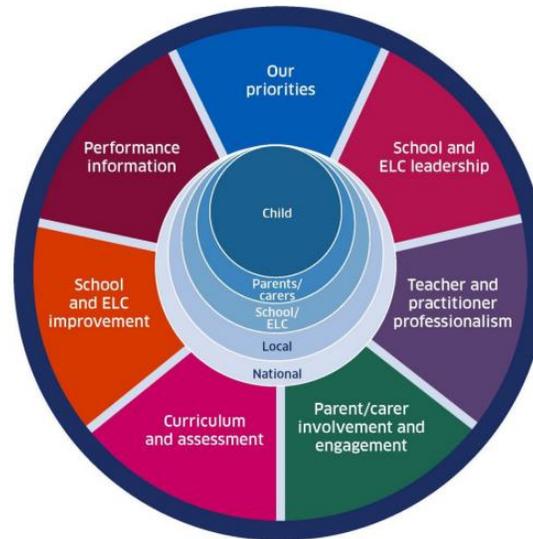


Education and Learning Directorate

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

(2022 - 2023)



School: Castle Kennedy / Glenluce Primary

Date: June 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

Our Vision

As a community, we will effectively work together in partnership, to ensure our schools are respectful, safe, inclusive and happy schools, where everyone has the opportunity through support and challenge, to reach their full potential and recognise their achievements. We will strive to ensure that each pupil receives not only the best education, but also the right education, matched to their individual needs. To ensure this is sustained into future destinations, we will support children to be independent and self-motivated learners who take on leadership with responsibility, ambition and resilience.

Our Values

RESPECT INCLUSION KINDNESS HONESTY RESPONSIBILITY

Our Aims

- We aim to provide a high quality educational service taking full account of National and Local Priorities and implementing them effectively.
- We aim to continually strive to improve the standard of achievement and attainment within the schools.
- We aim to support pupil's personal and social development, promoting both inclusion and ambition.
- We aim to promote an effective partnership linking schools, homes and communities.

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Rights Respecting Schools and Global Citizens

The Rights Respecting Schools Award (RRSA) recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationship between teachers and pupils.

Being a Rights Respecting School supports a rich learning environment that places the best interests of the child at the heart of all our policy and practice. All our classes now have Class and Playground Charters which ensure our children are reminded that their choices and actions contribute to a positive learning environment for everyone.

We have consulted with children, parents, staff and the wider school community to help adapt our school vision so that it incorporates "rights respecting language". From the feedback we have received it was very obvious that our school is a safe and happy environment in which our children feel valued and respected.

While the world may be increasingly interconnected, human rights violations, inequality and poverty still threaten peace and sustainability. As a partnership that promotes Global Citizenship, we empower our learners to understand that there are global as well as local issues that affect us all and they should become active promoters of more peaceful, tolerant, inclusive, secure and sustainable societies. We aim to instil in learners the values, attitudes and behaviours that support responsible global citizenship: creativity, innovation, and commitment to peace, human rights and sustainable development.

Having achieved the RRS Silver award in June 2021, we are now striving to attain the RRS Gold status by the end of December 2022.

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Review Date: June 2023

Review Activities (as appropriate)

Stakeholders questionnaire.

Pupil led committees.

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: Improve attainment in children's writing across all levels.</p> <p>NIF Priority 1</p> <p>NIF Driver</p> <p>HGIOS? 4 / HGIOELC? Qis 2.2 2.3 3.2</p> <p>National Standard Criteria</p>	<p>Writing lessons delivered at least twice a week in all classes. This includes news writing and free/structured writing incorporating Stephen Graham methodology.</p> <p>Children in infant class given regular opportunities to write, including weekly focused writing task, weekly weekend news writing as well as many opportunities through IDL work. As far as possible, writing tasks are put into a context.</p> <p>Writing for purpose. Link planning writing activities to the 4 contexts.</p> <p>Writing attainment at Castle Kennedy P.1 100%, P.4 60% and P.7 80%.</p> <p>Writing attainment at Glenluce P.1 67%, P.4 75%, and P.7 100%.</p> <p>Create a literacy rich environment in early stages which encourages early writing skills.</p> <p>Writing planner in the lower school is now more focused on the skills to embed core skills required across the genres – there is ongoing improvement in this area.</p> <p>Improved corrective and next step feedback using Success Criteria.</p> <p>5-minute box interventions to recap phonics has been delivered which has increased attainment and enthusiasm for writing in some of the learners.</p> <p>Continue to embed change in methodology in teaching and tracking of writing using Big Writing and very genre specific success criteria</p> <p>Increase opportunity for peer and self-assessment.</p>	<p>Teachers more able to predict pupils' progress across levels and achievement of levels.</p> <p>Parent information sessions focused on early numeracy/literacy skills.</p> <p>Introduction of Number Talks and CPA approach e.g. bar modelling across the schools in collaboration with our SWEIC partners.</p> <p>A whole school approach to target setting with children developed and ensure this information is shared through learning conversations with staff and parents.</p>

	<p>There is further scope for improvement on the AiFL strategies. The younger children find it difficult to peer and self-assess – further practice is required; however, time is often an issue in a practical sense. More collaboration across the partnership (and beyond) is required to share ideas and best practice would be of use to find the best solution. COVID has been a deterrent to collaboration opportunities.</p> <p>We will work effectively with colleagues across the cluster/ authority to moderate standards, developing a shared understanding of what progression looks like and the achievement of a level. COVID restrictions have again hampered this over the last session. However, we have used our highly experienced COVID recovery teacher very effectively to target individuals and help raise attainment and close the attainment gap.</p> <p>Cluster digital moderation to share understanding of using the 4 stages of progress of an achievement of a level.</p> <p>Quality feedback provided for learners to improve skills A combination of big writing criterion and child friendly versions used to assess learners and provide individualized feedback.</p> <p>Over 80% of children at P1, P4 and P7 stages reaching age appropriate levels in Standardised Assessments and CfE judgements.</p> <p>Review of current classroom practices which are becoming more consistent and embedded. Create a literacy rich environment in early stages which encourages early writing skills. Making effective use of a range of resources including digital technologies to create and sustain effective learning environments as well as provide appropriate support and challenge for children.</p> <p>Further development and use of digital technologies will be beneficial –Wi-fi for the iPads has been assured for the beginning of the 2022-2023 session. iPads still not able to be used online which is very frustrating. Staff have continued to use digital and online resources regularly in class and when setting home activities very effectively.</p> <p>Ensure consistent purchase of class sets of novels for modelling block at each stage.</p> <p>Staff will continue to plan for and provide high quality reading, writing and listening and talking opportunities in the classroom and outdoors. To continue to develop phonological awareness in the Early Years Centre</p>	<p>Lots of new digital resources to support reading have come to light since remote learning which will now be applied in all the classrooms.</p> <p>Implementation of D&G's Closing The Attainment gap Literacy Interventions. Literacy Ladders and closing the literacy Gap. Use of data collated from interventions – confirm judgements.</p>
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	<p>and foster a passion for reading.</p> <p>Ensure planning is manageable whilst referring to CFE benchmarks for assessment.</p> <p>Continued development of high quality assessments in literacy</p> <p>Whole school moderation with stage partners.</p> <p>Use tracking & monitoring meetings with management to ensure rigorous and robust data analysis and setting of next steps in learning.</p> <p>Continue using Education Scotland's Literacy and English benchmarks to support assessment judgements and decisions about next steps in learning.</p> <p>Staff feel that we did this well as a school cluster prior to COVID.</p> <p>Engagement in Word Aware and word play programmes in Early Years level.</p> <p>Pupil support assistants to provide consistent application of daily interventions.</p> <p>Staff make effective use of the staged intervention process to ensure that children's needs are met.</p> <p>Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners.</p> <p>Targeted interventions in Literacy to be implemented regularly and consistently using Word Aware, S.R.S., and 5 minute Literacy Boxes.</p> <p>Literacy Ladders using GL Assessment to track improvement.</p> <p>Increase the opportunities for teacher access to targeted support.</p> <p>Consistent assessment approaches using school framework of assessment to ensure comparable and consistent data.</p> <p>Five-minute boxes going on daily. S.R.S. and other interventions a lot less frequent. Once again the impact of COVID has disrupted the regular assessment process, so it is difficult to accurately gauge the percentage increase. Staff absence also had a detrimental impact on the interventions at Glenluce.</p> <p>Five-minute box used to provide daily practice of core skills and knowledge.</p> <p>These have been very effective for literacy – the Developing Number Knowledge intervention is more comprehensive and beneficial for numeracy.</p> <p>Outdoor learning to provide links in learning.</p> <p>Increase the opportunities for teacher access to targeted support.</p> <p>Opportunities for outdoor learning to support literacy and numeracy are being used more and more frequently through Outdoor Learning days etc.</p> <p>Implementation of forest school learning at Castle Kennedy. Good progress has been made in this area.</p> <p>Forest school sessions have been running since March 2022(CK). School</p>	<p>Continue with the good work that was implemented as part of the recovery process after the 2nd Lockdown.</p> <p>This will be rolled out to Glenluce next session.</p>
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	<p>employs a level 3 forest school leader. Each class rotates on a fortnightly basis accessing the forest area on site. At the end of Spring term the whole school went to Castle Kennedy Gardens for a visit to the forest. Children were involved in an Easter themed problem solving activities.</p>	
<p>School Priority 2: Raise attainment in mathematics with a focus on problem solving and applications.</p> <p>NIF Priority 1</p> <p>NIF Driver</p> <p>HGIOS? 4 / HGIOELC? Qis 2.2 2.3 3.2</p> <p>National Standard Criteria</p>	<p>Dedicated 6 hours quality numeracy and mathematics per week that provides opportunity for application of skills and mathematical reasoning. A whole-school focus on problem solving and application of skills in real-life problems.</p> <p><i>Work in progress.</i></p> <p>Numeracy CLPL will revisit school approaches, such as Big Maths resources are ordered and replenished, and that staff are aware of available numeracy tools.</p> <p>Share resources and approaches they find to be effective in raising attainment in numeracy.</p> <p><i>Developing number knowledge and CPA approach such as Bar Modelling CPD have been attended by staff. We will now be looking to implement bar modelling and number talks consistently across classes and more frequently into class routines.</i></p> <p>All members of staff will have well planned opportunities to engage in Professional Learning focused on introducing Number Talk methodologies for mental addition, subtraction, multiplication and division. Started in some classed but not embedded Information sessions for parents of children in Early Years focused on Numeracy and Mathematics.</p> <p><i>This was not carried out due to COVID restrictions.</i></p> <p>Ensured rate of progression and depth through planning pathways, robust tracking and monitoring of pupil attainment over time.</p> <p>Teachers use their skills in data analysis to focus on key aspects of learning and teaching which are having a positive impact and to identify those which need to be improved.</p> <p>Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners.</p> <p>Continued development of focused and high quality assessments in numeracy.</p> <p>Whole school moderation.</p> <p>All staff have been using focused and 'high quality' assessment as per the school's assessment programme.</p> <p>Use Shared evaluation tracking and monitoring meetings to ensure rigorous</p>	<p>Teachers more able to monitor and predict pupils' progress across levels and achievement of levels.</p> <p>More parent information sessions focused on early numeracy/literacy skills.</p> <p>Introduction of Number Talks across the schools in collaboration with our SWEIC partners.</p> <p>A whole school approach to target setting with children developed and ensure this information is shared through learning conversations with staff and parents</p> <p>Lots of new digital resources to support numeracy have come to light during and since remote learning which are being applied in the classroom.</p>

	<p>and robust data analysis and setting of next steps in learning. Continue using Education Scotland's numeracy and mathematics benchmarks to support assessment judgements and decisions about next steps in learning.</p> <p>Further embed Number Talk Strategies. Additional opportunities provided in playroom for number recognition. Early Numeracy Booklet created for parents. Provide numeracy focussed fun session for families during the year. Not possible because of COVID restrictions.</p> <p>Engagement in early numeracy programmes in Early Years level implemented regularly and consistently. 5-minute numeracy box levels 1 and 2 used. Learners' needs are identified through assessment information (ongoing and periodic assessments). Make use of Developing Number Knowledge intervention. It appears to make more progress than the 5-minute box, which seemed to be good for number recognition and formation. The 5-minute box was beneficial initially, but Developing Number Knowledge makes better progress in smaller steps.</p> <p>Learning assistant to provide consistent application of daily interventions. Tasks, activities and resources are effectively differentiated and provide appropriate pace and challenge for learners.</p> <p>The support for learning teacher continues to be very effective at building capacity with teachers and Learning Assistants in the use of targeted interventions such as S.R.W. Learning Assistants are used effectively to lead and support targeted interventions (literacy and numeracy).</p> <p>Numeracy attainment at Castle Kennedy P.1 83%, P.4 100% and P.7 80%.</p> <p>Numeracy attainment at Glenluce P.1 67%, P.4 75%, and P.7 100%.</p>	<p>Implementation of D&G's Closing The Attainment gap Numeracy Interventions. Closing the Numeracy Gap.</p> <p>Continue with the good work that was implemented as part of the recovery process after the 2nd Lockdown.</p>
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<p>School Priority 3:</p> <p>Improvement in children’s health and well-being in both schools and the Early Learning Centre.</p> <p>NIF Priority</p> <p>NIF Driver</p> <p>HGIOS? 4 / HGIOELC? Qis</p> <p>National Standard Criteria</p>	<p>Wellbeing webs used consistently at all stages twice per year. New school vision, values and aims embedded through assemblies and class lessons. <i>Well on track, the learners are all aware of the school’s visions, values and aims and children’s rights due to weekly assembly and classroom input.</i></p> <p>Develop Growth Mindset Strategies and Mindfulness in all classes. Community Links further developed through ECO groups and Rights Respecting School programme. <i>Rights respecting Schools programme is well embedded across both schools and we are well on track to achieve The Gold Award next session.</i></p> <p>Forest school sessions at CK have helped children develop more of an understanding of forest protection and sustainability. Forest school (CK) is helping to promote children’s resilience, self-esteem as the children access practical activities in a natural environment. Pupils are given the opportunity to problem solve, work as a team, communicate, reflect and evaluate. These skills enable children to become more independent, courageous, considerate of others and the environment, and sets them up for lifelong learning. Children at C.K. are involved in site checks helping them understand risks and dangers that could be in the forest. They learn how to identify risks and are encouraged to think about and implement ways of working safely to prevent incidents.</p> <p>Full implementation of school policy in line with Respect for all Anti-Bullying Guidelines. <i>This is ongoing</i> Anti-bullying focus more regularly as part of the H.W.B. programme. Senior pupils given higher profile role within the playground at break times to buddy younger children. <i>COVID restrictions made this more difficult to implement consistently across the session.</i></p> <p>CLPL delivered to all staff within the school as part of the annual CLPL programme. Parental workshop held on subject of anti-bullying. <i>The workshop again did not take place due to COVID.</i> Audit current behaviour policy Revise behaviour policy in consultation with all pupils Committee groups within the school to lead termly assemblies and provide termly newsletters for parents and the local communities. <i>We still need to give the children more of a role in the production of the newsletter – time and COVID restrictions were an issue once again this session.</i></p>	<p>Something to be worked on.</p> <p>Pupil groups to continue and to inform parents and communities of their work.</p> <p>Yoga classes starting 2022/2023 across the partnership.</p> <p>Further develop Resilience Programme across school through Rights Respecting and Respect for all.</p> <p>Regular forest school sessions to be continued in Castle Kennedy and introduced into Glenluce Primary.</p> <p>Explore more opportunities for extra-curricular in the lower school. Use P.E.F. money to establish if said clubs have helped pupil confidence.</p> <p>Further embed CLPL throughout the whole school.</p> <p>Termly R.R.S. newsletter to be consistently published across both schools.</p>
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	<p>Self-evaluation of S.I.P. to be led by pupils: How Good is OUR School.</p> <p>Implement fully R.R.S. programme across both schools and further develop to link with all the above. <i>This has been very successful this year. R.R.S. has formed the basis of most of our Health and Wellbeing programme and our recovery work throughout and following the lockdowns last session. All pupils are familiar with the rights and all pupils can discuss them and recognize that we are a Rights Respecting School.</i></p> <p>Introduce a “weekly article” launched at assemblies as a focus for staff and pupils. <i>After the 2nd lockdown the fortnightly article was changed to a weekly article to reinforce the work previously done and to keep the programme on track. After the 2nd lockdown we had a full RRS week and this helped with reinforcement and to settle the pupils back in. All the work in the classes has been of an extremely high standard and we are well on track to receive our Gold Award.</i></p> <p><i>Going well through regular input and a Rights Respecting Schools newsletter was shared with families.</i></p>	<p>Termly R.R.S. newsletter to be consistently published across both schools.</p>
<p>2.1.1 Report on the impact of PEF <i>(Not required for ELC if PEF has not been used for children in the nursery.)</i></p> <ul style="list-style-type: none"> • Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people? • How rigorous is the school’s approach to providing robust evidence of closing the attainment gap? • How well are you removing barriers to learning and ensuring equity for all? 	<p>We have used local context data including SIMD and SEEMIS to identify those children and pupils who are or could be subject to adverse childhood experiences including poverty. We have built a strategy around P.E.F. based on robust contextual analysis of a range of data and available information to build an accurate picture of the attainment gap including the possible impact of adversity / poverty related contributory factors. (SEEMIS custom reports / Excel database, SIMD data, FME, LAC, CSP, IEP, CP, attendance data etc.). Interventions have focused on closing the gap in literacy and numeracy and have promoted Health and Wellbeing through the embedding of the Rights Respecting Schools programme, having already achieved Silver status.</p> <p>We have been careful when implementing interventions to ensure we avoid possible stigmatisation by subtly promoting inclusivity and diversity whilst at the same time targeting the individuals identified. We have strived to develop and provide a range of experiences to promote equity, inclusion and health and wellbeing such as extra-curricular and after school groups and clubs, including a robotics club, gardening club, rugby, football and netball. Interventions and Impact.</p> <p>1. Staff Upskilling – Improvements in learning & teaching through increased professional skills and awareness of strategies by teaching and nonteaching staff. Interventions on the learning and teaching in classes - evidence in attainment, high quality and focused assessments. Peer to peer professional dialogue and moderation – greater focus on the learning of individuals and their assessment strategies. Enhanced scrutiny on closing the gap for those pupils identified through SEEMIS data and monitoring progress and achievement levels.</p>	

2. Employed Specialist Support Staff - This released teaching staff to ensure there was high impact quality teaching being offered to individuals / small groups of pupils as required. Measured impact - H.T. and peer to peer monitoring measure the impact of these focussed interventions on the learning and teaching of individuals. Closely monitored improvements in attainment at specified intervals over the period - monitored the changes in attitude towards learning. These soft measures included behaviour, interaction with peers and an enhanced responsibility and positivity toward learning.
3. Digital Technologies to enhance and develop literacy, numeracy, and other curricular areas - to help raise attainment in literacy, numeracy and the Health and Wellbeing of pupils identified using digital technologies. Additional laptops were purchased again this session to improve engagement and motivation of identified pupils to enhance their experiences and give them access to educational apps and coding, to further engage them to support their learning experiences in literacy, numeracy and HWB. Measured Impact - enhanced appetite for engaging and working together on STEM activities to upskill programming and design and technology.
4. Through employing an additional staff member on a part time basis, it has allowed us to support early literacy and numeracy skills and to support identified pupils using resources such as the 5-minute box. These pupils throughout the school have been identified as being at greater risk of having adverse childhood experiences or experiencing poverty related disadvantages, or for other reasons lacking opportunities to fully develop their early language and literacy skills. Additional staffing capacity also allows teachers and key workers more focus time with identified individuals. Measured impact - on-going in-class assessments of early language skills / development e.g., phonics, sounds, reading etc. - the number of referrals to speech and language / feedback reports. Feedback and interaction with parents via teacher / ELCC staff.
5. Further developing numeracy resources. The partnership has continued to invest in numeracy resources to ensure that children are being exposed to a different range of numeracy resources to raise attainment and also close the gap. These include investing in teacher resources (Number Talks), the Maths Recovery programme and I.C.T. resources such as I.X.L. and Sumdog. In addition, five-minute maths boxes are implemented to raise pupils' basic number skills. Measured Impact - identified pupils can access a wider range of resources to support and engage them with their learning. By matching the teaching to their learning styles, we expect to measure further increased attainment throughout the school over time. Measured impact - direct feedback from pupils and an increase in INCAS scores on their perception regarding their mathematical ability - pupils will have strong, secure knowledge of key aspects of numeracy, with increased focus on pupils receiving pupil equity funding.
6. Additional opportunities provide pupils with enhance opportunities and experiences that will enhance their development in school and further afield. These include extra-curricular opportunities, excursions, outdoor learning activities, a nurturing support, pupil councils, eco school coordinators etc. We have recently (post COVID) employed a yoga teacher to provide sessions for all pupils. Measured Impact - more pupils receiving pupil equity funding will experience positive opportunities which will enhance their prospects of success and happiness. Pupils subjected to adverse childhood experiences will feel nurtured and valued, enhancing their self-belief in their abilities, ultimately leading to raised attainment. Yoga sessions will be regular next session and will help to grow confidence, manage stress, ensured inclusiveness and enhanced mindfulness.

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
	<ul style="list-style-type: none"> • SIP identifies developmental needs at school, partnership and cluster level. • Staff are encouraged to develop leadership roles where they can lead improvements e.g. ELC, Rights Respecting Schools, QAMSO etc. maths and STEM regional / SWEIC leaders • Almost all staff have high aspirations and expectations for all children. • Leaders at all levels motivate and inspire others to sustain collective commitment to the shared vision through daily actions. • Pace of change is managed by Head teacher to enable small steps of change and time for initiatives to be embedded in practice. • Professional Development Reviews are used to support staff development of school priorities and personal development. Use of Professional Update (GTCS or SSSC) 		
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Teachers share Learning Intentions and 	<ul style="list-style-type: none"> • Continue to embed LI and SC in class 	

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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>staff is used to evidence impact e.g. how well can the children talk about what they are learning and next steps.</p> <ul style="list-style-type: none"> • In most lessons and activities children are increasingly able to share what they are learning and what they need to do to be successful. • Opportunities for Pupil Voice are increasing. Children are being given more opportunity to help make decisions affecting them. Planning for events etc. • There is a positive range of teaching and learning experiences across the partnership and ELC. Staff are conscientious and self-evaluate their own teaching. This corresponds with observer's conclusions in post observation discussions. • Teachers share and seek advice from each other. Staff have a positive attitude towards helping each other in improving their own confidence and skills. • Learning Intentions and Success Criteria are mostly shared in age appropriate ways. Training and development has been ongoing over a period of time to influence teachers thinking about the use and quality of LI and SC. • Pace of lessons is becoming increasingly consistent. • Use of online resources is widespread to support learning and teaching is having a positive an impact upon learning and 	<p>of data.</p> <ul style="list-style-type: none"> • Support learning and teaching of staff who have been deskilled due to historical staffing arrangements. Share CPD experiences to upskill. • Continue to work with teachers to address inconsistencies in learning and teaching. • Use development time for professional dialogue around pace and challenge. Teachers to share what works. • Revisit focus on Pupil Self-Assessments across schools. • Use of National Benchmarks in both planning and assessment to be further developed as high quality approaches. • Benchmarks shared consistently with children to support learning. 	

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

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

Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> <i>Effective use of assessment</i> 	<p>engagement. Further development as we access more hardware.</p> <ul style="list-style-type: none"> Use of digital resources is good. Children can use notebooks and computers and have access to iPads. Children can use a range of programs to research and create PowerPoints etc. Teachers and Learning Assistants made appropriate interventions to assist individuals and groups as required. Classes provide challenging extension activities to support children. Reflection on learning is evidenced in most classes through plenary activities and working walls. Teaching staff and support staff have a low absence rate and this has a positive effect on consistency and quality of teaching. Effective questioning determines what learners know or need to know - supports identification of where additional support is required. <p>Children</p> <ul style="list-style-type: none"> Most children can talk readily about class displays and what they had been learning. Children in upper classes are involved in planning and creating displays. Most children are increasingly confident in talking about their learning and next steps. <p>Staff</p> <ul style="list-style-type: none"> Staff have good understanding of each child's 	<ul style="list-style-type: none"> Further development of tracking to raise attainment and to gather evidence to support 'Achieving a level' and predictions of when a level will be achieved. Investigate options for all parents to be able to share assessments – Sumdog/ Accelerated Reader. Ensure consistency in feedback and share good practice. (Revisit feedback guidelines for marking and oral feedback. 	

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

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

Quality Indicator	How well are you doing? What’s working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<ul style="list-style-type: none"> <i>Planning, tracking and monitoring.</i> 	<p>needs, interests and stages of development. This is reflected in both planning and assessment .e.g. In ELC staff are experienced in their respective roles and have a good understanding of each child's needs, interests and stages of development.</p> <ul style="list-style-type: none"> A range of assessment strategies are used across the school. This includes standardised assessments, a new whole school Writing programme is being introduced and termly spelling and reading assessments are carried out. Assessment feedback is shared with children on a daily basis in a variety of ways and with parents through termly meetings and discussion of learning targets. All ELC families received electronic copies of PLPs with paper copies also being shared if required. Staff professional judgement is supported through attainment discussions with HT, SfL discussions and moderation with colleagues. Support for Learning staff use assessment tools to further support learning needs and next steps. Positive liaison throughout the staff supports the work of interventions. SNSA testing for P.1, P.4 and P.7 demonstrates that most children in the partnership are in line with end of level expectations. The local environment is used effectively when planning to help deliver positive outdoor experiences e.g. Stranraer Watersport Outdoor activities, local woods/ hills and links 	<ul style="list-style-type: none"> Develop more opportunities for pupil feedback on their learning. PEF interventions are being monitored and tracked for impact. Identify areas where “Small Steps of Change” developments may lead to greater impact next with interventions. Ensure time is built into 35 hour week agreement for stage planning, assessment and moderation. 	

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>with community groups and businesses e.g. Castle Kennedy Gardens and Logan Gardens.</p> <ul style="list-style-type: none"> • Stage planning and moderation is developing a shared understanding of progress within CfE levels using the 4 stage model. This is helping with planning for appropriate pace of learning. • Planning is linked to benchmarks in all curricular areas and offers freedom to follow interests of the children. • Stage overviews are showing breadth of learning to ensure children have access to a broad curriculum and opportunities to develop cross-curricular skills. • Planning and curriculum coverage are accessed through single documents- reducing workload and paper. • Attainment meetings are held to discuss progress in learning and to identify concerns with individual children. • Staff confidence in interpreting data is increasing as evidenced through attainment discussions. • Teachers use Curriculum for Excellence levels, SNSA and CEM data and professional judgement to identify next steps for learning. • ICT is used to support tracking and monitoring and is being used effectively by staff. This also provides H.T. with a whole school overview. • A comprehensive tracking overview links teacher judgement, predictions and national diagnostic data. 		

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
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"> • ELC - Every parent also has a termly Care Plan meeting with their child's Key Worker. This strengthens links between home and nursery and helps in the earlier identification of needs and potential additional input if required. • Comprehensive tracking overview links teacher judgement, predictions and national diagnostic data. • Most children have had opportunities to join lunch time or after school activities at no family cost. • All staff provide a very good level of pastoral care. • All staff have taken part in Child Protection / GIRFEC training. Some have taken part in the Respect Me training. • Inclusion is a positive feature within the school and is embedded in all our activities with support as required. • Skilled and experienced Learning Assistants support children' learning in conjunction with class teachers. • Support is targeted to enable different groups of learners to achieve e.g. enhanced transition, PEF groups / individuals. 	<ul style="list-style-type: none"> • Continue to ensure that all staff undertake regular professional learning around legislation, statutory requirements and codes of practice. • Behaviour policy to be reviewed again this session. • Staff to further familiarise themselves with National Improvement Framework – national vision for achieving excellence and equity for all. • Sustain programme of targeted support – looking at social and emotional skills (PEF input). • Attainment levels in literacy and numeracy remain a central feature of our priorities. • Develop use of national benchmarks to evaluate wellbeing curriculum. SHANARRI wellbeing indicators to be linked to learning activities. • Use collaborative time to share approaches to raising attainment with focus on maths, language and health and wellbeing. • Staff to engage with each other to take forward further improvement at all stages of the curriculum. • Consider best ways to support learners' digital age – skills based approaches. 	4

2.2 Summary of Key Strengths and Areas for Improvement

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

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

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
	<ul style="list-style-type: none"> • A range of interventions to address closing the gap have been introduced to support families. • Weekly school assemblies provide support and celebration of achievement / attainment. • We actively promote fairness and justice in our interactions with children and most children are confident in discuss issues. • Provision has been made to develop Nurturing approaches as required to support needs of individuals e.g. quiet spaces etc. • Attendance levels are generally very good and exclusion has not been used. • Almost all children have a positive attitude to school / ELC and to one another. • Mentoring and buddying gives children opportunities to experience responsibility in a meaningful way. • Pupil Voice is being developed through assemblies, committees and classroom activities. • Inclusion is embedded in our practice. We strive to ensure that the curriculum meets individual needs to promote equality and diversity. • See also PEF interventions summary. 	<ul style="list-style-type: none"> • Skills for life need to be imbedded across all curriculum areas. • Refresh Equality Training as necessary. • PEF interventions – to be identified for Session 22/23 from data analysis. 	
3.2 Raising attainment and	<ul style="list-style-type: none"> • Staff demonstrate a clear understanding of 		

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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>achievement</p> <ul style="list-style-type: none"> • <i>Attainment in literacy and numeracy</i> • <i>Attainment over time</i> • <i>Overall quality of learners' achievement</i> • <i>Equity for all learners</i> <p>3.2 Securing children's progress (for Early Learning Childcare)</p> <ul style="list-style-type: none"> • <i>Progress in communication, early language, mathematics, health and wellbeing</i> • <i>Children's progress over time</i> • <i>Overall quality of children's achievement</i> • <i>Ensuring equity for all children</i> 	<p>children's needs and how these can best e.g. in ELC there is robust use of Personal Learning Plans and regular setting of next steps.</p> <ul style="list-style-type: none"> • Levels in literacy and numeracy are a central feature of the school's priorities for improvement and we are working towards raising attainment. • The ELC programme reflects the importance of meeting the children's emotional, personal and social needs. • Assemblies are used effectively to embrace consistent approaches to celebrating success and recognizing achievements. • Most learners can share readily what and why they are learning and what they need to do to be successful with a task. • School data demonstrates that most children other than those with SfL are attaining appropriate levels. CfE Levels – on track to achieve appropriate level (predicted by end of June 2022) and P1,4,7, SNSA • Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and we are working towards raising attainment. • Staff are confident at identifying barriers to learning. • Attendance levels are good. Individual families have been targeted to ensure good attendance. Exclusion rate is zero. 	<ul style="list-style-type: none"> • Ensure new staff become familiar with benchmarking to assist teacher with planning, assessment, tracking and next steps. • Continue to upskill all staff to ensure equity for all. • Further development of ELC and School tracking to develop robust but manageable pupil profiling, including assessment and tracking documentation. Account to be taken of National Benchmarks statements. • Sharing and evaluating the impact of achievements on community. • ELC - Establish shared linked tracking and target setting with school to map child's journey. • Increased Attainment levels in literacy and numeracy remain a central feature of our priorities through consistency of approaches and clear policy. • Further develop writing programme to identify progression of skills, linked to Benchmarks. • Skills for life and skills need to be further embedded across all curriculum areas. • Promote increased participation of youngsters in opportunities within the community. • Monitor the impact of interventions and strategies more closely and record this more robustly. • Create Positive Destination displays linked to World of Work. 	3

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
2.2 Curriculum: Theme 3 Learning Pathways	<ul style="list-style-type: none"> • The ELC programme reflects the importance of meeting the children's emotional, personal and social needs. • Most staff are becoming more adept at considering differentiation of work to suit the needs of individual learners. • Use of ICT to enable all children to access learning is improving and most children can access an increasing number of programs independently. 	<ul style="list-style-type: none"> • HT monitor and work with staff to ensure differentiation is effective. • Continued development of revised planning format to reflect children's interests. Use topic planner to identify any 'gaps' in breadth and balance. Ensure all new staff are familiar with national benchmarks and use them to inform planning. • Consider how Outdoor Learning should be embedded across all levels in a meaningful manner. • Encourage more self-evaluative comments from children, parents and staff to inform curricular development through 	

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
	<ul style="list-style-type: none"> • Almost all children can log onto computers and glow and use programs independently – e.g. Sumdog • All classes have engaged in enterprising activities from ELC through to P7. • The Rationale for the curriculum is based on shared values, which is highlighted in our curricular overviews - we have a broad curriculum and learning experiences. • Planning format shows progression. Staff have a clear overview of progression of skills and knowledge and understanding in each curricular area. • Progression planners show coverage of Es and Os and the benchmarks through discrete and Inter-Disciplinary learning. • Staff have high expectations and a commitment to delivering the best educational experience for children. • In house training and cluster collegiate times has enabled staff to consider teaching strategies and improve the level of pace and challenge in maths and language. • When appropriate discrete 'topics' e.g. Science are introduced to ensure breadth and balance as appropriate. • There is an annual focus on Scots Language at both schools and this leads to a celebration of Burns and wider Scots Culture. • Class learning activities are shared through letters, the local paper and other events. 	<p>development of dot-matrix, questionnaires and post-it displays.</p> <ul style="list-style-type: none"> • Involve children more in the planning and progression of the curriculum. • Develop social media outlets to share learning with parents. 	
2.7 Partnerships – Theme 3: Impact on Learners	<ul style="list-style-type: none"> • ELC - every parent has a regular Care Plan 	<ul style="list-style-type: none"> • Need to develop parental involvement and engagement 	

2.2 Summary of Key Strengths and Areas for Improvement <i>(What is our capacity for continuous improvement?) In giving an evaluation against the HGIOS? 4 /HGIOELC? six-point scale (Column 4), consideration should be given to impact of COVID-19 on the school's strengths and areas for improvement.</i>			
<i>Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.</i>			
Quality Indicator	How well are you doing? What's working well for your learners? <i>(Include evidence of impact.)</i>	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
The impact of parental involvement on improving children and young people's learning.	<p>meeting with their child's Key Worker. This strengthens links between home and nursery and helps in the earlier identification of needs and potential additional input if required.</p> <ul style="list-style-type: none"> • There is positive inclusion of children with ASN into mainstream classes. Parent feedback at Child's Plan meetings is positive about the commitment of staff to inclusion. • Celebration of achievement and positive school ethos is shared with families through certificates etc. • Positive relationships with most parents are established early in school life e.g. Information sessions; open door policy; approachability with staff. • School creates opportunities for meaningful Parental Involvement. e.g. Parent Council, Open Afternoons, sporting and cultural events and class visits. • Attendance at Parents Evening / Target setting meetings is usually very good. Across the partnership it averages over 80%. • Communication with parents on their child's attainment / progress through Targets setting, learning conversations, concerts, sharing assemblies, reports, open door policy, celebration of learning events, home / school diaries. • Good Communication with teachers and outside agencies 	<p>further in SIP priorities.</p> <ul style="list-style-type: none"> • Use links in the Community more effectively and more often to enhance learning and establish strong relationships. • Further develop opportunities for Parental Involvement. • Re-establish PTA, increase representation on Parent Council, and re-establish open afternoons. 	

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 <i>(Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date.)</i>
<p>School Priority 1 Raise attainment in literacy and numeracy.</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>NIF Driver School and ELC improvement</p> <p>HGIOS 4 / HGIOELC Qis 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing children's progress</p> <p>National Standard Criteria 2.2, 2.3, 3.2</p>	<p>Raised attainment in children's writing across all levels.</p> <p>Raised attainment in children's reading.</p> <p>Greater and consistent use of Moderation and assessment in literacy to ensure outcomes for learners are consistent.</p> <p>Close attainment gap in literacy between most and least deprived pupils.</p>	<p>Embed Stephen Graham writing strategies throughout school. Implement new PM Writing resources. Staff work collaboratively. Continue to work with colleagues across the cluster/ authority to moderate standards, developing a shared understanding of what progression looks like and the achievement of a level.</p> <p>Quality feedback provided for learners to improve skills through learning conversation with pupils, parents and staff. Use of reciprocal reading strategies. Making effective use of a range of resources including digital technologies to create and sustain effective learning environments as well as provide appropriate support and challenge for children.</p> <p>Whole school / partnership moderation. Use Shared Evaluation meetings to ensure rigorous and robust data analysis and setting of next steps in learning.</p> <p>Staff make effective use of the staged intervention process to ensure that</p>	<p>Management team All school staff PEF funding for extra staff June 2023</p> <p>Classroom Monitoring Learning Walks Jotter Audits Pupil Views Strategic Planning Files Assessments Moderation Meetings Attainment Data Minutes of staff SIP/Working Party/Moderation meetings Attainment Trackers Self-Evaluation Exercises</p> <p>78% of children at P1, P4 and P7 stages reaching age appropriate levels in Standardised Assessments and CfE judgements in Reading.</p> <p>81% of children at P1, P4 and P7 stages reaching age appropriate levels in Standardised Assessments and CfE judgements in Writing.</p> <p>83% of children at P1, P4 and P7</p>

	<p>Raising Attainment in maths with focus on mathematical reasoning (and applications.)</p> <p>Greater and consistent use of Moderation and assessment in Mathematics to ensure outcomes for learners are consistent.</p> <p>Close attainment gap in numeracy between the most and least deprived pupils.</p>	<p>children’s needs are met (inclusive practice).</p> <p>Consistent assessment approaches using school framework of assessment to ensure comparable and consistent data.</p> <p>A whole-school focus on problem solving and application of skills in real-life problems using manipulatives. Embed Number Talks and Bar Modelling across the partnership as improving progress happens in practice.</p> <p>All members of staff including new staff will have well planned opportunities to engage in Professional Learning focused on introducing Number Talk methodologies for mental addition, subtraction, multiplication, and division.</p> <p>Teachers use their skills in data analysis to focus on key aspects of learning and teaching which are having a positive impact and to identify those which need to be improved.</p> <p>Use Shared evaluation meetings to ensure rigorous and robust data analysis and setting of next steps in learning. Tracking meetings ensure new staff interpret data consistently and accurately.</p>	<p>stages reaching age appropriate levels in Standardised Assessments and CfE judgements in Numeracy.</p> <p>A.S.L. Teacher A.S.L.A.</p>
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<p>School Priority 2 A wider variety of technology to enhance children’s play and learning.</p> <p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people</p> <p>NIF Driver School and ELC improvement Curriculum and assessment.</p> <p>HGIOS 4 / HGIOELC QIs 1.5 Management of resources to promote equity 2.2 Curriculum 3.2 Securing children’s progress 3.3 Developing creativity and skills for life and learning</p> <p>National Standard Criteria 1.5, 3.2, 3.3</p>	<p>Improve access to digital technology for all learners. To enable children to respond well to digital and use it effectively to support learning.</p> <p>Equip our children with the vital digital skills and crucially, it can lead to improved educational outcomes.</p> <p>The partnership is committed to ensuring that learners have a right to an education that reflects the realities of life in the 21st century, where digital is prominent in all aspects of their lived experience.</p> <p>The partnership will consider ways in which all children can independently access digital technology to support and challenge them in all areas of learning.</p> <p>Ensure all practitioners can deliver learning in digital context using digital tools and services. That better aligns with children’s experience of today’s digital world.</p> <p>To ensure digital technology enriches learning and play, to help to raise levels of attainment and close the attainment gap.</p>	<p>Technology to be enhanced in the nursery environment to provide children with an additional resource to support learning in all curricular areas.</p> <p>The skilful deployment and investment of digital technology in our early learning and childcare setting to ensure our learners develop a level of general and specialist digital skills that are so vital for learning.</p> <p>Practitioners will support the development of children’s digital skills through scaffolding, modelling, questioning and making their own thinking explicit. Posing questions which encourage enquiry and curiosity.</p>	<p>As part of the Glenluce nursery refurbishment -Installation of interactive SMART touch screen whiteboard. August 2022</p> <p>Participatory budget for new digital resources – Children to input into selection.</p> <p>Awaiting Wi-Fi installation – children will use iPads to engage with their online learning. August 2022 – July 2023</p> <p>Children will have access to tablet / iPad to engage with educational apps / take photos / videos etc. September 2022 -2023</p> <p>All practitioners to promote and encourage digital use to enhance learning in literacy and numeracy. August 2022 – July 2023</p> <p>All Practitioners will facilitate children to explore and feel comfortable using I.C.T. in cross curricular learning. August 2022 – July 2023</p> <p>Staff development opportunities - allowing for reading, professional discussion and information sharing August 2022-July 2023</p>
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<p>School Priority 3 Embedding learning for sustainability approaches to facilitate young children to understand our world and equipping them to contribute effectively to the common good.</p> <p>NIF Priority Improvement in children and young people’s health and well-being.</p> <p>NIF Driver School and ELC improvement Parent / carer involvement and engagement</p> <p>HGIOS?4 / HGIOELC Qis 3.1 Ensuring well-being, equality and inclusion 3.3 Developing creativity and skills for life and learning 1.3 Leadership of change 2.2 Curriculum</p> <p>National Standard Criteria 2.1, 2.3, 3.1, 3.2, 3.3</p>	<p>Finding sustainability themes that matter to our learners, our classes, our learners' communities or wider society to enhance learning experiences and outcomes.</p> <p>To ensure that every practitioner reflects the principles and values of learning for sustainability to promote children's choice and independence.</p> <p>To make links with the wider community to raise awareness that we are a Carbon Literacy School.</p> <p>Children to experience opportunities for play and learning by establishing strong connections to their own and wider communities.</p> <p>The embedding of outdoor learning as a key pedagogical approach to ensure children are meaningfully and actively involved in leading their play and learning.</p> <p>Using real-life contexts for learning to facilitate our children make better sense of the world around them.</p>	<p>A shared understanding of the key themes and approaches of Learning for Sustainability - in both your own practice and the wider life of your setting and community.</p> <p>To embed Learning for sustainability in our practice, inspiring and motivating learners to address the challenges of living within the environmental limits of our planet and to build a just, equitable and peaceful society. Teaching children to recycle, reuse, reduce their carbon footprint and permaculture approaches (worm tower). Promote children to connect with the vastness and beauty of nature.</p>	<p>All staff. Learning for Sustainability development sessions – allowing for reading, professional discussion and information sharing August 2022-July 2023</p> <p>All staff to attend continuous professional development training events such as the Carbon Literacy Project. Ongoing throughout the year.</p> <p>The whole staff team will reduce their carbon footprint. August 2022 – July 2023</p> <p>All practitioners will ensure 100% of children are getting access to outdoor learning. August 2022 – July 2023</p> <p>Where possible clerical assistant will send out digital consent forms. August 2022– July 2023</p> <p>Staff and children will develop the outdoor areas. August 2022- July 2023</p> <p>Staff and pupils will recycle paper, cardboard, food waste and plastic August 2023– July 2023</p> <p>Connect with nature by visiting local area including New Luce pond. Aug – June 2022</p> <p>Forest School Teacher will offer Forest School sessions September 2022 – December 2022</p>
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	<p>To ensure that every practitioner reflects the principles and values of learning for sustainability to promote children's choice and independence.</p> <p>Well-considered innovations and creative approaches that successfully engage children's imagination and enrich their play and learning.</p> <p>Ensure effective partnerships with parents/carers to support children's learning and development.</p> <p>To ensure that children's health and wellbeing development is continuing to be supported within our local context.</p> <p>To continue the whole school approach to implementing Respect for All and Rights Respecting Schools.</p> <p>To improve the quality, relevance, consistency and coverage of RSHP</p>	<p>Reflecting the ethos of Learning for Sustainability throughout every aspect of the life of the primary setting. Children will plant, grow, harvest and consume their own vegetables.</p> <p>Learning for sustainability themes and approaches are made explicit in my planning, ensuring progression of learning. Growing and caring for our own vegetables and learning what they need to stay alive.</p> <p>A recognition that 'we are all in this together', recognising that educators, including parents/carers and learners are learning together towards a better future.</p> <p>School vision, values and aims are embedded through assemblies and class lessons.</p> <p>Yoga sessions.</p> <p>Deliver RSHP education that helps protect children and young people from</p>	<p>Access to physical and digital resources that promote eco-friendly lifestyle choices.</p> <p>100% of children will plant seed potatoes, wildflower seed bombs and a variety of vegetables. April 2023 – May 2023</p> <p>Learning for Sustainability focused open afternoon sessions.</p> <p>Create a wish list for parents/carers of outdoor resources (participatory budget). January 2023</p> <p>The school will send out a Microsoft Forms questionnaire with a mixture of multiple choice and open-ended questioning.</p> <p>100% of children will engage with Learning for Sustainability approaches.</p> <p>Mrs Maxwell and Mrs Downie R.R.S.</p> <p>Trained yoga teacher.</p> <p>Assemblies throughout the year.</p>
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	<p>education.</p> <p>Pupils have positive relationships in classroom, playground and in the community.</p> <p>Pupils develop vocabulary and strategies to build resilience, problem solve and sustain positive relationships- linked to SHANARRI wellbeing indicators.</p> <p>All pupils have support to enable them to have healthy lives.</p> <p>To continue to ensure that the pupil voice is evident in all aspects of school life and E.Y.C.</p> <p>Achieve Rights Respecting Schools Gold award.</p>	<p>harm and supports them to understand that friendships and personal relationships should be healthy, happy and safe in a modern and inclusive Scotland.</p> <p>Community Links continue to be developed through ECO groups and rights respecting school programme. Full implementation of school policy in line with Respect for all Anti-Bullying Guidelines.</p> <p>Edinburgh Resilience programme to be fully implemented.</p> <p>Self-evaluation of our S.I.P. engages and involves pupils.</p> <p>Continue to fully implement the R.R.S. programme and ensure new staff are aware of the process.</p>	<p>All staff.</p> <p>All stakeholders December 2022</p>
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