**Standards and Quality Report 2019-2020**

**Establishment Name: Sunnyside Primary School ­­­­­­­­­­­­­­­­­­­**

This report reflects progress made towards achieving our priorities, session 2019-2020, up until schools closed on 20th March. Also included is our response to supporting learners and their families throughout the COVID-19 crisis.

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| **School Context** | | | |
| Sunnyside Primary School is a non-denominational school built in 1894, with an extension built in 1998 and which is situated close to the centre of Alloa, Clackmannanshire. The school is one of three Primary Schools serving Alloa Town Centre and is part of the Alloa Academy learning Community. Our catchment area comprises a broad socio-economic mix.  Sunnyside Primary School is a two-story building set in a highly built up area, surrounded by houses and consists of 12 classrooms, Nurture Classroom (the Pod), Nursery, Support for Learning base, Library, Gym Hall, Dining Hall and a range of offices. Each classroom is well-equipped with an interactive whiteboard, netbooks, pcs and iPads.  The current primary roll is 286 and we have an ELC roll of 60. There are fourteen class teachers, a part-time EAL teacher, and two PE teachers to deliver 2 hours of quality PE per week and to support class teachers’ reduced class contact. The school is led and managed by the Head Teacher, two Depute Head Teachers and three Principal Teachers. The ELC has a senior Early Learning and Childcare Educator, a Childhood Pedagogue, eight Early Learning and Childcare Educators and an Early Years’ Assistant. There are part-time specialist teachers for violin and brass. Eleven support staff work across the school to support the pupils and there are four administration staff.  During this session there have been several changes to staffing – an Acting Depute Head Teacher was appointed to cover a maternity leave, two class teachers resigned at the Easter holidays and five teachers were employed to fill these vacancies and also support the planning for potential blended learning due to COVID 19 restrictions. Two newly qualified teachers have also been employed for their probationary year.  In order to roll-out 1140 hours of early learning our ELC, which will take effect from September 2020, we have employed three full-time Early Learning and Childcare Educators and two trainees.  The Head Teacher is continuing to engage in The Scottish College of Educational Leadership’s Excellence in headship programme. The Depute Head Teacher and one of the Principal Teachers are engaging with Stirling University’s MSc Professional Education and Leadership programme and one of the teachers is engaging with Strathclyde University’s Doctorate of Education (EdD) Professional Research programme.  **Our Vision**  At Sunnyside Primary School, we believe in inclusion and equity for all. We believe that every child should have the opportunity to learn, to try new things, to make mistakes, to be able to learn from them and to be successful.  We should try to keep healthy and fit. We have the right to feel safe at school and should be able to ask for help and know that we will receive it.  Bullying of any kind is not allowed and is not in keeping with our values. We should be respectful to each other and understand that everyone’s opinions should be heard.  We are proud of our school and community.  **Our Values**   * Respect * Inclusion * Effort * Resilience * Integrity * Fun   The Scottish Index of Multiple Deprivation highlights that 44.8% of our families live in deciles 1 & 2 and 22.4% are in receipt of Free School Meals. Therefore it is important to recognise the differences of opportunity and the challenges that result. 14.7% of our pupils have English as an Additional Language and 39% receive support for learning in some format or other (68% of these pupils are identified as living in deciles 1 and 2 or in receipt of Free School Meals). | | | |
| **Performance Information** | | | |
| **Attainment in Primary 1, 4 & 7 – 2019/2020**  This session, we continue to see high attainment levels across the school compared to Clackmannanshire and National averages. The following graphs highlight how attainment has progressed over the years, however a summary of the main messages are as follows. When discussing the attainment gap, we are comparing children living in SIMD 1 & 2 with children living in SIMD 8 – 10.  In Primary 1 100% of children achieved Early Level in Reading and Numeracy, with almost 100% achieving in Writing and Listening and Talking. The attainment gap has closed to zero in all curricular areas apart from Writing where it is at 8%. This number equates to one child.    In Primary 4, attainment has increased significantly in all curricular areas. There is an attainment gap of 15% in all curricular areas which equates to two children. These figures are pleasing as they relate to teacher professional judgement as at 20th March 2020 and therefore do not take into any account the learning and interventions that had been planned for the final term.  In Primary 7, attainment has decreased in all curricular areas. Again, this data related to teacher professional judgment as at 20th March 2020. Teachers’ predictions of attainment had highlighted this decrease and interventions had been planned for the final term to address some of these. Unfortunately, these could not take place due to COVID 19. When we consider the Standardised Assessment data, however, for Literacy, using NGRT and SNSA there has been an increase in individual attainment of 39% from Primary 6 to Primary 7 and for Numeracy, using the MALT Assessment there has been an increase in individual attainment of 86% across the stage.  Whilst attainment in Primary 7 has reduced, it is necessary to consider that this comparison is between different cohorts of children. Individual attainment data i.e. Primary 6 to Primary 7 highlights that our PEF interventions are making a positive impact upon reducing the poverty-related attainment gap. Similarly if we consider individual attainment from Primary 1 to Primary 6, children are making good progress and the poverty-related attainment gap is continuing to reduce. The Scottish Government allocated £115 560 to Sunnyside Primary School for session 2019/20 in order to tackle the poverty-related attainment gap. Next session (2020/21) we have been allocated £99858 to further embed this work. Our priorities for next session will remain similar to previous years:   * Ensure consistency in high quality learning and teaching with a particular focus upon monitoring, supporting and challenging teachers in their practice across the whole school, especially regarding pace and challenge in Literacy and Numeracy for those children in SIMD 1 & 2.   - Depute Head Teacher with a particular focus upon Learning, Teaching and Assessment (£71707)   * Literacy and Numeracy interventions led by our Support for Learning Teacher and delivered by highly trained Learning Assistants for individuals and small groups of pupils   - Support for Learning Teacher (0.2 FTE – £11199)   * Continue to work in partnership with families to improve attendance, late-coming and exclusion statistics and to enhance parental engagement. This priority will also be led by the Depute Head Teacher (above).   Pupil attendance continues to be high (92.5%) for session 2019/20 and significant partnership work with Parents and Carers has allowed for these high levels to continue. Feedback received from some families is that greater trust has developed, especially through our Supper Club membership. We continue to be vigilant, however and support families where necessary to ensure that individual pupil’s attainment does not become concerning. In these cases we work with a range of partner agencies to ensure that families receive the best possible package of support that can be offered.  Children demonstrate their skills and abilities in a variety of ways however more significantly they demonstrate their achievement through participation of our many and varied pupils groups. Children represent their peers and have a real voice in school improvement, curriculum and community through these pupil groups. Membership is always well sought after by children. | | | |
| **Review of Progress to March 2020** | | | |
| **NIF Priority :**  Improvement in attainment, particularly in literacy and numeracy  To close the attainment gap between the least and most advantaged children/ young people | | | **Cluster Improvement Priority: Learning and Teaching**   1. **Equitable Literacy** 2. **LIFT Project (ELC)** 3. **Improving Pedagogy and Equity** 4. **Moderation** |
| **NIF Driver:**   * **Teacher professionalism** * **School Leadership** * **Parental Engagement** * **Assessment of children’s progress** * **School Improvement** * **Performance Information** | | | **HGIOS4 QIs:**  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equity and inclusion  3.2 Raising attainment and achievement |
| **Progress and Impact until 20th March 2020**   1. **Equitable Literacy**   At the beginning of the session, staff felt confident in providing a range of high quality texts, setting up reading spaces and providing children with different opportunities to choose texts on a regular basis. They were confident in promoting books and giving regular reading opportunities which includes personal reading time. Almost all staff said that they understood the purpose of running records for assessment and were confident in using them to confirm teacher professional judgements in reading. However they were less confident in understanding of reading strategies and on the use of coaching to support and develop children’s reading skills. A series of collegiate sessions, supporting by the Improving Outcomes Principal Teacher (IOMPT) were delivered particularly on reading strategies and reading cues and the IOMPT worked in classrooms modelling and supporting practice to enhance teacher confidence and improve children’s learning experiences. This was very well received and staff felt their confidence increasing as their pedagogical skills developed.  Jolly Phonics and Jolly Grammar programmes were introduced to ensure a robust and progressive delivery of phonics, spelling and grammar across the whole school and reading strategies progression planners were devised. This has ensured a consistent approach to reading across all stages and gives a clear outline of what children need to achieve at each stage.  A Literacy position paper was developed in order to support the development of whole school policy. This has resulted in all staff having clearer expectations when delivering the Literacy curriculum.   1. **LIFT Project (ELC)**   Alloa cluster engaged with Speech and Language colleagues to deliver a 3 year LIFT project in order to improve language skills in early years. This session was the final year of the project. All children now have access to a high quality visual environment, which aids communication, independence and self-help skills. Pre-school children are routinely assessed using the ‘Teaching Children to Listen’ scale and allocated a Challenge, ACI (adult, child interaction) or Narrative group accordingly. This has ensured that the ELC team have a greater understanding of children’s language development level and are more confident in identifying and supporting children using appropriate interventions with minimal Speech and Language Therapy support. Of our pre-school cohort, 90% received targeting intervention of some form or other – 35% were part of a Narrative group, 17% part of an ACI group, 21st were part of a Challenge group and only 17% were referred for more specialised support.  Staff also continued to engage with parents and carers through workshops and ceremonies, and LIFT family learning bags were developed to support this. Feedback from Parents who attended our workshops and ceremonies was that they are more confident in supporting their child’s speech and language learning at home and that they see a difference in their child’s vocabulary.  Unfortunately due to COVID 19, formal assessments could not take place however Observations, Learning Journals comments and Teachers’ Professional Judgement has highlighted that the children’s reading, listening and spoken language has improved and video analysis of interactions between children and staff are highlighting that the team are using more commentating language when supporting children.   1. **& 4. Improving Pedagogy and Equity; Moderation**   To ensure a consistency in high quality pedagogy across schools, cluster and authority, it was decided to engage with a Tapestry project focussing upon Dylan Wiliam’s “Embedding Formative Assessment”. This project allowed staff across the cluster and authority to implement formative assessment strategies within their practice in a reflective manner and to reflect upon and share practice collegiately. Collegiate planning took place and evidence was assessed during authority led sessions with a view to trying to gain consistency of expectations with regards to Numeracy benchmarks. Observations of practice and professional dialogues amongst teachers have highlighted that there is now a greater consistency in the quality of learning intentions, success criteria and feedback however this needs to be further embedded to ensure that this continues to improve. Similarly further moderation opportunities need to be offered to not only ensure consistency in class teachers’ understanding of attainment at school level but also at cluster and authority level too.  **Next steps:**   1. **Equitable Literacy**  * Continue to embed Equitable Literacy pedagogy in daily practice  1. **LIFT Project (ELC)**  * Continue to embed LIFT pedagogy in ELC daily practice  1. **& 4. Improving Pedagogy and Equity; Moderation**  * Continue to embed the use of Formative Assessment across the school to enhance pedagogy and equity for all * Continue to develop knowledge and understanding of all aspects of the Moderation Cycle. | | | |
| **NIF Priority:**  Closing the attainment gap between the most and least disadvantaged children | | | **School Improvement Priority 1: Parental Engagement** |
| **NIF Driver:**   * **Parental Engagement** | | | **HGIOS4 QIs:**  1.3 Leadership of change  1.5 Management of resources to promote equity  2.5 Family Learning  2.7 Partnerships |
| **Progress and Impact until 20th March 2020**  We aim to enhance our parents and families as partners in learning, and the life of the school; developing a rich network of parental engagement opportunities and promoting equity across family learning.  When asked if our family learning events are useful our parents give us a score of 4.57 out of 5. We have had over 545 attendees at family learning events (clubs, showcases, workshops and assemblies), reflecting a 10% increase in the number of family learning sessions being held. We have sought to reinforce in school learning through family workshops such as the Reading Café and Family Fun Club, as well as providing online resources and skills videos; which have been accessed by 54% of surveyed families.  Parents have access to current attainment information throughout the school session; we have seen a 51% increase in the number of parental engagements and contributions via Learning Journals (August to March 2019-20 vs. August to July 2018-19) across our P1-7 classes. When our parents are asked if they feel supported by the school and staff with home learning, we are given an average rating of 5.25 out of 6. We have also seen improved engagement with our online platforms such as Twitter, YouTube and the school website. We also understand the difference that effective communication can have, when supporting our learners with attendance, and continue to routinely monitor and engage with families requiring support – leading to an average school attendance of over 90% for the past 2 academic sessions.  We continue to enhance the role of parents as partners in the planning and delivery of school policy and initiatives, utilising a wider variety of approaches. Our parental engagement activities are given an average rating of 4.93 out of 5 – this is an increase in 8.6% from the start of the session. We have started 3 new parent working groups this session, who have helped to inform and shape our Travel Plan, Family Learning and Family Fun Club. There has also been an increase in parental representation within the school, with 10 parent volunteers completing volunteer induction meetings; 2 additional parent volunteers completing ongoing or long term placements with classes within the school; all in addition to those family members who continue to volunteer their time, assisting with school trips, in school events and learning workshops. We have also seen a 76% increase in the volume of responses to in school consultations, ensuring that our families have their voices heard and opinions valued.  Through consultation with our parents, pupils and staff on how we can best support them with the Cost of the School Day and safe, responsible travel, we have created a bespoke approach that reflects the needs of our community including a uniform and book exchange, Family Fun Club and holding free skills workshops from The Coalfields Regeneration Trust, Citizen’s Advice, Sauchie Women and Girls, Clacks 1400 and NHS Forth Valley. We continue to work with partners across our community to seek safe, sustainable ways for our families to travel to and from the school and over 80% of our families currently travel using healthy routes.  We strive to support our families in any way we can, and have seen an additional increase in the number of referrals to partner organisations, demonstrating our commitment to this.  **Next steps:**   * Continue to promote parental engagement within the life of the school, and seek new ways of working to ensure this is done is a sustainable and safe manner (considering current COVID 19 restrictions). * To further increase the use of digital technologies when working with partners and families, ensuring all feel supported to access these tools confidently. | | | |
| **NIF Priority:**  Improvement in attainment, particularly in literacy and numeracy  To close the attainment gap between the least and most advantaged children/ young people  Improvement in children and young people's health and wellbeing  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | **School Improvement Priority2: Curriculum**   1. **Numeracy** 2. **1 + 2 Modern Foreign Languages** 3. **Health & Wellbeing – Food & Health; Substance Misuse; Sexual Health and Parenthood Education** |
| **NIF Driver:**   * **Teacher professionalism** * **School Leadership** * **Parental Engagement** * **Assessment of children’s progress** * **School Improvement** * **Performance Information** | | | **HGIOS4 QIs:**  1.2 Leadership of Learning  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equity and inclusion  3.2 Raising attainment and achievement |
| **Progress and Impact until 20th March 2020**   * **To raise attainment in Numeracy through high quality teaching and learning opportunities**   Children at all stages were assessed in their Numeracy skills to determine a baseline. 27% of children in Primary 1 and 67% of children in Primaries 2 – 7 were identified as requiring some form of support in developing their Numeracy skills and to ensure that they would progress in line with National expectations. This information, along with teacher professional judgements allowed for the creation of Learning Assistant support groups (based around Building Blocks) and support groups which would be led by the Depute Head Teacher.  When these children were re-assessed in December, 67% of those who required support were making progress and were on track with their learning. Four children did not make the progress required and further supports were put in place.  What was evident from pupil attitude surveys was that 33% of children did not enjoy maths and over 20% did not know alternative strategies when one was not working. Nearly 50% of children worked problems out in their heads. This information highlighted the need for children to focus on the use of different strategies for addition, subtraction, multiplication and division and the need to encourage them to talk through strategies and share dialogue with staff and peers.  Class teacher questionnaires highlighted a confidence in teaching addition and multiplication however less confidence with subtraction and division (confidence level of 7.4 for addition compared with 5.2 for division). In order to tackle this, the Depute Head Teacher timetabled herself to model effective practice and support in all classes once a fortnight and all teaching staff took part in Numeracy CLPL opportunities especially around the CPA (Concrete, Pictorial, Abstract) approach and resources were purchased to support this approach. In order to ensure that Learning Assistants could effectively support children in classrooms, they participated in an in-service training opportunity investigating how this approach is used to teach addition, subtraction, multiplication and division. By the end of the session 83% of the learning assistants felt that their confidence had improved and therefore felt better equipped to support learners within Maths and Numeracy.  A new planning approach to ensure consistency and depth across the whole school was introduced. This was revisited and evaluated throughout the year and where necessary changes were made. This ensured that class teachers were planning across a variety of organisers and that children were given the opportunity to re-visit previously covered topics in a spiral approach. Feedback from teachers was very positive and all were able to discuss which strategies they use to support the CPA approach.  At the end of the third term, all children were re-assessed using the MALT standardised assessment. For a number of children there was a significant gap between their chronological age and their maths age. This was particularly within the upper stages i.e. as the children got older the gap got wider. Therefore our priority was to narrow this gap. Of these 173 children, for 59% the gap was narrowed to within 5 months. We recognise however that there is still considerable amount of work to be done however understand that this is a step in the right direction for our children. For the 36% of our children who are working at age appropriate level or beyond, we must make sure that they are challenged within their learning and are working on the appropriate phases of learning.   * **1 + 2 Modern Foreign Languages**   An audit of 1 + 2 Modern Foreign Languages highlighted that coverage was sporadic and that children’s learning experiences varied depending upon individual teacher confidence. French was being taught from Nursery to P7 however German which should be taught from P5 to P7 was not being covered. Clear, progressive programmes of work were devised for both French and German and an on-line language programme purchased to support delivery of the curriculum. In primaries 5 – 7 a teacher was employed to deliver German on a weekly basis.  Minutes from planning meetings and classroom observations highlight that teacher confidence is increasing and that children are enjoying learning new languages. This work was cut short however due to COVID 19 and will continue next session. To further support the delivery of French, focussed lessons in primary 2 – primary 4 will also be delivered on a weekly basis.   * **Health & Wellbeing – Food & Health; Substance Misuse; Sexual Health and Parenthood Education**   In order to further develop children’s resilience and emotional literacy, the Emotion Works programme was introduced at all stages. This was complimented by an Assembly programme which developed resilience skills. These programmes equip children with emotional language and strategies to allow them to express their feelings in a positive manner. Through dialogue it is clear that their resilience and knowledge and understanding of emotional language has developed. Children settled back to school routine very quickly after the COVID 19 lockdown and were able to share their experiences and anxieties easily with staff and peers seeking support where necessary.  We recognised that although Emotional Health & Wellbeing is a strength at Sunnyside Primary School, there was a need to review our whole Health and Wellbeing curriculum to ensure breadth and depth at all stages. We recognised that teachers needed to increase in confidence in delivering Food & Health, Substance Misuse and Relationships, Sexual Health and Parenthood education experiences and outcomes and therefore ensure children had quality learning experiences in these areas. Therefore, progressive programmes of study in Relationships, Sexual Health and Parenthood and Substance Misuse were developed and piloted throughout the school. Whilst initial feedback has been positive, we have been unable to formally evaluate their impact due to COVID 19 lockdown. Similarly, the programme for Food & Health is still in the development stage however we hope to roll this out next session.  **Next steps:**   1. **To raise attainment in Numeracy through high quality teaching and learning opportunities**  * Continue to embed addition, subtraction, multiplication and division. Focus on using these strategies within problems. Use of calculator to solve problems in the upper stages. * Develop use of strategies to support: Fractions, Percentages and Decimals; Time * Build a consistent approach to learning and teaching in Mathematics and Numeracy  1. **1 + 2 Modern Foreign Languages**  * Continue to evaluate and review the programmes of work in French and German * Increase teacher confidence through team-teaching approach  1. **Health & Wellbeing – Food & Health; Substance Misuse; Sexual Health and Parenthood Education**  * Continue to embed Emotion Works across the school * Evaluate and review Relationships, Sexual Health & Parenthood and Substance Misuse programmes of work * Introduce programme of work for Food & Health | | | |
| **Supporting learners and their families during COVID-19** | | | |
| On Monday 23rd March the school was closed due to COVID-19 restrictions and as part of the wider lockdown restrictions. The use of Google Classrooms allowed for children to continue to engage with learning and for those who did not have access to digital hardware or Internet, resources were sourced and delivered to home addresses. For some families, this form of digital learning proved too challenging and therefore Class Teachers and Learning Assistants delivered packs of work to homes. Feedback from parents and carers was extremely positive.  Communication with families continued through regular welfare and academic phonecalls by class teachers and members of the leadership team. Through these discussions, trust was further enhanced and for some families who were finding circumstances very difficult, supports were put in place e.g. referrals to the Food Bank, advice re behaviour management, referrals to the Educational Psychology telephone line. For some parents, these regular phonecalls proved very welcome as they gave them the opportunity to voice their fears and concerns.  A post link was made with the local shop to allow for letter communication between pupils and their teachers and a store of stationery and jotters was kept there for anyone needing access to it. This was replenished regularly.  For children of Key Workers and families who it was felt required extra support, Local Authority Hubs were opened from 8.00am – 6.00pm and places were allocated according to need. Similarly the Hubs opened during the Easter and Summer holidays to further support these families.  Transition from home to ELC, ELC to Primary 1 and Primary 7 to Secondary 1 was challenging and the many activities that we would normally do could not be carried out. We used extensively used our website to post welcome videos, transition packs, curricular transition projects and activities. The Primary 7 children hosted a digital celebration to allow them to celebrate their time at Primary School and also say farewell to their peers and their teachers. Small group transition visits were made for Primary 1 children who were new to the school and, on request, for pupils transitioning to Secondary where anxieties were increased. Class to class transition at all other stages took the form of Bitmoji classrooms with welcome messages, videos and activities set by the pupils’ new Class Teachers.  When the children returned to school in August, a recovery plan which was written with the support of the Educational Psychology team ensured a focus upon children’s mental health and wellbeing and ensured a positive and supportive return to routine and schooling. | | | |
| **Evaluation of Quality Indicators - School** | | | |
| **Quality Indicator** | **School Self-Evaluation (1-6)** | **Inspection Evaluation**  **Date:** | |
| 1.3 Leadership of change | 4 |  | |
| 2.3 Learning, teaching and assessment | 3 |  | |
| 3.1 Ensuring wellbeing, equity and inclusion | 4 |  | |
| 3.2 Raising attainment and achievement | 3 |  | |

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| **Evaluation of Quality Indicators - ELC** | | |
| **Quality Indicator** | **ELC Self-Evaluation (1-6)** | **Inspection Evaluation**  **Date:** |
| 1.3 Leadership of change | 4 |  |
| 2.3 Learning, teaching and assessment | 4 |  |
| 3.1 Ensuring wellbeing, equity and inclusion | 3 |  |
| 3.2 Raising attainment and achievement | 3 |  |

**RECOVERY ACTION PLAN 2020/2021**

**SECTION C1**

**SCHOOL Priority 1: Pedagogy & Moderation**

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| **SIP** | X |
| **PEF** | X |

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| **Establishment** | Sunnyside Primary School | **Total PEF Allocation** | £99858 | **Links to SAC** | * School leadership * Teacher professionalism * Assessment of children’s progress * School improvement |
| **Cost of this priority**  **(PEF Priorities only)** | £71707 |
| **Headteacher** | Denise Penman | | **Accountable Person** | Phillip Mathis (DHT) | |

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| **Outcome (Transformational Recovery)** | |
| *Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*  Teachers will have a renewed confidence, and wider range of practicable strategies to draw on, when planning, delivering and assessing learning, as part of wider pedagogical practice and moderation. They will be supported to further develop the use of formative assessment, subject specific knowledge and moderation practices as an integral part of learning and teaching. This will lead to greater ownership of learning by pupils, an enhanced ability to discuss their learning journey with peers, school staff and families, and an increase in self-esteem and self-motivation. | |
| **Rationale for this proposal?** | |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  Research by Vescio el al. (2007) demonstrates that Professional Learning Communities (PLC), focus should be the development of “Knowledge of Practice” in order to be effective. It is intended that through the creation of a shared understanding of best practice (including moderation, subjective specific knowledge and assessment) teachers will work as a PLC to refine and drive improvements in cross school learning and teaching. The change model (Clarke and Hollingsworth, 2002) we propose, of interconnected learning – comprising of work embedded into the life of the school, reflective activities, professional experimentation and subject specific knowledge – has been proven to be more effective and is by its nature, reflecting the moderation cycle, as defined by Education Scotland (2018).  Publications by Clarke (2006), Wiliam (2017) all agree that when applied correctly, formative assessment is a powerful tool in day to day teaching and learning; It allows teachers to be more responsive to the needs of individuals and adaptive in the planning and delivery of lessons.  Where gaps have developed in learning, our teaching team will be better equipped to explore and seek to close these. Further evidence, from EEF, demonstrates that through the consistent use of formative assessment in school, more reflective learning discussions can arise between pupils and families.  Modelling of sound teaching practices, by curricular leads and peers has also been proven to strengthen collegiate learning and impact positively on in both students and teachers, enabling student centred approach (Maass and Engeln, 2018). | |
| *What will you do? What evidence do you have that this will be effective?*  ***Formative Assessment:***  We propose to develop cross- stage working partnerships, consisting of all current teachers. We argue that as formative assessment (AiFL) is at the core of pedagogical practice, allowing colleagues to share experience across stages should enhance dialogue and allow the sharing of techniques through peer modelling.  Baseline questionnaires will be conducted with teachers to ascertain confidence in 5 key areas of formative assessment:   * Learning Intentions and Success Criteria. * Questioning and classroom discussion. * Feedback * Peer Support * Learners leading learning   Similarly, class questionnaires will be completed by children on these same 5 areas, to be shared with individual practitioners and compiled as an overview.  The results from these baseline questionnaires will be discussed in coaching meetings, facilitated by another colleague, to assist practitioners to decide on one area of focus per term.  Coaching meetings will then be held at the end of a term to review progress, discuss the impact of techniques used and decide the next or ongoing focus and scoring confidence in the area covered over the term.  These coaching meetings will be complemented by weekly meetings with individual pupils (Bonus Ball) and class groups (weekly evaluations), within the class, providing quantitative and qualitative data to evidence the impact of the use of AiFL on learning.  Through the continued use of learning journals in conjunction with AiFL, we hope to encourage further sharing of learning and discussions between families and pupils, encouraging a greater personal leadership of learning amongst pupils as evidenced by the Educational Endowment Fund.  Black and Jones (2006) found that formative assessment should be utilised to encourage ownership of learning, enhancing the learning process and that teachers, when working with colleagues, experience greater confidence. Bennett (2011) acknowledges that this is an ongoing process, and we aim to build on the Tapestry work that has been previously developed at a local authority level.  ***Improving Subject Specific Knowledge:***  Working groups and leads will facilitate access to subject specific knowledge through the provision and sharing of both internal and external CLPL opportunities, periodically throughout the session, as part of a comprehensive program of CLPL. Studies by Hill, Roman and Ball (2005) and Jadama (2014) demonstrate that teachers’ subject specific knowledge positively impacts student learning, as reinforced by Shulman’s exploration of Pedagogical Content Knowledge. This will be further enhanced through peer modelling, allowing the sharing of expertise amongst colleagues; promoting reflective practices and moderation. (See curricular action plans)  **Embedded and reflective activities:**  By providing key opportunities for reflection and ongoing development throughout the year, we are seeking to insure that teaching and assessment practices are given the opportunity to become embedded and moderated. Further to this, by providing scope for existing and new knowledge and skills to be utilised we aim to ensure that our practitioners are provided with the mechanisms and time for authentic critical reflection (Thomson and Pascal, 2011). Quality assurance as part of our ongoing practice will also serve as an independent source for reflection. | |
| *Who has been consulted? How? What was their feedback?*  Our plan has been developed by an in-school working party, consisting of current teaching staff. It was agreed that our actions reflect the journey that we are on as a school, acknowledging the strengths of our new and existing team members and developing collegiality through collaboration. This action plan has been written with this group to ensure transparency.  Parents have voiced their thoughts on our improvement priorities for this coming session (Parent Information Evening, Nov 2019), with the largest proportion of respondents (35%) choosing HGIOS4 QI 2.3 as an area of continuing focus within our school improvement planning.  Our Learners will be consulted throughout this process as shared and their voices used, in conjunction with those of colleagues, to direct growth and progress. | |
| **NIF Priority**  Please highlight | **HGIOS 4 QIs**  Please highlight and add any other relevant QIs linked to improvement work |
| **Improvement in attainment, particularly in literacy and numeracy**  **Closing the attainment gap between the most and least disadvantaged children**  **Improvement in children and young people's health and wellbeing**  **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** | **1.3 Leadership of Change;**  **2.3 Learning, teaching and assessment;**  **3.1 Ensuring wellbeing, equity and inclusion,**  **3.2 Raising attainment and achievement** |

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| **Start Date** | **Time Allocation** | **Progress Review Dates** | **Completion Date** |
| September 2020 | Session 2020/21 | December 2020  March 2021  June 2021 | June 2021 |

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| **Outcomes** - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners) | **Measurement Plan** - What evidence will you gather to measure impact? When? | **RAG** (This can be done on each of the dates noted above) | |
| **Date** | **RAG** |
| **Short**  Teachers will be able to recognise the strengths and areas of development relating to the use of formative assessment.  Teachers will accurately reflect upon their own curriculum knowledge and confidence.  Pupils will be able to reflect on their perception of AiFL strategies within the class. | Baseline Survey data and teachers  Initial Coaching meeting records/minutes.  Baseline survey data from collegiate sessions.  Baseline Survey data from Pupils. | Nov 2020 |  |
| Nov 2020 |  |
| Nov 2020 |  |
| **Medium**  Teachers will be able utilise data gathered from pupils to develop Aifl.  Teachers will seek to increase skills and knowledge through engagement in peer modelling practice.  Pupils will have an increasing awareness of their learning journey and be able to accurately reflect on their skills and knowledge. | Coaching meeting minutes  Number of peer modelling sessions taking place.  Bonus Ball reflections. | January- March 2021 |  |
| January - March 2021 |  |
| Jan - March 2021 |  |
| **Long**  Teachers will have a renewed confidence, and wider range of practicable strategies to draw on, when planning, delivering and assessing learning, as part of wider pedagogical practice and moderation. They will be supported to further develop the use of formative assessment, subject specific knowledge and moderation practices as an integral part of learning and teaching. This will lead to greater ownership of learning by pupils, an enhanced ability to discuss their learning journey with peers, school staff and families, and an increase in self-esteem and self-motivation. | Final survey data – teachers and pupils.  Summative findings of Bonus Ball meetings.  Conclusions from Coaching meetings.  Quality Assurance Records  Volume of parent interactions with Learning Journals. | April-June 2021 |  |

**SCHOOL Priority 2: Curriculum**

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| **SIP** | x |
| **PEF** | x |

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| **Establishment** | Sunnyside Primary School | **Total PEF Allocation** | £99858 | **Links to SAC** | * School leadership * Teacher professionalism * Assessment of children’s progress * School improvement |
| **Cost of this priority**  **(PEF Priorities only)** | £28151 |
| **Headteacher** | Denise Penman | | **Accountable Person** | Alanna Belford (HWB)  Rebecca Smith (MfL)  Emma Cuthbert (Lang & Lit)  Hannah Neill (Maths & Num)  Tamzin Grossert (STEM) | |

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| **Outcome (Transformational Recovery)** | |
| The curricular areas that we will continue to focus on are Health and Wellbeing, Modern Foreign Languages 1+2, Literacy, Numeracy and we will introduce aspects of the STEM curriculum.  Within the curriculum we aim to:   * provide clear guidance on the progression of teaching and learning * use a variety of teaching strategies * ensure consistency in teaching approaches across the school * provide high quality learning experience for all learners * raise attainment particularly in literacy, numeracy and health and wellbeing * ensure support and challenge for all learners * ensure our curriculum is broad, balanced, creative and based upon real-life scenarios to ensure children are confident and motivated in their learning.   We will consult with all stakeholders to gain feedback throughout the process. This will include children, staff, parents and external agencies | |
| **Rationale for this proposal?** | |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  **Health & Wellbeing** – this is a continuation of last year’s action plan which was curtailed due to COVID 19. There is a need to continue to develop our Health and Wellbeing curriculum around Food and Health and Substance Misuse and Relationships. Effective programmes will be implemented and reviewed to ensure that children’s learning experiences allow them develop the skills and knowledge around these areas  **Modern Foreign Languages 1+2 –** this is a continuation of last year’s action plan which was curtailed due to COVID 19. We aim to fully embed 1+2 Modern Foreign Languages and to continue to evaluate practice and ensure effective programmes of work are in place for French from Primary 1 to Primary 7 and German from Primary 5 to Primary 7.  **Language & Literacy –** this is a continuation of last year’s action plan which was curtailed due to COVID 19. We also aim to begin further development of writing at all stages to ensure consistency of approach and to support the closing of the poverty-related attainment gap.  **Mathematics & Numeracy** – this is a continuation of last year’s action plan which was curtailed due to COVID 19. We aim to ensure that there is clear guidance to allow for a consistency of approach across the whole school and to support the closing of the poverty-related attainment gap.  **STEM** – through consultation with staff there is a need to review our STEM curriculum to increase teacher confidence and to ensure creative, progressive, high quality learning experiences for all children across the whole school. | |
| *What will you do? What evidence do you have that this will be effective?*  The Education Endowment Foundations details the impact that different factors can have on attainment. One which has the biggest impact is metacognition and self-regulation. Therefore our aim is to equip our children with a variety of strategies which they can use to support their learning. By teaching a range of approaches and strategies children can then choose which best suits in different situations. Throughout this process children will be encouraged to engage in discussions around their learning to ensure confidence in their understanding and learning.  It is important that we offer a curriculum that is engaging and motivating to children and ensures a balance and breadth across all experiences and outcomes of a Curriculum for Excellence to ensure that children develop appropriate skills for learning, life and work.  Information will be shared with staff through in school collegiate events, authority led collegiate events and in class support. | |
| *Who has been consulted?*  We have consulted with children, staff, parents and external agencies. | |
| **NIF Priority**  Please highlight | **HGIOS 4 QIs**  Please highlight and add any other relevant QIs linked to improvement work |
| **Improvement in attainment, particularly in literacy and numeracy**  **Closing the attainment gap between the most and least disadvantaged children**  **Improvement in children and young people's health and wellbeing**  **Improvement in employability skills and sustained, positive school-leaver destinations for all young people** | **1.3 Leadership of Change;**  **2.3 Learning, teaching and assessment;**  **3.1 Ensuring wellbeing, equity and inclusion,**  **3.2 Raising attainment and achievement** |

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| **Start Date** | **Time Allocation** | **Progress Review Dates** | **Completion Date** |
| September 2020 | Session 2020/21 | December 2020  March 2021  June 2021 | June 2021 |

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| **Outcomes** - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners) | **Measurement Plan** - What evidence will you gather to measure impact? When? | **RAG** (This can be done on each of the dates noted above) | |
| **Date** | **RAG** |
| Short  **Health & Wellbeing**  PE tracker is used to track attainment in PE over time  RSHP and Emotion Works Programmes of Study embedded within practice.  Food and Health and substance misuse Programmes of Study introduced  Establish current practice in maintaining quality partnerships with all stakeholders using a consultative approach  Establish current practice in learning outdoors / outdoor learning from all classes  **MfL 1+2**  Develop a clear understanding of teacher skill and confidence levels in teaching French (P1 – P7) and German (P5 – P7)  Develop a clear understanding of parent and pupil views on the teaching and learning of 1+2 MFL.  **Language & Literacy**  Clear progression for writing skills across all stages.  Differentiated lesson format agreed and progressive strategies developed.  EL progress in reading maintained and further developed.    **Mathematics & Numeracy**  All staff are confident in the use of manipulatives in teaching Numeracy  Develop more robust systems to monitor and track Numeracy in ELC to improve the transition data from nursery to P1.  Understanding of parents and carers current confidence levels in supporting their children with Numeracy homework.  **STEM**  There is a shared vision for STEM at Sunnyside Primary School.  Pupil awareness, participation and leadership in STEM is improved. | Staff audit of confidence around PE tracking for reporting purposes, RSHP, Emotion Works and Substance Misuse and Food and Health Programmes of Study  Pupil group to audit HWB experiences in school; Classroom observations of HWB lessons  Pupil group to audit outdoor learning / learning outdoors opportunities  Classroom observations, baseline teacher confidence survey, discussion notes – identification of development needs  Pupil focus group minutes, parent survey results.  Baseline assessment- Cold piece-Imaginative writing. - Agree images for each level as stimulus.  Teacher confidence survey  Classroom observations  Pupil ‘bonus ball’ discussions  Google questionnaire  Classroom observations  Audit current practice in Nursery for monitoring and tracking Numeracy.  Complete SEAL assessments in P1 to use as a Baseline.  From baseline identify areas of development for Nursery.  Parent questionnaire; compare data from December 2019 questionnaire  Staff, pupil & parent views collated  Shared vision and language of STEM evident in class discussion and activities – pupil bonus ball; classroom observations  2 Staff members trained as Young STEM Leader tutor assessors.  Targeted group of pupils to participate in Young Stem Leader programme.  Completed pupil logs | October 2020  December 2020  December 2020  October 2020  November 2020  October 2020  December 2020  December 2020 |  |
| Medium  **Health & Wellbeing**  HWB Programmes of Study embedded to ensure quality learning experiences for all children  All stakeholders feel valued and have an influential part to play in the HWB curriculum  Outdoor learning coherent, cohesive progression documents are devised and introduced leading to increase in teacher confidence  **MfL 1+2**  Develop a programme of upskilling opportunities for teachers to improve levels of class teacher confidence  Increased pupil understanding of their progress  **Language & Literacy**  Children have vocabulary and language of writer’s craft.  Clear expectations and consistency re differentiation lesson format.  Links to family learning promoted e.g. reading cafes.  **Mathematics & Numeracy**  Pupils successfully use manipulatives or chosen strategy to solve problems in place value, calculations and word problems.  Pupil attitudes towards Numeracy improved; CT and pupils identifying real life links to Numeracy skills and strategies; active and creative numeracy lessons; high profile numeracy tasks, competitions and celebrations; sharing numeracy links to careers through guest speakers.  Variety of supports created to aid parents and carers in supporting their children with numeracy homework  **STEM**  Critical Collaborative Professional Enquiry – focus group of staff | Planning conversations; classroom observations; feedback during staff meetings  Pupil focus group; pupil questionnaires  Parent focus group; parent questionnaires  Planning conversations; classroom observations; feedback during staff meetings  Attendance at scheduled CLPL, collegiate planning, informal/formal discussions  Creation of resource banks and cross curricular planners  Pupil self-assessment proforma  Small test of change with working group  Classroom observations  Pupil ‘bonus ball’ conversations  Parent feedback  Small test of change in selected classes across Early, First and Second Level using a variety of Problem-Solving strategies, programmes and resources to identify possible ones to share with whole staff.  Active and creative lessons monitored through Pupil Bonus Ball discussions, classroom observations & Forward Planning meetings.  Parental feedback gathered at parental workshop.  Short videos shared on the school website of methods and strategies for key areas in Numeracy with a focus on the 4 calculations.  Covid restrictions permitted, offer a workshop at Early, First and Second Level to support pupils in Numeracy. Alternatively offer a live digital workshop session.  Parental leaflet to be included in new entrant packs.  Concept framework  Research question  Designed intervention  Data and findings | March 2021  March 2021  November/ December 2020  December 2020  December 2020 |  |
| Long  **Health & Wellbeing**  Children have the knowledge, skills and attitudes to effectively assess risks and enable them to make well judged, informed choices that reflect the values of a healthy society.  **MfL 1+2**  Increased teacher confidence in delivering and assessing the 1+2 Modern Foreign Languages Curriculum.  Increased parental engagement with learning and teaching of 1+2 MFL  **Language & Literacy**  Children will have better understanding of Writers Craft and be more confident in using strategies to enliven their writing.  **Mathematics & Numeracy**  All staff have improved confidence in teaching the use of numeracy strategies to provide effective learning and teaching.  Improvement in SNSA data in relation to place value, calculations and word problems.  Pupils have closed the gap in their attainment in Numeracy  Effective monitoring and tracking of Numeracy in place for all pupil, ELC to P7.  Pupil attitudes towards Numeracy and Mathematics has improved.  Parents and carers feel more confident in supporting their children with Numeracy homework.  **STEM**  Clear curriculum rationale for incorporating STEM as part of curriculum | Curriculum plans; classroom observations; pupil focus groups; staff questionnaires; parent questionnaires  Teacher survey, classroom observations, plans  Parent survey/focus group, attendance (virtual or in person) at showcase event  Post Assessment at Early, First and Second level target classes.  Google form re staff confidence – analysed to identify progress.  SNSA Assessment Data compared and analysed with previous years data.  Evidenced gathered from SNSA, MALT & NGRT assessments, along with Teacher Professional Judgements in Tracking meeting minutes.  Complete Seal Assessments for N5 pupils to compare results with initial baseline and analyse results.  Nursery and P1 Staff opinions to be gathered on impact of new monitoring and tracking procedures for the purpose of transition.  Plicker survey again to identify improvements in pupil attitudes towards Numeracy and Mathematics.  Parent questionnaire to measure predicted progress in parent confidence. Teacher judgement on what positive impact this has had on pupil homework.  Staff planning documents  Staff articulate a higher level of confidence re expectations in STEM and can evidence STEM in their practice – classroom observations; planning discussions | May 2021  May 2021  May 2021  May 2021  May 2021 |  |

***ELC Priority***

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| **SIP** | ✓ |
| **PEF** |  |

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| **Establishment** | Sunnyside Primary School Early Learning Class | **Total PEF Allocation** | £99858 | **Links to SAC** | * School leadership * Teacher/ EYCE professionalism * Assessment of children’s progress * School improvement |
| **Cost of this priority**  **(PEF Priorities only)** |  |
| **Headteacher** | Mrs Denise Penman | | **Accountable Person** | Angie Ross (SEYCE)  Melanie Higgins (Childhood Pedagogue) | |

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| **Outcome (Transformational Recovery)** | |
| *Please detail proposed intervention in terms of COVID-19 recovery outcomes for learners. (Consider What will change? For whom? By how much? By when?)*  **Numeracy -** Our aim is for 80% of pre-school children to be working within phase 2 by June 2021. At the beginning of the session, all pre-school children have been assessed on their number trajectories resulting in 82% of children requiring support with developing their numeracy skills.  **Literacy -** Our aim is for 80% of pre-school children to be working within phase 2 by June 2021. Children are currently in the process of being assessed on their rhyming words, syllables and sound recognition at the beginning, middle and end of words.  **Outdoors Learning -** Our aim is for 100% of children to be accessing outdoors on a daily basis in all weathers by June 2021.  **Health and Well-being -** Our aim is for 80% of children to improve the Emotional Literacy of the children within the ELC and support overall Health and Well-being by June 2021. A story relating to different emotions will be used to promote and support the children’s well-being. | |
| **Rationale for this proposal?** | |
| *Please provide Data/Information to support your Recovery Planning, including that specific to addressing the poverty related gap (PEF)*  We recognise that in order for us to ensure that children are given the opportunity to reach their full potential, it is important that they are effectively supported and challenged in their learning whilst engaging in child-led play in the early years. Data highlights that when children start primary 1, there are gaps in learning which have previously not been tracked and therefore there was a lack of breadth within the curriculum that they experienced. This plan is closely linked to school priorities to ensure consistency of approach across the whole school and Early Learning Centre and aims to ensure children have broad, balanced and progressive learning experiences which will support the narrowing of the poverty-related attainment gap. | |
| *What will you do? What evidence do you have that this will be effective?*  **Numeracy -** At the beginning of the term, all pre-school children were assessed on their numeracy skills using The Early Number Learning Trajectories to assess their baseline. The trajectories are split into 7 different categories with multiple stages. The results conclude with 82% of children requiring support with developing their numeracy skills and 3% of children need challenged to develop their numeracy skills further. ACI groups will be created in order to provide support to individual children within the different categories to promote their numeracy development. The future plans are to reassess the children again through The Early Number Learning Trajectories in January and again in May/June to measure progress. Evidence will be recorded in Floor books, ACI’s, Tracking and Monitoring and Learning Journals.  **Literacy –** After a successful engagement from the majority of children last year, our ELC has taken forward the Reading Journey again. This includes a set of 15 core books to encourage children to re-read the same stories and take forward their interests in a specific book on a monthly basis. Children are also being assessed on their rhyming ability and sound recognition at the beginning, middle and end of Jolly Phonics Phase 1 words (sat, bat, pig etc). Pre-school children will be assessed on the first initial 6 sounds s,a,t,p,i,n in January 2021 in preparation for primary 1.These assessments will be evidenced through tests of change – every 4 weeks. This will be evidenced through Floor books, Planning walls, Tracking and Monitoring and data graphs.  **Outdoor Learning –** Due to the recent circumstances, and in line with Government Guidelines, children require to access the outdoor environment more frequently to prevent the contraction of COVID. Within their bubbles, children are able to free flow between the main area and outdoors and infant playground. Children arrive with their waterproofs prepared for outdoor play every day. Staff will take forward children’s interests and encourage as much as possible to stimulate brain activity and problem solving skills.  **Health and Well-being –** This work has already begun and staff have introduced a child friendly story which refers to different emotions as colours. Books were purchased and resources such as coloured bags, Makaton signs, story spoons, blogs on E-Journals and pictures. Evidence through choice boards allow the children to visually express how they are feeling from day to day and have the choice to change throughout the day. Leuven Scale assessments will be introduced to staff in order to measure children’s emotional well-being and involvement - two vital components of learning, development and progress in children. | |
| *Who has been consulted? How? What was their feedback?*  **Numeracy -** Staff have been consulted in order to obtain the correct information regarding children within their groups on their numeracy skills. This is evidenced through staff meetings through the Numeracy Lead and Pedagogue. Staff feedback was positive as they are aware of the current circumstances with COVID 19 and the effects it has had on the children’s development. Staff will be presented with results.  **Literacy –** Children have been consulted on their opinion of the monthly story – This is evidenced on the planning through mind maps and the child’s voice. Children seem to be engaging positively to the current story as it has extended their learning in different ways. The children will be asked which book they would like to read next as a focus story – evidenced through mind map/tally chart. Staff have also been consulted on a weekly basis at staff meetings. Staff are given aims to focus on weekly and provocations to encourage the children’s ideas.  **Outdoor Learning –** Staff have been consulted through driver diagrams, mind maps and floor books in order to improve and engage children’s participation in outdoor learning. Their feedback was positive in relation to future plans and discussions. Children are consulted daily on what resources they would like to have to play with. Mind maps are created weekly to record the child’s voice in response to their play.  **Health and Well-being –** Children are consulted daily on how they are feeling through their choice board. Since returning to ELC in August the children have been able to visually express their emotions. The Health and Well-being Lead introduced an emotions book called “The Colour Monster” where children have been able to relate their emotions to different colours. The children have responded positively to this story and have shared with parents/carers through individual E-Journals. Parents have also been consulted through a questionnaire, either a paper copy or an online form, regarding a possible change of drop off/pick up times to become more flexible to suit them. | |
| **NIF Priority**  Please highlight | **HGIOS 4 QIs**  Please highlight and add any other relevant QIs linked to improvement work |
| **Improvement in attainment, particularly in literacy and numeracy**  **Closing the attainment gap between the most and least disadvantaged children**  **Improvement in children and young people's health and wellbeing**  Improvement in employability skills and sustained, positive school-leaver destinations for all young people | **1.3 Leadership of Change;**  **2.3 Learning, teaching and assessment;**    **3.1 Ensuring wellbeing, equity and inclusion,**  **3.2 Raising attainment and achievement** |

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| **Start Date** | **Time Allocation** | **Progress Review Dates** | **Completion Date** |
| September 2020 | Session 2020/21 | December 2020  March 2021  June 2021 | June 2021 |

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| **Outcomes** - What change will happen? To whom? By when? (Short and medium term outcomes can relate to others but long term outcomes should always relate to learners) | **Measurement Plan** - What evidence will you gather to measure impact? When? | **RAG** (This can be done on each of the dates noted above) | |
| **Date** | **RAG** |
| Short  **Numeracy**  Targeted groups created to both support and challenge children’s numeracy skills.  Numeracy rich learning environment through free play and child led experiences.  **Literacy**  Reading journey implemented and literacy aspects introduced e.g. rhyming words, beginning, middle and end sounds.  **Outdoors**  All children will be able to access to outdoor learning on a daily basis.  **Health and Well-being**  All children on staged intervention will have their emotional and mental well-being monitored routinely.  Medium  **Numeracy**  80% of children to achieve phase 1 by April 2021.  **Literacy**  80% of children to achieve phase 1 by April 2021.  **Outdoor Learning**  100% of children to be accessing outdoors in all weathers on a daily basis  **Health and Well-being**  60% of children to improve the Emotional Literacy of the children with the ELC and support overall Health and Well-being. | Number Trajectories; weekly tracking and monitoring of children’s progress; ACI’s and E-Journals as staff observations; Child’s voice in Floor books/Planning walls; classroom observations  Planning wall/ floor books; tracking and monitoring; classroom observations.  Planning wall/floor books; classroom observations.  Leuven scale records for individual children on staged intervention; children’s voice re feelings evidenced in planning walls/ floor books  Health and Well- being lead will record data relating to the chosen story and how the children have reacted.  Staff will collate data for the children’s choice boards on how they are visually expressing their arrival at ELC.  Number trajectories; Weekly tracking and monitoring of children’s progress; ACI’s and E-Journals as staff observations; Child’s voice - Floor books/Planning walls; Parent views – learning journal comments.  Weekly tracking and monitoring of children’s progress; ACI’s and E-Journals as staff observations; Child’s voice - Floor books/Planning walls; Parent views – learning journal comments.  Classroom observations; Child’s voice - Floor books/Planning walls; Parent views – learning journal comments.  Leuven scale records for individual children on staged intervention; children’s voice re feelings evidenced in planning walls/ floor books  Health and Well- being lead will record data relating to the chosen story and how the children have reacted.  Staff will collate data for the children’s choice boards on how they are visually expressing their arrival at ELC. | October 2020 |  |
| October 2020  Immediately  October 2020  March 2021 |  |
| Long  **Numeracy**  80% of pre-school children to be working within phase 2 by June 2021.  **Literacy**  80% of pre-school children to be working within phase 2 by June 2021.  **Outdoors**  100% of children accessing outdoors in all weathers by June 2021.  **Health and Well-being**  80% of children to improve the Emotional Literacy of the children with the ELC and support overall Health and Well-being. | Number trajectories; Weekly tracking and monitoring of children’s progress; ACI’s and E-Journals as staff observations; Child’s voice - Floor books/Planning walls; Parent views – learning journal comments.  Weekly tracking and monitoring of children’s progress; ACI’s and E-Journals as staff observations; Child’s voice - Floor books/Planning walls; Parent views – learning journal comments.  Planning wall/floor books; classroom observations.  Leuven scale records for individual children on staged intervention; children’s voice re feelings evidenced in planning walls/ floor books  Health and Well- being lead will record data relating to the chosen story and how the children have reacted.  Staff will collate data for the children’s choice boards on how they are visually expressing their arrival at ELC. | May/June 2021 |  |