



Education and Learning Directorate

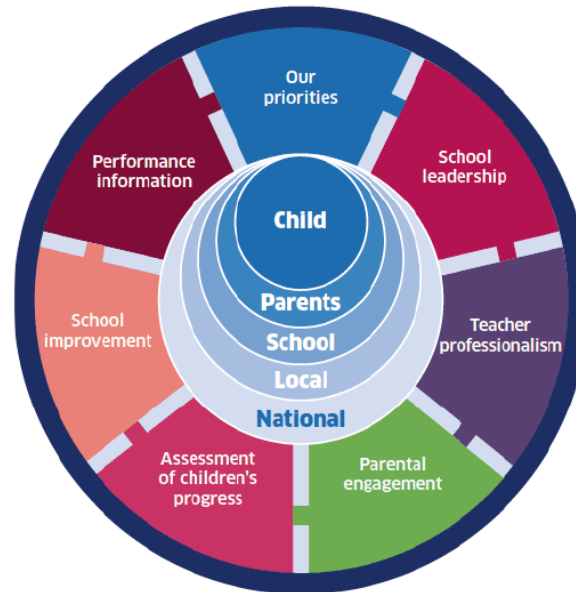


School/ELC Annual Standards and Quality Report

2024-25

Calside Primary School

Date: March 2024



3. Vision, Values and Aims

A statement of the School / Establishment Vision, Values, Aims and Curriculum Rationale

School Statement

Our vision is to build a community of healthy, confident, lifelong learners who embrace challenge, respect others and make a positive contribution to both their local and global community.

In all we do, we try to be the best we can be.

Calside Primary School aspires to:

- ✓ Ensure that all members of the school community value a high standard of achievement in all aspects of school life. **Everybody tries their best all the time.**
- ✓ Provide a happy and caring environment which allows all learners to develop their own personalities and opinions. **Be yourself and be happy.**
- ✓ Provide a framework in which positive behaviour and self-discipline are practised by all. **Follow the school golden rules.**
- ✓ Provide a challenging, stimulating and balanced curriculum, which caters for individual needs. **Our work should be interesting and challenging.**
- ✓ Foster supportive and effective home/school links, using effective systems of administration and communication within and outwith the school. **Share our learning at home and school so everyone can help with our learning.**

The things we value at our school are:

• Creativity • Enjoyment • Friendship • Kindness • Positivity • Resilience • Respect • Responsibility

Review Date: March to June 2022; will be revisited March-June 2025

Review Activities:

- Staff revisited the curriculum rationale, vision, values and aims during collegial time;
- Pupil Council led reflection activity in assembly, followed by circle time activities in class to discuss;
- Pupil Council worked with nursery staff and pupils to align nursery vision, values and aims with those of the whole school;
- Parents were surveyed as to our vision, values and aims electronically through Forms;
- Draft vision, values and aims were shared back to classes for further discussion, and to Parent Council;
- Finalised vision, values and aims then shared with school community through the school handbook, school website and displayed in all classrooms including the nursery;
- Digital Leaders created a digital version of the rationale with hyperlinks embedded for those parents who wished to find out more about specific approaches. This was shared with parents via email and on the school website.

2.1 Annual Standards and Quality Report – Progress against Previous Year’s School Improvement 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?

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: Achievement Across the Curriculum</p> <p>United Nations Rights of the Child: 29- “..education should help them fully develop their personalities, talents and abilities..”</p> <p>31-“..all children have the right to play and to take part in cultural and creative activities..”</p> <ul style="list-style-type: none"> ● Attainment in Literacy ● Attainment in Numeracy ● Attainment in Digital Literacy ● Early level: Play pedagogy ● First level: Active pedagogy ● Learning Centre: continuous provision 	<p>Literacy</p> <p>The Balanced Reader and Writer programme (BRW) has been implemented across the school, with staff across classes using writing criteria as a form of teaching and assessment. This has continued to build consistency of approaches ensuring progression for learners. Miss MacRae, Mrs Galligan and Mr Templeton have been part of CYPIC Wave 2 Writing Programme using quality improvement tools to assess tools for writing against First Level Benchmarks. These tools have provided a detailed account of children using national benchmarks for tools for writing across different genres, allowing us to focus on clear next steps for improvement individually. We have consolidated the use of the York Assessment of Reading for Comprehension (YARC), ensuring we have analytical data to determine next steps for the learners. This also allows us to identify any required targeted interventions for reading.</p> <p>The Literacy working party, led by Miss MacRae with representatives from each stage team, led on the implementation of the new D&G Literacy progression frameworks. Collegial time was used in September/October to build staff understanding of what this would look like for learners; stage teams worked together to ensure consistency of approach; staff coached colleagues on the strategies and approaches. Having run the progression frameworks from August to February, during the INSET days, staff reflected on the framework, highlighting any gaps. Spelling in particular was highlighted as requiring more detail for progressive and challenging learning. Classes identified different approaches to trial as a small test of change before we decide as a school on the way forward.</p> <p>Triangulation of assessment data and our monitoring cycle of attainment/transition meetings has shown models of Literacy and progression frameworks are being used consistently across the school. Some classes have increased stretch aims in literacy, and the SNSA data shows that the majority of our learners are meeting national level, and beyond for some children. Teacher judgements match Progression and Achievement levels due to high knowledge and understanding of children in classes, with interventions and supports adapted to meet learners needs and strengths.</p>	<p>Literacy</p> <p>Complete small tests of change for spelling approaches and evaluate their effect. Stage teams to implement consistent spelling approaches, based on outcome of small test of change.</p> <p>Miss MacRae, Mrs Galligan and Mr Templeton to share resources and approaches from CYPIC Wave 2 with all teachers.</p> <p>Literacy working party to refine the Literacy progression frameworks to ensure all areas are fully progressive; updated framework to be implemented from August.</p> <p>Review and refine (February INSET).</p>

<p>NIF Priority</p> <ul style="list-style-type: none"> • Improvement in attainment. • Closing the attainment gap. • Improvement in young people’s health and wellbeing. <p>NIF Driver</p> <ul style="list-style-type: none"> • Assessment of Children’s Progress • School Improvement <p>HGIOS? 4 / HGIOELC? Qis</p> <p>2.2 Curriculum: Development of the curriculum; Learning Pathways; Skills for learning, life and work</p> <p>2.3 Learning, teaching and assessment: Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring</p> <p>2.4 Personalised support: Universal support; Targeted support; Removal of barriers to learning</p> <p>3.2 Raising attainment and achievement</p> <p>3.3 Increasing creativity and employability</p>	<p>Numeracy</p> <p>The “Developing Number Knowledge” (DNK) and “Beyond Number” approach has been trialled across the school, as directed by the Dumfries High School Cluster. Staff across the school have used the DNK Teams page to access tracking documents, assessments and resources. A working party, led by Mr McIlorum with staff representatives from each stage team, met in September/October to discuss initial thoughts and provide recommendations to be trialled by the whole staff between October and February. These included implementing the whole approach at Early/First level, including assessments, and Second level staff focusing on at least one strand for numeracy. Nursery is using aspects of this approach by adapting resources and tasks to fit with the child-led play approach.</p> <p>In February, teaching and nursery staff attended an INSET day led by the Cluster Numeracy leads. Calside staff then fed back to each other on how other schools were using it and what the Numeracy leads are looking for. This then framed the discussion at Calside as how to continue with the approach: Early level staff like the DNK and Beyond Number approaches and feel it is benefiting attainment (SNSA and assessment data, observations, tracking and monitoring, attainment meetings). First level staff also like aspects of the approach and again feel that this is helping improve attainment (SNSA and assessment data, observations, tracking and monitoring, attainment meetings); however they feel that it is difficult to cover all aspects of the tracking. Second level staff feel that moving to the new tracking document is difficult having already used previous tracking for at least four years and that it relies on earlier phases being followed to match with the new tracking. It is felt that using aspects of the approach may be beneficial and that using the full approach may be better suited as an intervention. Staff agreed to continue to trial both DNK and Beyond Number approaches and then review in June.</p> <p>Using DNK has also helped to identify pupils that require the short-term intervention of Closing the Numeracy Gap. The experience and expertise within the Additional Support team means that we can offer a wide range of interventions based on assessment from both DNK and the interventions (menu of interventions, staff professional learning records, collegial minutes, attainment tracking). Staff are continually assessing and reviewing in conjunction with the Additional Support team to ensure prompt intervention for pupils when needed. Our cycle of Support for Learning consultations, attainment meetings and learner conferences regularly ensure that concerns are being raised and appropriately addressed (attainment tracking and data, monitoring programme).</p>	<p>Numeracy</p> <p>Continue to trial the implementation of DNK and Beyond Number until June.</p> <p>Numeracy working party to refine the Numeracy progression frameworks based on staff feedback, ensuring progression and no loss of learning as we move across to the D&G framework; updated approaches to be implemented from August.</p> <p>Review and refine (February INSET).</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Digital Literacy In August 2023 the school fully implemented the cluster Digital Literacy and Computing Science progression framework, following a small test of change in the previous session. Mr McIlorum, as Cluster Digital Leader, supported staff in implementing the progression framework as well as helping some staff reflect and improve on their own digital skills linked to the Education Scotland’s core skills for a Digital Teacher. In February 2024 the progression framework was reviewed at a staff collegial session, which staff provided positive feedback. This has led to improved attainment and confidence in both teaching staff and learners. Furthermore, this has increased the use of digital technologies being embedded across the curriculum (attainment meetings, PRDs, classroom observations, learner talks). The school also received a number of iPads which have helped pupils across the school with attainment in digital literacy and computing science, with digital resources also being supplemented in the nursery and learning centre.</p> <p>The next wave of Young Digital Leaders were selected in August 2023 and they have been involved in supporting learners and providing workshops and support for learners and parents/carers with digital literacy. Allowing learners to flourish and mentor within an area of their expertise has increased their own confidence, as well as increasing confidence for learners and parents/carers (observations and feedback).</p> <p>Tracking of progress and achievement within SEEMIS In May 2023, October 2023 and January 2024, staff worked in stage teams and as a whole staff to moderate the levels recorded within SEEMIS Progress and Achievement to ensure staff consistency and accuracy. Staff worked to triangulate data to ensure that our own observations and assessments correlated with SNSA results and use of the Benchmarks within our progression frameworks. SMT moderated the levels within our cycle of attainment/transition meetings to ensure no loss of learning as children moved to new classes in August and as they progressed through the year. Attainment tracking ensured that any barriers to learning or gaps in learning were identified promptly so that interventions could be tailored as required. All our learners are making progress on their learning journey, whether that be through the core Curriculum for Excellence or on their own milestones (assessment data, attainment meetings and tracking). Some classes have increased stretch aims, with resources being used to prioritise interventions in a timely manner.</p>	<p>Digital Literacy Continue to implement progression framework; review and refine as needed.</p> <p>Review D&G Bring Your Own Device policy and paperwork; share with Parent Council; trial a small test of change before rolling out to second level.</p> <p>Select next wave of Young Digital Leaders, train as needed.</p> <p>Support any staff who need to further increase their confidence in this area of the curriculum.</p> <p>Continue to moderate levels within SEEMIS Progress and Achievement, ensuring consistency and accuracy for all learners at all stages.</p> <p>Support new staff to use SEEMIS Progress and Achievement, using a mentoring approach to ensure consistency and accuracy.</p> <p>Staff to continue to triangulate data to ensure next steps are identified, and that learning/teaching is tailored to ensure all learners progress on their own learning journey.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Play and Active Learning</p> <p>The Nursery and P1/2 staff have continued to work together to build a consistent approach within the Early level for play pedagogy and continuous provision. We applied for and received play funding for resourcing the infant open area, enabling us to create a free-flow play area for children. P2-4 staff have continued to work together to develop a bridge from play pedagogy to active learning, working with the D&G Education Officer for Play Pedagogy and engaging with the D&G Play Toolkit. P1 and P2, P3 and P4 have timetabled play opportunities within the week. Through continuous play provision and active learning opportunities, children are increasingly confident sharing their learning and choosing how they wish to share/show their work with others (observations and feedback). Through “Stay and Play” and “Come & Join Us” sessions, we have shared our learning approaches with parents and carers to build their understanding of the value of these approaches.</p> <p>In the Learning Centre, we have focused on developing our continuous provision and outdoor area. We now have a safe and secure outdoor space for our children to use and in term 2 the council completed the work on the partition wall and fire exit door allowing for an increased free-flow element between inside and the outdoor area in the playground. This has meant that children have more choice in which areas they can use within the learning environment due to the area being safe and secure. We have been able to further resource the outdoor area by using fundraised money to purchase resources such as a home corner which includes an outdoor kitchen. We have also invested fundraised money in purchasing equipment to support gross motor skills, mark-making resources, sensory equipment, an indoor tent and role-play resources used to enhance social and life skills. The additional resources have further enhanced the continuous provision as it has provided more opportunities for our learners to engage with. Staff feedback as to observations of learners shows that learners are visiting more areas of the learning environment now, with increased engagement with the resources. This therefore is having a positive impact on the children’s learning within their own learning journeys.</p> <p>In January, staff began to engage with the meta-skills, using training and materials from Skills Development Scotland. Staff at all stages have begun to consider the development of meta-skills within their learning and teaching experiences, with each stage exploring ways to develop these with learners as a small test of change. Learners are already engaging positively with these (pupil and staff feedback, observations).</p>	<p>Play and Active Learning</p> <p>Continue to develop our play pedagogy from Nursery through to First level, working with the D&G Education Officer for Play Pedagogy and engaging with the D&G Play Toolkit.</p> <p>Installation of the learning centre pirate ship created by Community Payback through liaison with Mrs Armstrong: providing further opportunities for learning and engagement, allowing our learners to explore and develop gross and fine motor skills, sensory needs and imaginative role play. Further development of the free-flow continuous provision within the learning centre.</p> <p>Mrs Douglas and Miss MacRae to review the recently published D&G policy for Play Pedagogy, aligning this with our own practice.</p> <p>Continue to develop our “Stay and Play” and “Come & Join Us” sessions, building parent/carer understanding of the approaches and how they can support this at home.</p> <p>Support any new members of staff to understand our play pedagogy, ensuring consistent implementation of the approaches to ensure high quality experiences for all learners.</p> <p>All staff to engage with Skills Development Scotland resources to build understanding of meta-skills and their importance.</p> <p>Mr McIlorum to lead on the development of a meta-skills progression framework across the school, working with Skills Development Scotland. Ensuring that our play and active learning experiences include the development of important transferable skills will ensure our learners develop as confident individuals who can effectively contribute across all aspects of life at school, at home and in the wider community.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 2: Development of our Rights Respecting approach</p> <p>United Nations Rights of the Child: 2- “..all children have these rights..” 12- “..the right to give their opinions freely on issues that affect them..” 23- “..all children participating actively in the community..”</p> <p>18- “..parents should always consider what is best for their child. Governments should help them..”</p> <p>NIF Priority</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every young person at the centre of education. • Improvement in children and young people's health and wellbeing. <p>NIF Driver</p> <ul style="list-style-type: none"> • Teacher Professionalism • Parental Engagement 	<p>Rights Respecting approach</p> <p>The 'Rights Respecting School award' was implemented by the school in August 2023. A steering group was formed called 'The Rights Group': it comprises of pupils from P2-P7 and includes staff who help to lead the group. 'The Rights Group' are responsible for conducting whole-school rights respecting assemblies and initiatives which include tasks to be completed in class. The whole-school initiatives which are linked to our action plan demonstrate principles of the award and staff are responsible for preparing and submitting evidence for the Rights Respecting award to help achieve our silver award.</p> <p>In August 2023, each class developed their own class charter with the input of the children which is displayed and referred to through learning and teaching experiences. We continue to train all staff in children's rights education through termly updates and professional learning during INSET. We have achieved our Bronze Award in May 2023 and are applying for our Silver Award in Term 4 2024.</p> <p>During the INSET in February 2024 each stage met to look at bundles and topics to review on how to integrate and embed our rights-respecting values into the curriculum and our learning journeys. The Silver Action plan has been shared with staff to ensure they are aware of the steps required to achieve the award. Staff feel the children have improved with their knowledge of the rights (observations, learning talks, feedback). The action plan has also been shared with the Parent Council who reported that their children have been discussing their rights at home as well!</p>	<p>Rights Respecting approach</p> <p>Achieve our Silver Rights-Respecting Schools Award.</p> <p>The Rights Group to develop our action plan for the Gold Award; implement from August 2024. Review and refine the action plan on an ongoing basis, as needed.</p> <p>Class charters to be revisited at the start of session in August 2024, with all classes developing these for the session. All classes to review and refine their class charters on an ongoing basis as needed.</p> <p>The updated curriculum to be implemented from August 2024, ensuring rights are embedded in our curriculum. Staff to review and refine as needed.</p>

<p>HGIOS? 4 / HGIOELC? Qis</p> <p>1.7 Leadership of learning: Children leading learning</p> <p>2.1 Safeguarding and child protection: Arrangements for wellbeing</p> <p>2.4 Personalised support: Universal support; Targeted support; Removal of barriers to learning</p> <p>2.5 Family Learning: Early intervention and prevention</p> <p>2.7 Partnerships</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Raising attainment and achievement</p>	<p>Parental Engagement</p> <p>Up to September 2023, the rollout of ClassDojo had been successful, with nearly all parents engaging in this form of communication. Unfortunately, in September, we were instructed to stop using ClassDojo by D&G as it no longer met Data Protection legislation. This was a significant loss for both parents and staff. We explored different ways to share our learning with parents/carers, in line with ongoing D&G guidance: this includes weekly emails and maildrops, class termly newsletters, the school website “Calside Courier” and Class Wakelets. From March 2024, we have started to roll out Class Sways: these are designed to share “What We Have Been Learning” and are updated at least once a week. QR codes have been shared with parents as well as web links, and can be accessed via QR codes round school also. We will trial these during Term 4, refining as needed.</p> <p>Wider achievements were previously shared via ClassDojo, with a significant number of parents sharing their child’s achievements out of school with us regularly. We continue to celebrate wider achievements in school and via regular newsletters, based on the information from the children and from a small number of parents. However the number of parents/carers sharing these successes has decreased with the loss of ClassDojo. With wider achievement so important for a child’s holistic development, we are considering how to effectively rebuild this sharing of wider achievements.</p> <p>We have continued to embed opportunities for parental engagement through the session: this includes transition programmes for new Nursery and new P1 pupils, as well as for P7 pupils as they prepare to move to high school. We have regular “Stay & Play” and “Come & Join Us” sessions for all stages: these build parental understanding of the approaches and activities within school so that parents can continue to support and enrich their child’s development at home. There are also regular celebrations of learning including performances, assemblies and exhibition of work. The Digital Leaders organised activities for Digital Week in May 2023, as well as Internet Safety Day in February. Parental and pupil feedback reflects that these opportunities are well-received, with suggestions for further activities made for us to consider as we plan the next year’s opportunities.</p> <p>In the March parental audit for learning and teaching, several parents asked us to consider the homework programme again. As it is 3 years since we reviewed this, we will revisit homework with learners, parents and staff in the coming session.</p>	<p>Parental Engagement</p> <p>Implement the Class Sways as a trial from March to June. Review the content of these with parents to ensure parents/carers are able to access all the information they need. Refine as needed and implement from August 2024.</p> <p>Further develop whole-school Sways for whole-school events such as Sports Day or Christmas, as well as curriculum focus Sways to help parents to support their child/ren’s learning at home.</p> <p>Consider how to rebuild the sharing of wider achievements since the loss of ClassDojo, as wider achievements are a significant part of who a child is.</p> <p>Mrs Gamble to lead on the review of the D&G Parental Involvement and Engagement Strategy with the Parent and Pupil Councils in Term 4.</p> <p>Draft strategy to be shared with the wider parental and pupil community for their perusal and feedback; refine as needed.</p> <p>Plan calendar for parental engagement in August for the coming session in line with the Parental Involvement and Engagement Strategy: working parties for Literacy and Numeracy to consider opportunities within these curricular areas.</p> <p>Implement from August: reflect after events, refine as needed on an ongoing basis.</p> <p>Pupils and parents to be audited about homework. Feedback to be considered by staff as they work in stages to review the programme for homework.</p> <p>Trial updated homework; review and refine as needed.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Framework for Inclusion Staff engaged with the D&G Framework for Inclusion from May 2023. Mrs Armstrong attended the training events put on by the local authority in August and September. One of these days involved attending the inclusion fair at the bridge; the other training events were focused on Boxall profiling and this training was then fed back and shared with staff in school. This has allowed all teaching staff to effectively use Boxall profiling within their class where appropriate. We have been able to use the information and strategies provided from the Boxall profiling to further support learners in various aspects of their school experiences (attainment tracking, triangulation of assessment data).</p> <p>Professional learning opportunities within the Framework for Inclusion have been offered by D&G, with staff identifying opportunities within their own professional development. Staff within the nursery and the Additional Support Team have engaged in a range of learning to supplement and enrich our menu of interventions (tracking of interventions and support).</p> <p>Mrs Armstrong and Mrs Hooper evaluated the school’s inclusive practice against the Education Scotland Inclusive Practice and D&G audit toolkit when this was published. An area highlighted on this to enhance our nurture and inclusion provision was to hold a “Partners’ Fair” where outdoor agencies such as SALT, Autism Outreach, Occupational Therapy and PIN would be invited into the school, providing an opportunity to share their role in supporting children, parents and schools. This is being organised for our next learner conference event in May.</p> <p>The audit also reflected that most learning areas are set up to meet a range of learner needs, due to previous input from Occupational Therapy and Educational Psychology. A refreshed input will benefit new staff to ensure consistency across all areas and stages.</p>	<p>Framework for Inclusion Inclusion leads to attend Nurture training once it is arranged by D&G as part of the Framework for Inclusion; then roll this out to all staff.</p> <p>Partners’ Fair including our wider partners (e.g. SALT, Autism Outreach, Occupational Therapy and PIN) to be held in school during learner conferences. This will help parents/carers to know the range of wider supports available for their child and their family. This will further strengthen our Team Around The Child approach, meeting the needs of each learner appropriately.</p> <p>All staff to be aware of how to set up learning environments to meet a range of learner needs: input from OT to be arranged for August INSET to ensure this includes new staff.</p> <p>All learning environments to be set up within these principles in August; review and refine on an ongoing basis as needed.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2.2 Report on the impact of PEF

<p>How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</p>	<p>We monitor and evaluate learners' progress on an ongoing basis, including:</p> <ul style="list-style-type: none"> • Teacher assessment using a balance of formative and summative techniques, to identify need promptly; • Use of the interactive Boxall profile to ascertain need for Health & Wellbeing intervention; • Assessment before an intervention commences, and assessment at the end of the intervention to identify next steps; • Termly Support for Learning consultations; attainment meetings in October and January, and transition meetings in May/June; • Use of the Scottish National Standardised Assessments in P1, P4 and P7; • Tracking of attainment and achievement using SEEMIS Progress and Achievement, for all children, and using individual tracking for children who are entitled to Pupil Equity Funding. This is updated by staff three times a year, and moderated by SMT. <p>The triangulation of this data allows us to track attainment of all pupils, and to evaluate the effectiveness of interventions as per our usual practice. By knowing our children well, we can deliver the intervention that will help them to progress.</p>
<p>How well are you removing barriers to learning and ensuring equity for all?</p>	<p>In previous years, we have used PEF to train staff so that we can deliver a wide range of interventions covering Health & Wellbeing; Literacy and Numeracy. This gave us flexibility to allow for prompt delivery when needs became apparent. However, we have had numerous changes to staffing in the last 18 months which has impacted on the availability of trained staff to deliver the interventions that are needed. We have therefore used PEF to pay for additional staff, enabling us to release trained staff to deliver interventions where possible.</p> <p>We have also continued to use PEF to minimise the cost of the school day for identified families, targeting this support as needed. This has included costumes for non-uniform days; covering costs of fun events, trips and residential experiences; supporting with uniform, lunch/ breakfast. For some children, it has also involved supporting families to enable the child to access extra-curricular activities such as swimming or drama classes.</p>
<p>How much progress have you made in reducing the poverty related attainment gap? What are the lessons learned?</p>	<p>The impact of the PEF funding for each individual child is tracked and reviewed regularly, allowing us to amend plans as needed. In Calside, several of these children have additional needs that are neurodevelopmental rather than poverty-related: these children are making progress on their own learner journey, following their own planned curriculum where needed.</p> <p>The impact of our Pupil Equity Funding is diluted on an individual basis, as we receive funding for 19 children, but we are aware of more than 30 children who require the additional support in this area. There may be further families that we are not aware of. We have regularly reminded parents to apply for their free school meal entitlement and other associated benefits, including direct contact with families and assistance to complete the forms; we have also asked the Parent Council to support us in this matter.</p> <p>Changes to staffing have also affected our ability to offer our full menu of interventions promptly and flexibly, with expertise lost as staff have left.</p>

2.3 Summary of Key Strengths and Areas for Improvement

What is our capacity for continuous 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 based on the six-point scale
<p>1.3 Leadership of change</p> <ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement • Implementing improvement and change 	<ul style="list-style-type: none"> • Opportunities for professional learning are promoted through the peer observation, collegiate and PRD processes, incorporating professional dialogue as an essential component. Peer observations and shared stage planning enables us to build shared expectations for excellent learning and teaching. • Moderation activities include staff sharing practice; staff planning learning, teaching and assessment in stage groups; stage moderation of planning and assessment folders at other levels. • Opportunities for leadership exist at all levels through the stage teams and working parties; this is complemented through participation in cluster and authority activities. The majority of staff take on these opportunities for leadership. • The pupils are encouraged to take part in decision-making, with a range of Pupil Voice groups such as Pupil Council, The Rights Group and Eco, as well as leadership roles such as House and School Captains, Buddies and Young Digital Leaders. • The Pupil Council engaged with the Rights Respecting Schools Award scheme and were successful in gaining the Bronze Award. They aim to achieve Silver by the end of this session. 	<ul style="list-style-type: none"> • The Rights Group to continue to lead our work on Rights Respecting Schools scheme, achieving Silver and working towards Gold. • Class charters to be revisited at the start of the new session with all members of the class actively engaged in the development of their class ethos accordingly. • The updated learning pathways and curriculum programmes to be implemented, ensuring that UN Rights of the Child, the Global Goals and the meta-skills are considered and included. Review and refine on an ongoing basis as needed. • All staff to engage with Skills Development Scotland resources to build understanding of meta-skills and their importance. • Mr McIlorum to lead on the development of a meta-skills progression framework across the school, working with Skills Development Scotland. Ensuring that our play and active learning experiences include the development of important transferable skills will ensure our learners develop as confident individuals who can effectively contribute across all aspects of life at school, at home and in the wider community. • Continue to build learner engagement in their own learning journey: input into what they want to learn; reflection on what they have learned; how to design assessments to show what they have learned. • Continue to build the Early level team with Nursery and P1 staff working to ensure a solid foundation at Early level across both Nursery and P1, and to build a shared understanding of achievement of CfE levels. • Continue to encourage staff and pupils to take on leadership roles both within and outwith the school. 	<p>4/5</p>

	<ul style="list-style-type: none"> • The Eco team worked on their Eco Action Plan, building on their ideas from last session, and were successful in gaining the Green Flag. • The Young Digital Leaders worked across the school to support the younger classes and staff with digital learning. They planned and delivered workshops to parents to support parents in this curricular area. • The majority of staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements. • The SMT carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. Careful consideration is given to how best to take forward priorities. 	<ul style="list-style-type: none"> • Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach and continuous provision. • Continue to develop continuous provision within the learning centre, incorporating both indoor and outdoor learning experiences. • Early and First level staff to continue to collaborate to share excellent practice in play pedagogy and active learning at school, cluster and authority level. • Mrs Douglas and Miss MacRae to review the recently published D&G policy for Play Pedagogy, aligning this with our own practice. • Continue to develop our "Stay and Play" and "Come & Join Us" sessions, building parent/carer understanding of the approaches and how they can support this at home. • Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • Continue to provide a range of opportunities for the pupils to have ownership not only of their learning, but also in school life. • Continue to maximise opportunities to support collaborative learning within and across stages, at whole school and cluster level. 	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Quality Indicator 2.3 Learning, teaching & assessment	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> • Learning and engagement Quality of teaching • Effective use of assessment • Planning, tracking and monitoring 	<ul style="list-style-type: none"> • The majority of our young people are eager and active participants who are fully engaged, highly motivated and interact well during activities in class and across school. • Learners' experiences are appropriately challenging, enjoyable and well matched to their needs and interests. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. • Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. • Assessment is integral to our planning of learning and teaching. Most teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps to inform future learning. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. • We review the progress of all children effectively, including those with additional support needs. We can provide reliable and valid evidence to support this process. The Team Around the Child are involved in planning and reviewing support for the 	<ul style="list-style-type: none"> • The D&G Literacy and Numeracy progression frameworks to be amended as needed, based on staff feedback and small tests of change. Implement from August; review and refine if needed in February 2024. • The updated learning pathways and curriculum programmes to be implemented, ensuring that UN Rights of the Child, the Global Goals and the meta-skills are considered and included. Review and refine on an ongoing basis as needed. • All staff to engage with Skills Development Scotland resources to build understanding of meta-skills and their importance. • Mr McClorum to lead on the development of a meta-skills progression framework across the school, working with Skills Development Scotland. Ensuring that our play and active learning experiences include the development of important transferable skills will ensure our learners develop as confident individuals who can effectively contribute across all aspects of life at school, at home and in the wider community. • Continue to build learner engagement in their own learning journey: input into what they want to learn; reflection on what they have learned; how to design assessments to show what they have learned. • Continue to build the Early level team with Nursery and P1 staff working to ensure a solid foundation at Early level across both Nursery and P1, and to build a shared understanding of achievement of CfE levels. • Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • Early and First level staff to continue to collaborate to share excellent practice in play pedagogy and active learning at school, cluster and authority level. 	4/5

	<p>individual (pupil, parent, support staff and teacher).</p> <ul style="list-style-type: none"> • We have regular opportunities for parental engagement to support parents with their understanding of the curriculum and core programmes, using feedback from parents, pupils and staff to plan the next session. • Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being. 	<ul style="list-style-type: none"> • Mrs Douglas and Miss MacRae to review the recently published D&G policy for Play Pedagogy, aligning this with our own practice. • Continue to develop our “Stay and Play” and “Come & Join Us” sessions, building parent/carer understanding of the approaches and how they can support this at home. • Early level to continue to implement, review and refine continuous provision both indoors and outdoors. • First level to further develop learning areas working within the SWEIC and with the PT, Play Pedagogy. • Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach and continuous provision. • Continue to develop continuous provision within the learning centre, incorporating both indoor and outdoor learning experiences. • SEEMIS Progress and Achievement training for new staff, and moderation to ensure common understanding and consistency across all levels. • Develop and implement Bring Your Own Device at second level, building opportunities for home-school learning. • Continue to develop pupil leadership of parental and inter-generational workshops/events, both in person and digitally. 	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Quality Indicator	<ul style="list-style-type: none"> • How well are you doing? What's working well for your learners? (Include evidence of impact) 	Areas for Improvement	Evaluation based on the six-point scale
<p>3.1 Ensuring wellbeing, equality and inclusion</p> <ul style="list-style-type: none"> • Wellbeing • Fulfilment of statutory duties • Inclusion and equality 	<ul style="list-style-type: none"> • Our learners benefit from the high-quality education which we provide. Relationships across the school are generally positive and supportive, founded on a climate of mutual respect, shared values and high expectations. Staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community. • Our work on the Rights Respecting Schools scheme is helping our learners to develop an understanding of their rights in practice. All classes have a class charter that is developed at the beginning of the school session and reviewed throughout the year. • Our learning community promotes a nurturing ethos where pupils feel safe and secure, promoting the well-being of all. Most of our children feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. • Staff engage in regular professional learning to ensure they are fully up to date with local, national and, where appropriate, international legislation affecting the rights, well-being and inclusion of all children and young people. • Child Protection and GIRFEC procedures are followed by all staff, who have a very good understanding of these. We know the needs of our children well. This allows us to identify barriers to wellbeing and learning promptly, implementing interventions and supports in a timely manner. • We communicate with parents in person through regular opportunities for them to 	<ul style="list-style-type: none"> • The Rights Group to continue to lead our work on Rights Respecting Schools scheme, achieving Silver and working towards Gold. • Class charters to be revisited at the start of the new session with all members of the class actively engaged in the development of their class ethos accordingly. • Trial the Class Sways as a way to share what we are learning in school; review these with pupils and parents, and then refine as needed. • Continue to identify appropriate interventions for equity and excellence for our pupils and use the Pupil Equity Funding to implement these interventions (PEF funding). • Continue to offer our menu of interventions, ensuring a breadth of expertise within the staff (PEF funding). • Build consistency in wellbeing approaches, expectations and ethos across all stages of the nursery/school (PEF funding). • Continue to embed our play pedagogy and continuous provision across Nursery to P2; and active play across First level. • Additional Support team to work with PT, Play Pedagogy to further build understanding of a play-based approach, incorporating both indoor and outdoor learning experiences. • The updated cluster digital strategy and programme of learning to continue to be implemented across all stages, including the nursery. This will ensure a continued focus on Cyber Resilience & Internet Safety. • Support parents to become more confident in supporting learners digitally, through parental engagement sessions, video tutorials, signposting etc. This will help parents to ensure their child's wellbeing when accessing online resources. • Ensure all new staff are fully cognisant of their roles and responsibilities, fully aware of the needs of our learners and undertake all mandatory training. 	5

	<p>share the learning in school as well as learner conferences and other meetings as needed.</p> <ul style="list-style-type: none"> • We use a range of communication strategies since the loss of ClassDojo. This includes a weekly email, regular newsletters and the school website Calside Courier, as well as the recent implementation of Class Sways. • The cluster digital strategy and programme of study has been implemented to ensure a tight focus on Cyber Resilience and Internet Safety. The school has achieved the national award in this area. The HT is a trainer for CEOP, and Mr McIlorum is a Digital Leader for the cluster and authority, ensuring that this remains a core focus within our school. • The menu of interventions for Health and Wellbeing that we have developed over the past few years has enabled us to tailor support to meet needs quickly and flexibly. • Members of the Senior Management Team have up-to-date training on GIRFEC and Child Protection. An annual review of training needs is completed and actioned as required. • We have well-embedded systems to promote wellbeing across all aspects of school. 		
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Quality Indicator 3.2 Raising attainment and achievement	How well are you doing? What's working well for your learners? (Include evidence of impact)	Areas for Improvement	Evaluation based on the six-point scale
<ul style="list-style-type: none"> • Attainment in literacy and numeracy • Attainment over time • Overall quality of learners' achievement • Equity for all learners 	<ul style="list-style-type: none"> • The majority of our learners are successful, confident, exercise responsibility and contribute to the life of the school. Most are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As they move through their learning pathways, they take increasing responsibility for ensuring they continue to add value to their achievements. • The majority of our learners are progressing well in their own learning journey: for many, this is achievement of the required levels within Curriculum for Excellence, whereas a number of children with identified additional support needs are progressing on their own milestones as appropriate. • Our staff make effective use of assessments, and we are building a shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. We use a variety of assessment approaches to allow learners to demonstrate knowledge and understanding, skills and capabilities in different contexts across the curriculum. • Assessment is integral to our planning of learning and teaching. Most teaching staff are reflective practitioners: they evaluate their lessons and use identified next steps to inform future learning. • We have rigorous embedded systems to track attainment for all learners, triangulating the data to analyse required intervention, and then to monitor the impact of any intervention. • We review the progress of all children effectively, including those with additional support needs. We can provide reliable and valid evidence to support this process. The Team Around the Child are involved in planning and reviewing support for the individual (pupil, parent, support staff and teacher). • Our transition arrangements between nursery and school, between classes and onto secondary school support continuity of learning and promote pupil well-being. 	<ul style="list-style-type: none"> • Continue to prioritise health & wellbeing and attainment for all and identify interventions for equity and excellence for our pupils and use the Pupil Equity Funding to implement these interventions (PEF funding). • Ensure all staff across all stages of the school have a shared understanding and high expectations of our learners. • Ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions. • Continue to review and refine our curriculum programmes and learning pathways, ensuring that these fully incorporate the nursery and building a solid foundation at the Early level; and that they offer breadth and depth in the wider curriculum. • Continue to incorporate assessment into the planning and learning process, considering how assessment approaches meet the needs of our diverse learners. • Staff to continue to share excellent practice at school, cluster and authority level. • Nursery and P1 staff to collaborate to ensure shared approaches and pedagogy including the planning and tracking. • SEEMIS Progress and Achievement training for new staff as needed and continue regular moderation activities to ensure common understanding and consistency across the four stages of progress. 	5

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Learning Pathways 	<ul style="list-style-type: none"> Our curriculum is planned to offer flexible learning pathways building on prior learning, using progression pathways across the curriculum. Pupils have input into their learning journeys: they reflect on their progress and what they have learned, and they discuss their next steps with a member of staff regularly. Parents/carers have regular opportunities to discuss their child's learning and identify next steps, through two learner conferences and a written report each year. All staff take responsibility for developing Literacy, Numeracy, Health and Wellbeing and Digital Literacy across the curriculum. Learners demonstrate these skills in a variety of meaningful contexts. We have strategies in place for Literacy, Numeracy and Health & Wellbeing which include a wide range of interventions we select from on an individual basis when a need is identified. Staff are reflective practitioners and are open to new methodologies if they demonstrate a positive impact on learning. Staff trial new approaches, and then reflect & refine as needed. Digital technologies are promoted across the curriculum enabling young people to be creative and use a range of digital technologies. Digital resources are used flexibly to overcome possible barriers to learning. 	<ul style="list-style-type: none"> Continue to ensure all staff are fully trained in core Health & Wellbeing, Literacy and Numeracy interventions (PEF funding). Continue to implement, review and refine Early level continuous provision and First level active learning both indoors and outdoors. Nursery and P1 staff to continue to collaborate to ensure shared approaches and pedagogy including the planning and tracking. Additional support team to work with PT, Play Pedagogy to further build understanding of a play-based approach. Further develop continuous provision within the learning centre, incorporating both indoor & outdoor learning experiences. The updated learning pathways and curriculum programmes to be implemented, ensuring that UN Rights of the Child, the Global Goals and the meta-skills are considered and included. Review and refine on an ongoing basis as needed. Build staff understanding of the meta-skills, working with Skills Development Scotland resources. Continue to implement the updated cluster digital strategy and programme of learning across all stages, including the nursery. Early level staff to continue to incorporate digital learning into the active play experiences and continuous provision. First and second level staff to continue to use the updated programme of work and look for ways to embed digital learning across the curriculum. All staff to reflect upon the five skills within the Digital Teacher Toolkit (Education Scotland) and to identify any professional learning required. Staff to undertake relevant professional learning, reflect on what they have learned and cascade to the rest of the staff where possible. Continue to embed the role of the Young Digital Leaders in supporting younger classes, staff, parents and the wider school community with digital.

<p>2.7 Partnerships</p> <ul style="list-style-type: none"> • Impact on Learners • The impact of parental involvement on improving children and young people's learning 	<ul style="list-style-type: none"> • We communicate with parents and families in a variety of ways, including weekly emails and maildrops, class termly newsletters, the school website "Calside Courier" and Class Wakelets. Following the loss of ClassDojo, we have recently rolled out Class Sways: these are designed to share "What We Have Been Learning" and are updated at least once a week. • Wider achievements are shared between home and school and are celebrated through newsletters, assemblies and in class. The loss of ClassDojo has led to a decrease in the number of these being shared by parents: this will be a focus moving forward. • We have regular "Stay & Play" and "Come & Join Us" sessions for all stages: these build parental understanding of the approaches and activities within school so that parents can continue to support and enrich their child's development at home. There are also regular celebrations of learning including performances, assemblies and exhibition of work. These are planned at the start of session but are refined on an ongoing basis based on parental feedback. • We offer transition programmes from home into nursery, nursery into P1, and for P7 as they move onto high school. This encourages parents in order to support their children with these key transitions. • We consult with parents/carers on policy and practice decisions, increasingly via Microsoft Forms over the past few years. This year we are using Forms for Quick Questions, making the surveys short so that parents/carers do not feel overloaded by these. We have also used exit cards as parents leave sessions for immediate feedback. This parental feedback helps us to identify ways to move forward and improve our practices. • Parents/carers have regular planned opportunities to discuss their child's learning and identify next steps, through two learner conferences and a written report each year. • We work with a range of partners to enable us to offer a variety of opportunities to extend and enrich learning. These partnerships allow us to share expertise and skills. These include Active Schools, Community Police, Youth Work and local sports teams as well as our cluster high school, local university and the STEM team. • Our partners understand our school context well. They demonstrate a high level of commitment to improving outcomes for our learners. • Our partners work with us to plan their work with us and then to reflect on the impact of their work. This shared professional learning benefits us all. 	<ul style="list-style-type: none"> • Implement the Class Sways March to June, then adapt based on parental feedback. Develop whole-school Sways for whole-school events such as Sports Day or Christmas, as well as curriculum focus Sways to help parents to support their child/ren's learning at home. • Consider how to rebuild the sharing of wider achievements since the loss of ClassDojo, as wider achievements are a significant part of who a child is. • Review the D&G Parental Involvement and Engagement Strategy with the Parent and Pupil Councils, then the wider parental and pupil community for their perusal and feedback; refine as needed. • Plan calendar for parental engagement in August for the coming session in line with the Parental Involvement and Engagement Strategy: working parties for Literacy and Numeracy to consider opportunities within these curricular areas. • Support parents to become more confident in supporting learners digitally, through parental engagement sessions, video tutorials, signposting etc. • Following parental audit in March, review homework with pupils and parents. Feedback to be considered by staff as they work in stages to review programme for homework at each level. • Continue to review and refine our parental workshops for key year groups of incoming P1 and P7. • Continue to develop pupil leadership of parental and inter-generational workshops/events, both in person and digitally. • Continue to embed the role of the Young Digital Leaders in supporting younger classes, staff, parents and the wider school community with digital. • Consolidate our existing partnerships and establish new partnerships where possible, and where opportunities arise.
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------