our school.</p>
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2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p>1.3 Leadership of Change</p> <ul style="list-style-type: none"> • <i>Developing a shared vision, values and aims relevant to the school and its community</i> • <i>Strategic planning for continuous improvement</i> • <i>Implementing improvement and change.</i> 	<ul style="list-style-type: none"> • Pupils and staff have a good understanding of the Vision. Values and Aims at Loreburn Primary School. In normal circumstances, these would be shared regularly at school assemblies, however given the COVID restrictions, we have been unable to do this as successfully as we would have liked this year. We had planned to revisit these this session but this review will now be moved forward to a time when we can work collaboratively across the whole school to redevelop our vision for Loreburn. • Children across the school use the Vision, Values and Aims to underpin the expectations we have of all our learners. • Staff have a clear understanding of the context of our school and the needs of our learners and through continuous self-evaluations, gather a range of evidence to determine school improvement priorities for the School Improvement Plan. • Pupils, parents and staff are involved in evaluating the school questionnaires. This year's feedback has been via Forms with 39% of parents responding. Feedback on the whole was positive with nearly all parents who responded identifying they had trust in staff to meet the needs of their child both educationally and emotionally, particularly following the lockdown this year. • Pupil Voice groups have restarted this session and children across the school have an increased say in the decision making process. • Pupils are involved in planning their Inter- 	<ul style="list-style-type: none"> • Refer to these in class as a reminder of the high expectations we have of everyone in our school • Review Vision, values and Aims • Display Vision, values and aims more across the school and in newsletters 	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>disciplinary Learning (IDL) and identify what they want to learn at the start of the block of learning. Pupils are provided with opportunities each term to evaluate their learning and identify how learning could be improved. Class teachers and pupils work together to ensure views are considered and actioned and the pupils feel their opinions are valued.</p> <ul style="list-style-type: none"> Class teachers use assessment data to determine next steps for children's learning. Attainment meetings identified pupil needs across the school and learning assistants and resources were allocated accordingly. Strategic planning for improvement has been hindered this year. Plans for the January Inset had to be changed following the Lockdown announcement from the first Minister 		
<h3>2.3 Learning, Teaching and Assessment</h3> <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> 	<ul style="list-style-type: none"> Relationships across the school are positive and staff adopt a nurturing, supportive and inclusive ethos. This nurturing approach has a positive impact on pupil engagement and motivation to learn. Teachers use a range of teaching approaches to enhance learning experiences which in turn leads to increased pupil engagement. The purchase of digital devices has improved the quality of teaching ICT. High Quality assessments are integral to our planning and class teachers are ensuring the children have regular opportunities to apply their skills in a context. Assessment evidence in pupil profiles 	<ul style="list-style-type: none"> Continue to invest in ICT resources to move closer to the Scottish Government's aim of 1 device to 2 pupils. Moderate High Quality Assessments and 	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>demonstrates achievement within a level and progress.</p> <ul style="list-style-type: none"> Target setting and sharing via Dojo has increased pupil and parents' awareness of the learning process and the self-evaluation of this has impacted positively on their understanding of next steps. Progressive Frameworks are used to plan and deliver learning and ensure pace and challenge for all. Class teachers moderate learning across the school year to ensure a consistent approach. 	<p>profiling</p> <ul style="list-style-type: none"> Incorporate '4 stages of achievement' into planning and assessment documentation. 	
<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> 	<ul style="list-style-type: none"> Our vision, values and aims identify the core values we promote within our school. The lack of assemblies this year has resulted in them not being reinforced regularly as we would have liked. Teaching and non-teaching staff ensure that all children are included and respected across our school. We have a clear focus on well-being and firmly believe that without well-being, our children would not be able to make appropriate progress and access their learning. Our ethos is one of nurture and well-being and we ensure all parents and partners feel welcome in our school. COVID19 restrictions have limited opportunities for parents to be in the school building, Class dojo has been successful as a tool to communicate with parents to ensure the 	<ul style="list-style-type: none"> Link Vision Values and Aims into Emotion Works programme. Create a progressive school programme for Emotion Works across the school. Reinforce Vision, Values and Aims in assemblies next session. Celebrate 'Diversity and the Protected Characteristics' across the school through RME programmes and assembly calendar. Create more opportunities for parents to 	4

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>needs of all children are being met. This also allows parents to communicate with class teachers to clarify any questions they may have.</p> <ul style="list-style-type: none"> • With the easing of restrictions, we have been able to resume our P1 and S1 transitions. Additional staffing has supported visits across settings. • We work collaboratively with partners to break down barriers and ensure a smooth transition for children. • PEF funding has supported nurture sessions with a focus on transitions not only between primary and secondary, but across the stages in school. 	<p>come into school to be part of their child's learning journey (if restrictions permit)</p>	
<p>3.2 Raising attainment and achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics,</i> 	<ul style="list-style-type: none"> • Class teachers continue to carry out a series of assessments to identify the gaps in learning post COVID Attainment Meetings are used to facilitate discussions about interventions and targeted groups. Additional staffing has supported the delivery of interventions across the school and this has had a positive impact on progress in learning. • Assessment data evidences that most learners identified in these groups made progress in their learning. • Class teachers continue to prioritise Health & wellbeing, Literacy & Numeracy in their classrooms. Across the school, <i>most</i> pupils are making progress from their prior levels of learning in Literacy and Numeracy. This is 		4 / 5

2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><i>health and wellbeing</i></p> <ul style="list-style-type: none"> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>evidenced through our tracking and monitoring systems</p> <ul style="list-style-type: none"> • Staff continue to create opportunities for the children to apply their learning in relevant and real-life contexts. Pupil profiles and assessment evidence this learning and are used to support judgements in relation to achievement of a level. • We strive to ensure our learners receive appropriate supports and challenge in their learning. Pupil Equity Funding has supported this as needed. • Data is analysed and discussed during attainment meetings to determine the supports and challenges required. Class teachers discuss if individuals are on track to achieve expected levels and interventions required to support them to do this. This ensures children make appropriate progress across and within levels. • Progress is tracked on Seemis and internal school systems. • Class teachers use benchmarks and High Quality Assessments to support them to make judgements in relation to achievement if a level. • SNSA data is used to support teacher judgement. 	<ul style="list-style-type: none"> • Review formative and summative assessments used to gather evidence across the school • Include 4 stages of achievement within progression frameworks and tracking systems. 	

2.2 Summary of Key Strengths and Areas for Improvement

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> • The Vision, Values and Aims underpin the rationale for the curriculum at Loreburn Primary School. • As a staff we have high aspirations of all our learners. Pupils are clear on these expectations and strive to ensure they achieve them. This has a positive impact on behaviour as well as engagement and attainment in learning. • Curricular programmes aim to deliver breadth, depth and application in learning. We have progressive programmes in place for Literacy, Numeracy. • Attainment meetings, monitoring of teachers' planning and pupil profiles ensure that children are moving across and within levels at an appropriate pace and with challenge. • We are fully aware of the need for equity in our school and ensure each individual pupil has access to the resources they require to help them 	<ul style="list-style-type: none"> • Include 4 stages of achievement within progression frameworks and tracking systems. • Create concise, cohesive Literacy programmes across the school. 	3

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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? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<p>year. WE hope to res-establish these next session.</p> <ul style="list-style-type: none"> We actively seek feedback from parents in relation to improvement priorities and the School Improvement plan. This partnership working has provided opportunities for parents to have a say in how the school is run as well as improvement priorities for the forthcoming year. 		

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</p> <p>Raising Attainment in Literacy & Numeracy for all learners</p> <p>NIF Priority</p> <ul style="list-style-type: none"> To close the attainment gap between the most and least disadvantaged children and young people in Literacy and Numeracy by June 2023. To raise attainment for all learners in Literacy and Numeracy and achieve a school stretch aim of 75% by June 2023. <p>NIF Driver</p> <ul style="list-style-type: none"> School improvement Assessment of children's progress Parental Engagement 	<p>Children will have a clear understanding of their learning targets, progress and next steps</p> <p>Children will be able to talk confidently about their learning and will be skilled at the processes of self-evaluation of their targets. Embed AfL approaches into the delivery and evaluations of learning</p> <p>Staff will use a range of formative and summative assessments to evidence learning, progress and achievement of a level challenge in learning.</p>	<p>AiFL Strategies to be revisited Children self-assess through traffic lights, evidenced in jotter work and profiles. Further develop use of feedback and peer assessment Teachers to ensure children have regular opportunities to discuss learning and receive effective feedback Children involved in creating success criteria</p> <p>Opportunities for staff to analyse class data and identify intervention/support needs. Staff to moderate High Quality Assessments where children apply skills in context.</p> <p>Review existing Literacy Progression Frameworks to ensure a coherent and concise literacy pathway for all learners.</p>	<p>Expected Completion- February 2023</p> <p>Inset training for staff</p> <p>Tools to support AiFL</p> <p>SMT to explore assessment resources to support teacher judgement within and achievement of a level. (staff to discuss at August Inset & create and assessment calendar) Create moderation calendar – moderation tasks will be undertaken at assembly times.</p> <p>Working Groups Early/First (P1 & P2) First (P3 & P4) Second (P5, P6 & P7) Phonic programme</p>

<p>• Teacher professionalism</p> <p>HGIOS?4 QIs 1.1 1.2 2.2 2.3 2.7 3.2</p> <p>NIF Priority</p> <p>Improvement in attainment. Closing the attainment gap.</p> <p>NIF Driver</p> <p>assessment of children's progress</p> <p>school improvement</p> <p>performance information</p> <p>teacher professionalism</p>	<p>Children will have access to a breadth of resources to ensure progress in Literacy</p> <p>Attainment meetings will continue to identify children who have learning needs and barriers with a view to implementing interventions to support progress</p>	<p>Staff will have a clear understanding of progression pathways in Literacy and will have confidence assessing where children are within the four stages of achievement.</p> <p>PDSA approach to interventions Staff to use and analyse class data during attainment meetings Attainment meetings to coincide with CfE data uplift to ensure tracking and monitoring processes robust.</p>	<p>Grammar programme Writing Programme Reading Listening and Talking</p> <p>Inset- August, Collegiate sessions 1-5 (Flexi time available if required) All groups to feedback at January Inset and present to other groups.</p> <p>Inset- August</p> <p>Linked to working groups above</p> <p>PEF to support with staffing- ASLA</p>
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<p>School Priority 2</p> <p>Dumfries learning Town Phase 2 (DLT2)</p> <p>To engage learners, parents and wider stakeholders in the design of the relocated Loreburn Primary school. Engagement process will be measured in June 2023</p> <p>NIF Priority Improvement in children's & young people's health and wellbeing Improvement in attainment</p> <p>NIF Driver</p> <p>school leadership</p> <p>parental engagement</p> <p>school improvement</p> <p>teacher professionalism</p> <p>HGIOS?4 / HGIOELC Qis 1.1 1.2 1.3 1.5 2.4 2.6 2.7 3.1 3.2</p>	<p>Pupils are engaged in decision making about their new school; its design, vision, values and aims etc.</p> <p>Pupils will have increased opportunities to access resources and spaces at Dumfries Academy.</p> <p>Pupils will be able to demonstrate their creativity in relation to school planning; e.g. playground design, road surveys, effective use of space.</p>	<p>Head Teacher to liaise with staff developments in relation to the new school.</p> <p>Staff to engage in consultations Pupils to engage in consultation process Parents to engage in consultation process Stakeholders to engage in consultation process</p> <p>Begin to develop connections between primary and secondary- shared vision for two campuses coming together</p> <p>Provide more opportunities for pupils to access the secondary campus.</p> <p>Create opportunities for staff to visit Minerva Building to allow them to visualise and contribute to decision making processes.</p>	<p>Head Teacher to attend all DLT2 meetings and consultations To facilitate this PT is non-class committed- Probationer allocated- PEF to support the shortfall of staffing</p> <p>Collegiate time 6 & 9 + Flexi (if required)</p> <p>Visits from architects & DLT2</p> <p>Head Teacher to build relationships and create opportunities for pupils and staff to work collegially with secondary</p> <p>Part of Inset- August</p>
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