

Castle Douglas Primary Collaborative Self-Evaluation Review – February 2018

Contents

Information for Staff, Pupils and Parents

School Layout

Scoping Paper

- [1.1 Self-Evaluation for Self-Improvement](#)
- [2.3 Learning, Teaching and Assessment](#)
- [2.5 Family Learning](#)

Summary Report

Appendix - [Praise Framework](#)

On 21st and 22nd February 2018 the school is welcoming colleagues from three other Primary Schools, Early Years and Support for Learning staff and the school's Education Officer, to assist the school in a Self-Evaluation review.

Castle Douglas Primary is a member of a Primary Collaborative Group with Heathhall, Lochmaben and Troqueer Primaries.

School Self Evaluation for Self-Improvement Collaborative Reviews

The purpose of the Self-Evaluation Review is to support, extend and challenge the school's own self-evaluation, to affirm, or otherwise, our evaluation of strengths and areas for improvement, thereby strengthening outcomes for learners.

Self-Evaluation Review aims to:

- build and support the capacity of schools to evaluate their provision and improve the quality of services they provide;
- support school's own self-evaluation and quality improvement systems;
- support, promote, develop and share good practice across schools.

The School Review will take place over a period of two days.

- The focus of the collaborative school review will be on the following Quality Indicators
QI 1.1 Self-Evaluation for School Improvement,
QI 2.3 Learning, Teaching and Assessment and
QI 2.5 Family Learning.

These QIs have been chosen to allow the school to reflect on the impact of our self-evaluation and practice in relation to improving outcomes for all learners and the provision of high quality learning experiences and assessment.

- The Collaborative Reviews will be informed by the **PRAISE** framework (Appendix 1), which will be used to help build on the positive relationships with all involved. All discussions and engagements with the review team are opportunities to share and develop thinking, and to learn from each other.

Self-evaluation is an ongoing process where pupils, parents and staff are involved in reflecting on how well children are attaining and achieving and how well the school and Early Learning and Childcare Centre (Nursery) is doing to provide a safe, stimulating challenging learning experiences to meet the needs of all our children.

- Our Self-Evaluation process follows the nationally agreed Quality Indicators contained within *How Good is our School?* Edition 4 and *How Good is Early Learning and Childcare?*
- We are striving to develop a self-improving culture by continually looking **inwards, outwards and forwards** - How are we doing? How do we know? What are we going to do now?
- The Self-Evaluation process should be proportionate, meaningful and sustainable.

- The school's performance is evaluated using relevant data and involving all stakeholders.
- The Review embraces the importance of having school-to-school collaboration.
- All staff share the responsibility in delivering high quality learning provision for our children.
- Promotes continuous engagement with professional learning opportunities and literature for developing the knowledge and skills required for effective learning and teaching and for asking critical questions about our own practice.

Fig. 4: Triangulation

Schools collect a wide range of **quantitative data** for example about attainment, attendance, bullying and prejudice-based discrimination and option choices. Effective self-evaluation includes rigorous interrogation of this data by staff who are data-literate and use the data to recognise emerging issues and when specific interventions are necessary.

Staff, pupils, parents/carers, partners and other stakeholders such as the local authority or governing body should all have regular opportunities to share their views about the school. Examples of how **people's views** can be gathered include through surveys, focus groups, ongoing professional dialogue, learning visits and minutes of team meetings.



Direct observations of practice can take place in a range of learning contexts including during learning which takes place outdoors, in a workplace, at college and during excursions and residential experiences. Observations should be linked to agreed criteria and a shared understanding of their purpose. All stakeholders including staff, learners, parents and partners can engage in these structured observations and give feedback to support self-evaluation.

National Improvement Framework

The National Improvement Framework sets out a clear vision for education in Scotland. **Excellence** through raising attainment: ensuring that every child achieves the highest standards in literacy, numeracy and health & wellbeing, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and achieving **Equity**: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

The current priorities for the National Improvement Framework are:

- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

To achieve these priorities the School needs to evaluate how good is our :

- leadership, management and partnership working;
- support for **all** learner
- learning and teaching.

Expectations of Leadership of Self- Evaluation

- Leadership of self-evaluation is everyone's responsibility
- Schools are responsible for their own improvement. Self-evaluation is the key principle to school improvement and is everyone's responsibility
- Self-evaluation has to be valued and led by all with a clear steer on processes and on expected outcomes
- Where schools use self-evaluation effectively, the experiences and achievements of learners continue to improve
- When schools act on the messages from rigorous self-evaluation, they can engage in well-judged innovation
- Schools should use the self-evaluation and improvement tools which best suit their context and purpose
- Self-evaluation processes should be robust, data rich, and manageable, avoiding unnecessary bureaucracy
- The greater the changes made, the greater the need to evaluate the impact of those changes to inform future improvements in provision and improve outcomes for learners
- Where schools know themselves well, they can focus energies on where they really need to improve and on what is most important for them in their context.
- Good leaders develop the skills of leadership and self-evaluation in others

The School Self Evaluation for Self-Improvement Collaborative Review Programme will include:

- Review panel meeting at start and conclusion of the visit.
- Headteacher presentation of scoping paper based on the key QIs 1.1 and 2.3
- Learning visits
- Focus group meetings for professional dialogue with learners, parents, staff and partners as appropriate
- The focus groups and learning visits professional dialogue and reflections will draw on the challenge questions and the features of highly effective practice linked to the appropriate QIs / themes being reviewed.
- Schools will provide a timetable for the review team which will include time for feedback, classroom visits and meetings as required.
- Feedback and discussion with the Headteacher/Senior Leadership at the end of the one/two day review to agree strengths and aspects for development for summary report.
- The summary report will refer **only** to the key areas of strength and aspects for development in relation to the QI/Themes reviewed. The [summary report](#) will also outline agreed next steps and timelines.

Alongside the [scoping paper](#) produced by the headteacher, the review visit will draw on current knowledge and evidence the school uses to evaluate performance:

- School improvement plan progress reports
- School improvement plan
- Performance data (Standardised assessment, achievement of a level data, SQA)
- School summary statistical report
- Pupil equity funding information.

School Collaborative Self-Evaluation for Self-Improvement Review Report

Name of School: Castle Douglas Primary

Dates: Tuesday 20th & Wednesday 21st February 2018

Review Team	
David Tyson (Head Teacher, Castle Douglas PS)	Rosie Smith (Education Officer)
Jen Docherty (Head Teacher, Lochmaben PS)	David Maxwell (Education Officer)
Martin Armstrong (Head Teacher, Troqueer PS)	Fiona Irving (Educational Psychologist)
Karen McLean (Head Teacher, Heathhall PS)	Belinda Thomson (Principal Teacher)

Summary: Strengths & Areas for Development

In February 2018 as part of Dumfries and Galloway CYPLL School Self Evaluation for Self-Improvement Collaborative Reviews process **Castle Douglas Primary School** was visited by a team of colleagues to carry out a review.

During the visit, which was over two days the team worked closely with the Head Teacher, staff, children and parents to gather evidence to evaluate the impact of the school's self-evaluation and practice in relation to improving outcomes for all learners and the provision of quality learning experiences and assessment.

As a result of this validated self-evaluation visit the review team identified and agreed the following strengths in the school's work:

- Confident and motivated children who were proud to talk about their school and its successes.
- The nurturing and inclusive ethos evident throughout the school and nursery class which ensures that all children have the opportunity to learn and achieve.
- The commitment and engagement of all staff in ongoing school and nursery developments, including the collaborative review process.
- The valuable contribution of school support staff in ensuring the needs of children are met on a daily basis.

The following aspects for development were also identified and discussed:

- Building on the best practice, staff should work collaboratively to ensure children experience consistently high quality approaches to learning, teaching and assessment across the school and nursery.
- Continue to develop, and embed, approaches and procedures to pupil equity funding, including the development of clear rationales for selected interventions, alongside identification of appropriate impact measures.
- Further develop and refine monitoring and tracking procedures to ensure an emphasis on progression through a Curriculum for Excellence level, focusing on Raising Attainment.

David Maxwell
26th February 2018

[\(Link to Contents\)](#)

Best Practice Framework for Education Scotland inspections and reviews will shape our collaborative school reviews. This Framework is based on data gathered from: representative samples of experienced inspectors from Education Scotland and heads of organisations that have been inspected; and feedback from post-inspection questionnaires.

The following principles were identified as underpinning best practice:

Purpose – being clear about the overall purpose of the inspection and retaining this throughout. Creating a shared agenda with staff in the organisation and amongst members of the inspection/review team.

Relationships – building and maintaining constructive relationships throughout the process as the basis of a high quality inspection/review.

Awareness – maintaining a high level of awareness of the context in which staff are operating, of their feelings and reactions to the process and of the inspector's own approach and its impact.

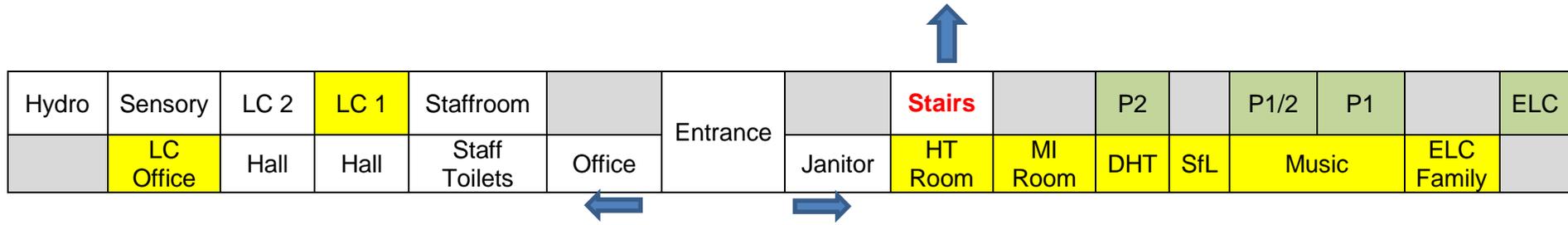
Information gathering – careful inquiry to gather and analyse evidence. Retaining an objective stance, testing assumptions and assimilating data before evaluating.

Sharing information – communicating thoroughly throughout the process to prepare and inform staff. Encouraging staff to be open in providing their perspective and providing appropriate feedback as the inspection/review progresses.

Enabling – treating people with respect, engaging them in professional dialogue, recognising their efforts and providing feedback in a constructive way to encourage ownership and learning to take place.

[\(Link to Contents\)](#)

Upper Corridor

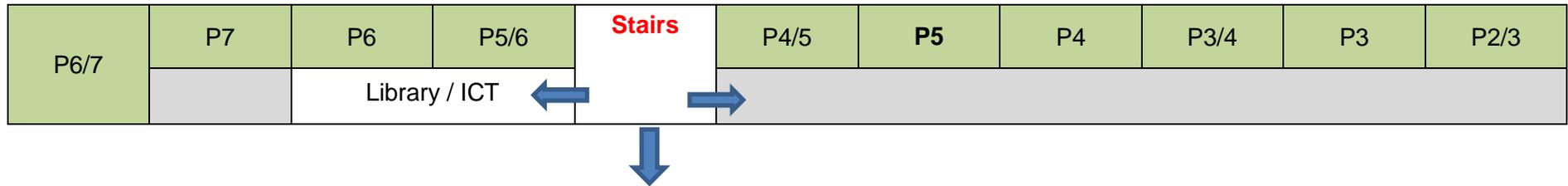


Meeting Rooms (all Upper Corridor)

LC Office, LC 1, HT Room, MI Room, SfL Room, ELC Comm, Music

Class Rooms

Ground Floor Corridor



Q1 1.1 Self -Evaluation for Self-Improvement			
Collaborative approaches to self-evaluation		Analysis and evaluation of intelligence and data	Impact on learners successes and achievements
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS4/ HGIOELC? six-point scale?
<p>Collaborative approaches to self-evaluation</p> <p>This session a whole school electronic record has been set up to record specific comments across all QIs – aim is to give staff more understanding of HGIOS4 HGIOELC and developing this confidence a next step.</p> <p>Pupils reflect on their attainment and achievement through daily feedback and interaction with staff. Senior pupils are developing e-portoflio (My Merit) which gives further opportunity to reflect on the impact of their learning. Staff, children and parents share termly learning targets which are evaluated at formal Learning Conversations (Parent/Pupil Meetings)</p> <p>There is a Weekly News bulletin sharing learning throughout the school and ELC on Social Media, School app and Website to inform the school community of 'What We are Learning'.</p> <p>The school community is involved in a bi-annual review of the School and ELC Vision, Values and Aims which has just been completed.</p> <p>(Cont)</p>	<p>Some pupils are beginning to reflect on learning experiences by posting comments on school website. ELC feedback on Facebook page is positive.</p> <p>Discussions with pupils – most pupils can talk about what they are learning. Termly targets have helped develop pupil involvement in next steps and awareness of what they are going to be learning in the term ahead. Class displays e.g. - "What's Stuck with You?", Traffic Light trays, SMART targets.</p> <p>Weekly photographs updated in foyer.</p> <p>Parental comments on ELC Facebook are very positive and it has developed into a positive forum for sharing feedback and news. Some parents have mentioned how much more aware they are 'of what is going on in school'. Parent Comment boxes at Learning Conversations.</p>	<p>Continue to develop evidence gathering which is manageable and sustainable. Develop electronic process for pupils to record ongoing evaluations.</p> <p>Develop My Merit from P6. Process needs to be more robust and pupils are require more frequent access to IT hardware such as tablets for ongoing comments.</p> <p>Aims and Values need redrafted following recent consultation.</p>	<p>4</p>

QI 1.1 Self -Evaluation for Self-Improvement			
Collaborative approaches to self-evaluation	Analysis and evaluation of intelligence and data	Impact on learners successes and achievements	
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>SIP and SQR is shared with Parent Council and School Community through newsletters and on school website.</p> <p>Parent and pupil consultations and feedback is gathered on priority developments and also at parental request e.g. recent homework survey.</p> <p>ELC has daily feedback opportunities with parents which is used to good effect.</p> <p>An example of self-evaluation process - Planning was modified following evaluation of 'paper' planning and a new spreadsheet with links to Benchmarks and curricular information is being trialled this session.</p>	<p>Pupil feedback informs future developments e.g. recent Homework feedback on what homework pupils value – this will be discussed at forthcoming Parent Council and staff meetings.</p> <p>Pupils will experience and broad and balanced curriculum which can be evidenced through planning grid.</p>	<p>Staff knowledge of and confidence in using benchmarks to assess across curriculum is a priority.</p>	<p>4</p>

Q1 1.1 Self -Evaluation for Self-Improvement			
Collaborative approaches to self-evaluation	Analysis and evaluation of intelligence and data	Impact on learners successes and achievements	
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>Analysis and evaluation of intelligence and data</p> <p>The ELC and School continues to develop the use of current, manageable and sustainable data in Maths and Language. Termly testing e.g. Accelerated Reading informs next steps and to set appropriate challenging targets. INCAs and PIPS results are used to track and plan for next steps.</p> <p>Sumdog was introduced this session to boost maths attainment and to provide another source of data.</p> <p>Termly class attainment and SfL meetings are held to focus on individuals and groups and staff have ongoing access to and use of data to plan for learning needs.</p> <p>Termly reviews of SfL IEPs and targets with pupils, staff and parents.</p> <p>Pupil information folder to share 'low level' information and record comments.</p> <p>Wider achievement – there is a whole school focus – Achievement Assemblies and Weekly news to encourage sharing of Wider Achievement to further support assessment of the 'whole child'.</p> <p>A thorough review of language data by DHTs led to PEF focus on reading. Rationale and tracking of PEF developments will be readily supported through current school data procedures.</p>	<p>Feedback from staff at attainment meetings. Ability to track pupils across P1-7.</p> <p>Allows staff to focus on individual pupils to plan for next steps.</p> <p>Differentiated learning much in evidence. Big Writing setting.</p> <p>Raised awareness of potential barriers to learning.</p> <p>Children are keen to share their wider achievements at assemblies – positive feedback "I enjoyed assembly today ... I liked listening to xx playing the guitar" Some classes have Wider Achievement displays / celebration wall.</p> <p>Ongoing reading developments (mainly PEF funded) – impact still to be assessed.</p>	<p>Become more familiar with benchmarking to assist teacher with planning, assessment, tracking and next steps.</p> <p>Development of ELC and School tracking to develop robust but manageable pupil profiling ,including assessment and tracking documentation.</p> <p>Increased Attainment levels in literacy and numeracy remain a central feature of our priorities.</p> <p>Small Steps of Change (teachers) may led to priority interventions for more pupils next session.</p>	<p>4</p>

Q1 1.1 Self -Evaluation for Self-Improvement			
Collaborative approaches to self-evaluation	Analysis and evaluation of intelligence and data	Impact on learners successes and achievements	
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>Impact on learners successes and achievements</p> <p>Accelerated Reading allows staff and pupils to readily share progress in reading attainment. PEF funding has allowed a member of staff to lead this role this session.</p> <p>Achievement assemblies feature most months throughout the session which celebrate both school and wider achievements. Most pupils are keen to strive to be the next 'Pupil of the Month'. Wider achievement is tracked and features in end of session Report summary.</p> <p>Staff demonstrate a good understanding of children's needs and how these can best e.g. in ELC there is a robust timetable including use of Personal Learning Plans, Shared Learning sheets to regularly review and set next steps.</p> <p>Mainstream Inclusion – planning and liaison between staff to ensure appropriate programmes is regularly reviewed.</p>	<p>Pupil motivation. Discuss about achieving their target. Pupils like to appear on for Accelerated Reading Wall Display.</p> <p>Pupils look forward to the Achievement Assembly and many are keen to share their wider achievements. Evidenced through pupil discussions. Pupils help choose class 'Pupil of the Month' – have a good understanding of 'success'.</p> <p>ELC – record of Care Plan meetings, electronic PLP, etc.</p> <p>IEPS, individual pupil programmes. Home / school diaries.</p>	<p>Parental involvement – encourage more use of Accelerated Reading home link and parent emails.</p> <p>Consider best ways to support learners in this digital age – skills based approaches</p> <p>Skills for life and skills need to be embedded across all curriculum areas</p> <p>Introduction of National Standardised Assessments and use of data.</p>	<p>4</p>

1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

Themes:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

This indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential.

Level 5 illustration:

■ Collaborative approaches to self-evaluation

All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community. Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement. Through regular and effective collaboration our community has a shared understanding of the school's strengths and improvement needs. We have developed very effective mechanisms to consult with stakeholders and can show how their views inform change and improvement.

■ Analysis and evaluation of intelligence and data

Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations. All staff analyse and use evidence very well to ensure a clear focus on those priorities which will have greatest impact. We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data, making use of digital technology to support this where relevant and appropriate. We have taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved. We use a wide range of local, national and international advice and research to reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced. We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result.

■ Impact on learners successes and achievements

Our self-evaluation focuses on key aspects of learners' successes and achievements. We can show clear evidence of improvement based on actions taken as a result of self-evaluation. We can demonstrate the impact of improvement arising from self-evaluation on learning and teaching and the attainment, achievement and wellbeing of all learners. All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.

Features of highly-effective practice:

- ✓ Self-evaluation is integral to how we work within our community and is an ongoing feature of school life.
- ✓ All staff, pupils, parents and partners are fully involved in improving the life and work of the school.
- ✓ The whole school community has a shared understanding of the strengths and improvement needs of the school.
- ✓ Across the year, there is focused attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward.
- ✓ Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge.
- ✓ A range of stakeholders take lead roles in aspects of school improvement. This includes children and young people, parents and partners.
- ✓ Documentation is sufficiently detailed, evaluative and has a clear purpose.
- ✓ Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement.
- ✓ All staff understand the need to be outward and forward-looking in their evaluation and improvement activities.
- ✓ Staff make effective use of up-to-date research/data from Scotland and beyond to inform their learning and developments.
- ✓ Teachers use a range of different assessments to measure children's progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards.
- ✓ There is evidence that children and young people are confidently engaged in reviewing their own learning and the work of the school.
- ✓ Parents have regular opportunities to support improvement by participating in a range of formal and informal activities.

- IN PRACTICE / EMBEDDED
- BEING DEVELOPED / EMBEDDED
- TO BE DEVELOPED

QI 2.3 Learning, Teaching and Assessment

Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
<p>How well are you doing? What's working well for your learners?</p>	<p>How do you know? What evidence do you have of positive impact on learners?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?</p>
<p>Learning and engagement</p> <p>Teachers share Learning Intentions and Success Criteria with children on a regular basis (also school through wall displays). There is evidence of children engaging in HOTS across all curricular areas and reference to HOTS (visual and oral) in most classes.</p> <p>Positive interaction and enthusiasm is much in evidence from children and staff. 'Classroom buzz'</p> <p>Class organisation and classroom management is very good. Poor behaviour in class is usually well managed with a positive impact on less time being lost to behaviour issues.</p> <p>Most pupils have a positive attitude to their work and enjoy coming to school.</p> <p>Almost all pupils can talk about what and why they are learning, what they enjoy doing in school and have an understanding of their next steps (targets).</p> <p>Pupil Voice – Eco-Group, Pupil Council, Reading Ambassadors, Maths Champion, etc</p> <p>PEF interventions – Small Steps of Change – use of E-Readers to engage learners, foster a desire to read.</p>	<p>SMT visit classes twice a year for formal Observation Visits which have an agreed focus (Reading Nov 2017) and also work alongside classes throughout the school year.</p> <p>Feedback (oral and written) from children and staff is used to evidence impact e.g. how well can the children talk about what they are learning.</p> <p>Pupil Council Survey and Weekly News</p> <p>Learning Walks. In most lessons and activities pupils can share what they are learning and what they need to do to be successful.</p> <p>Impact assessment is ongoing – initial feedback is encouraging – reluctant readers are more engaged.</p>	<p>Continue to embed LI and SC in class activities and to focus on HOTS in all curricular areas.</p> <p>Raise children's awareness of HOTS and to encourage and develop creativity.</p> <p>Peer Support – encourage staff to arrange informal observations with a colleague and reflect on the quality of learning and pupil engagement in their class. Share best practice.</p> <p>Review Behaviour Policy</p> <p>Continue to monitor effective teaching in all learning areas, including outdoor learning.</p> <p>Personalisation and choice and opportunities to lead learning.</p>	<p>4</p>

QI 2.3 Learning, Teaching and Assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>Quality of teaching</p> <p>There is a positive range of teaching experience across the school and ELC. Staff readily share ideas and experiences with each other.</p> <p>Reference to previous knowledge was evident in most introductions to lessons. LI and SC were shared in age appropriate ways.</p> <p>Pace of lessons is mostly very good.</p> <p>Appropriate differentiation was evident in all classes. (Writing and individual maths setting.) Use of online resources – Sumdog and Accelerated Reader Extended tasks activities in some classes were .challenging pupils e.g. – mild, spicy, very hot choice.</p> <p>Teachers, Learning Assistants and Parent/S6 helpers made appropriate interventions to assist individuals and groups as required.</p> <p>'Presumption of Mainstream' / learners needs are being met through planned interventions</p> <p>Use of digital resources is good e.g. tablets in class and Outdoor Learning is becoming more embedded.</p> <p>Reflection on learning was evidenced in some classes through plenary activities.</p>	<p>SMT visit classes twice a year for formal Observation Visits which have an agreed focus (Reading Nov 2017) and also work alongside classes throughout the school year.</p> <p>Feedback from children and staff is used to evidence impact e.g. how well can the children talk about what they are learning.</p> <p>Feedback from pupils on what they enjoy learning, what 'I have learned today' 'What will stick with me?'</p> <p>Most pupils will readily ask for help.</p> <p>Confident use of ICT resources.</p>	<p>Staff are conscientious with self-evaluation of own teaching and share, seek advice from each other. Staff have a positive attitude towards helping each other in improving their own confidence and skills.</p> <p>Continue to support teachers in improving teaching skills as identified through observations and PRD discussions.</p> <p>Encourage staff to peer observe and build on best practice from colleagues including visiting other schools (looking outwards).</p>	<p>4/5</p>

QI 2.3 Learning, Teaching and Assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>Effective use of assessment</p> <p>Staff have a good understanding of each child's needs, interests and stages of development. This is reflected in planning and assessment .</p> <p>A range of assessment strategies are used across the school. This includes standardised assessments, whole school Big Writing programme and termly spelling and reading assessments.</p> <p>Assessment feedback is shared with pupils daily in a variety of ways and with parents through termly meetings and discussion of learning targets. Some families have opted in to online sharing of assessment e.g. Accelerated Reading and almost all ELC families received electronic copies of PLPs with paper copies also being shared if required.</p> <p>Staff professional judgement is supported through attainment discussions with SMT, SfL and moderation with colleagues.</p> <p>In almost all classes pupils could talk readily about class displays and what they had been learning. Pupils are involved in planning and creating displays. Pupils are more confident in talking about their learning and next steps.</p> <p>Support for Learning staff use assessment tools to further support learning needs and next steps. Positive liaison throughout the staff as capacity permits</p>	<p>e.g. In ELC staff are experienced in their respective roles and have a good understanding of each child's needs, interests and stages of development. Introduction of TLQ. Care Plans, individual targets assist</p> <p>Evidence of AiFL strategies being used e.g. pupil traffic lighting, visual peer and self assessment. Pupil Voice book. INCAs, PIPs.</p> <p>Differentiated resources are much in evidence. Tracking spreadsheets. Achievement database and assemblies. Pupils can share their attainment for online resources such as Accelerated Reading and Sumdog.</p> <p>Ongoing.</p>	<p>Revisit focus on Pupil Self-Assessments across school.</p> <p>Use of National Benchmarks in both planning and assessment to be developed.</p> <p>Further development of tracking to raise attainment and to gather evidence to support 'Achieving a level'.</p> <p>Introduction of national assessment resource to assist staff in evidencing attainment level.</p>	<p>4/5</p>

QI 2.3 Learning, Teaching and Assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>Planning, tracking and monitoring</p> <p>Local environment is used effectively when planning to help deliver positive outdoor experiences e.g. history hillwalks, Stronord, and Carlingwark outdoor activities and links with community groups and businesses e.g. RHET.</p> <p>Stage planning and moderation is developing a shared understanding of progress within C for E levels.</p> <p>A revised curriculum planner has been introduced this session based on D&G Curricular Group resources. Planning is now linked to benchmarks in all curricular areas.</p> <p>Electronic planning for new developments such as SAMSON maths and STEAM Planning (currently being amended) has been designed to reduce workload and to ensure there is appropriate depth and breadth in all curricular areas.</p> <p>Attainment meetings are held to discuss progress in learning and to identify concerns with individual pupils.</p> <p>Teachers use Curriculum for Excellence levels, CEM data and professional judgement to identify next steps for learning. ICT is used to support tracking and monitoring and is being used effectively by staff. Also provides SMT with whole school overview.</p>	<p>Through planning grids, pupil comments, school website comments, etc opportunities for creative learning can be evidenced e.g. Going on a Bear Hunt, tesco farm to Fork, RHET Adopt a Cow.</p> <p>This is helping with planning for appropriate pace of learning e.g. planning and tracking evidence shows that high achievers needs are being planned for. (Advice from CDHS).</p> <p>Stage overviews show breadth of learning to ensure pupils have access to a broad curriculum and opportunities to develop cross-curricular skills.</p> <p>Evaluation of this session's development priorities still to be finalised.</p> <p>Needs are assessed on arrival in ELC to identify opportunities for early intervention and reviewed every six months.</p> <p>Staff confidence inputting and interpreting data is increasing as evidenced through attainment discussions.</p>	<p>PEF interventions are being monitored and tracked. Small Steps of Change developments may lead to greater involvement next session.</p> <p>Ensure quality time is built into 35 hour week agreement for stage planning, assessment and moderation .</p> <p>Review revised language plans introduced in August 2017.</p>	<p>4</p>

2.3 LEARNING, TEACHING AND ASSESSMENT

Themes:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Level 5 illustration:

■ Learning and engagement

The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. 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. Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.

■ Quality of teaching

Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

■ Effective use of assessment

Assessment is integral to our planning of learning and teaching. 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. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

■ Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Features of highly-effective practice:

- ✓ The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- ✓ Learners' achievements in and out of school are recorded and recognised. They understand how these achievements help them develop knowledge and skills for life, learning and work.
- ✓ Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning.
- ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.
- ✓ Staff access and apply relevant findings from educational research to improve learning and teaching.
- ✓ Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.
- ✓ Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
- ✓ A quality body of evidence is used to support assessment judgements and decisions about next steps.
- ✓ Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.
- ✓ Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
- ✓ All teachers have well-developed skills of data analysis which are focused on improvement.

IN PRACTICE / EMBEDDED

BEING DEVELOPED / EMBEDDED

TO BE DEVELOPED

2.5 Family Learning

Engaging families in learning

Early intervention and prevention

Quality of family learning programmes

The ELC (Nursery) and School would like to develop this QI. The school no longer has the support of the Home-Link Worker service which helped to support and engage those families in most need. This QI is an area which both the ELC and School would like to make a priority development as we strive to raise attainment, achievement and inclusion for all our learners and families.

How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>Engaging families in learning</p> <p>ELC shares learning through Big Book planner and this session with very effective use of Facebook page. This has recently included home/ELC interaction with sharing photographs. ELC Open Evenings – format was changed ‘stay and play’ which parents appreciated.</p> <p>Weekly News keeps families informed of learning activities. Parents meetings attendance is very positive - 95%</p> <p>Some classes have regular parent helpers (also members of the community)</p> <p>Recent homework review found that 86% of families felt that the amount of homework was about right and 78% of parents felt they could readily support their child at home.</p> <p>P1 classes have introduced storytime sessions with parents. This has developed from teacher demonstrations to parents leading small group sessions.</p>	<p>Positive comments from parents – see Nursery feedback.</p> <p>Storytime feedback letters.</p> <p>Open afternoons and assemblies – opportunities for pupils to share learning. ‘Learning Windows’ – early years.</p> <p>P6 Parent helpers feedback and Class Dojo links.</p> <p>Recent Vision Values and Aims Survey – 70 responses compared to 9 in 2016.</p> <p>“We enjoy doing homework as a family and reinforcing our child’s learning.”</p> <p>P1 Information sessions and Christmas Craft afternoon – pupils and parents engaged in sharing learning.</p>	<p>PEF Funding – to support wider achievement activities for ‘hard to reach’ families e.g. support swimming lessons.</p> <p>Parents meetings – revisit timetable.</p> <p>Homework survey showed that most families would welcome further advice to support learning on the School website and through the use of Apps for mobile devices.</p> <p>Reintroduction of CAPER in P1/2 and Curiosity Kits P4-5</p>	<p style="text-align: center;">2/3</p>

2.5 Family Learning			
Engaging families in learning		Early intervention and prevention	Quality of family learning programmes
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
<p>Early intervention and prevention</p> <p>Nursery Care Plans are effective in identifying early intervention priorities.</p> <p>PEF funding has enabled staff training to deliver TLQ sessions to identified children in ELC and P1 and 2.</p> <p>There is a good awareness of financial needs throughout the school. There is a 'Budget calendar' to help spread financial commitments across the session e.g. school photographer, school clothing (+ ' Nearly New box'), fund raising across the session.</p> <p>Links with local groups have provided funds to support some families with costs of residential visits and to attend a Breakfast / Homework Club which is run by school staff.</p> <p>Child's Plan Meetings led by the school facilitate involvement from other agencies.</p> <p>PEF – staff leadership in developing nurture activities e.g. yoga, mindfulness. Link with relationships and behaviour. Pupils are targeted depending on individual needs. Poverty and equity is a factor in consideration for nurture activities and all families were consulted.</p>	<p>Early identification of needs.</p> <p>Staff feedback – still to early for conclusive evidence.</p> <p>Pupil inclusion in activities e.g. residential visits is high. Activities are made affordable for all.</p> <p>Children look forward to nurture activities and readily talk about their nurture time with family and staff. Improvement in self-confidence and esteem which will have an impact on learning.</p>	<p>Single-earner families IT PEF</p> <p>PIPS – value this baseline assessment – would like to continue or have an effective alternative.</p> <p>PEF funding to further reduce barriers to learning e.g. loan of IT hardware.</p>	<p>3</p>

2.5 Family Learning			
Engaging families in learning		Early intervention and prevention	Quality of family learning programmes
How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/ HGIOELC? six-point scale?
Quality of family learning programmes To be developed. For session 18/19 there is a leadership opportunity for a member of staff to attend Family Engagement Learning Modules and then lead school developments – PEF Funding.		PEF funding session 18/19? Home Link Worker (overseen by member of teaching staff. Identify family learning priorities with parents, create and develop programmes. Monitor and evaluate impact.	1

2.5 FAMILY LEARNING

Themes:

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

Level 5 illustration:

■ Engaging families in learning

Families receive high-quality universal and targeted support that enables them to access learning activities which meet their needs. Universal support is open to all families. Targeted support is offered to those families who have been identified as having singular or multiple needs that are having an impact on their health and wellbeing, development and/or learning. Families have regular opportunities to discuss their learning with staff and set appropriate targets for the next stages. Families are well supported to plan opportunities for personal achievement. Learning targets are in place specific to the family as a whole and as individual learners, built on prior learning and reviewed and evaluated. Families are at the centre of this planning, as active participants in their learning and development. Parents and carers are supported to actively and meaningfully engage in their children's learning and life at school. Staff work with parents and carers to reduce potential barriers to engagement and are responsive to the family circumstances such as families affected by imprisonment, English as an additional language and mental health issues.

■ Early intervention and prevention

Our staff and partners use available data, analysis and intelligence gathering to inform their understanding of community and individual family's needs and to ensure appropriate timely interventions. Our staff are aware of the factors causing child poverty within our community. We work with parents and other agencies to help parents minimise the effect of poverty on our children. Needs are identified and reviewed in consultation with families, partners and stakeholders. Our staff has an informed understanding of local demographics that informs more targeted support when appropriate. Strong partnership approaches facilitate sustainability and a more robust service for families. Families benefit from our strong collaboration with colleagues from other sectors which supports referrals to and from services and enables tracking and builds trust. Families are consulted in a meaningful way when staff are looking at progression from their service. We work well with other services to ensure continued strong support for families.

■ Quality of family learning programmes

Our courses are stimulating, challenging, relevant and enjoyable. Families are fully engaged and participate in designing and delivering content. We consult with families to ensure we are meeting their needs in relation to literacy, numeracy, health and wellbeing and wider family learning outcomes. Learning outcomes support families through changes and choices. We actively promote lifelong learning, both in families, and as individual learners. As a result of our family learning classes, families have increased aspirations as individuals and as a family. They have a sense of achievement and successes are recorded and celebrated.

Features of highly-effective practice:

- ✓ Creative approaches are used to engage families.
- ✓ Almost all those engaged in family learning courses are highly-motivated and actively involved in their own learning and development.
- ✓ Almost all the children and their parents are included, participating, achieving and progressing very well in their learning.
- ✓ There is clear evidence that the life chances of those families experiencing particular challenges are being improved as a result of their engagement in family learning.
- ✓ Almost all learners report improvement in their health and/or wellbeing.
- ✓ Family learning is responsive to identified needs.
- ✓ Staff have an appropriate shared understanding of *Getting it Right for Every Child (GIRFEC)* and use these approaches to meet the needs of families.
- ✓ Family learning promotes equality, fairness and diversity.
- ✓ There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement.
- ✓ Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies.
- ✓ Families are matched into the right programme which is negotiated and addresses identified needs.
- ✓ Families know that whatever their needs they will be able to access the right support that will enable them to reach their full potential as individuals and as a family.
- ✓ Family learning is leading to stronger home-school links which are improving outcomes for learners.

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