



 <p><b>22/23</b></p> <p><b>School Priority 1 Ongoing</b></p> <p>Develop writing from early to Second Level using Stephen Graham Balanced Readers and Writers Approaches</p>	<p><b>Term 1</b> All staff completed the Stephen Graham Writing sessions.</p> <p>Newly purchased writing resources reviewed by staff.</p> <p><b>Term 2 and 3</b> Staff have implemented various writing approaches in their own classes and some chose to use newly purchased writing resources to support learning and teaching.</p> <p><b>Jan Inset Day</b> Discussion about how writing approaches would be progressed across the stages and agreement reached (reviewed to confirm at Feb inset).</p> <p><b>Moderation Term 3</b> Staff all took part in moderation exercise using evidence from class work. Discussions took place in levels and staff got opportunity to review work above and below their CFE level.</p> <p><b>This priority is being continued in Session 23/24</b></p>
--	---


 <p><b>23/23</b></p> <p><b>School Priority 2 Ongoing</b></p> <p>Begin to work towards Rights, Respecting Schools Award. Link to current - Better Relationships, Better Learning Policy</p>	<p>Registered with Rights Respecting School award in June 2022.</p> <p>Review of current Better Relationship, Better Learning Policy was reviewed August '22.</p> <p>Assemblies held across school to introduce rights. Assembly to discuss needs and wants related to rights.</p> <p>Some classes started their year by planning class codes of conduct around right based approach.</p> <p>Citizenship booklets for recording success and achievements were adapted and relaunched – celebrated at end of term assembly.</p> <p>Action plan towards Silver completed to achieve our Bronze Award which is initial stage of journey. Staff reviewed discussed and provided feedback.</p> <p>Linked and discussed action plan to learning for sustainability evaluation the DHT had carried out. Clear links to build on. 8<sup>th</sup> eco green flag achieved and Fairtrade activities maintained to work towards retaining Fair Achiever status.</p> <p>Action Plan submitted. Awarded Bronze Award - March. Success email received from DM education officer.</p> <p>Letter was shared with parents about our plans for working towards the UNCRC award.</p> <p><b>Ongoing priority in 23/24 as we work towards Silver Award.</b></p>
---	--


 <p><b>23/23</b></p> <p><b>School Priority 3</b></p> <p>To track and monitor attainment and achievement through CFE levels.</p>	<p><b>Term 1</b> Discussions about progress and achievement, tracking and monitoring. Actions agreed to be carried out by class teachers and SMT.</p> <p>Moved to stage model on trackers and progress and achievement completed.</p> <p>Attainment meetings held Nov, Feb, May with new trackers being completed. Meetings provided good opportunities for discussions and challenge.</p> <p>Staff more focused on specific stages in progression. More informed decisions about who should have interventions.</p> <p>Attainment data uploaded to local authority Feb'23</p> <p>Term 3 Level discussions been part of writing moderation process.</p> <p>Assessment folders started to track progress through levels of learning. Shared with class teachers for 23/24 session at point of transition. Attainment data submitted to authority June'23</p>
--	---



 <p><b>School Priority 1</b></p> <p>Develop Writing from Early to Second Level using Stephen Graham Balanced Readers and Writers Approaches</p>	<p style="text-align: center;">23/24</p> <ul style="list-style-type: none"> <li>To raise attainment in writing throughout the school.</li> <li>To provide children with range of opportunities to build and develop writing skills based on balanced reader and writer approaches.</li> <li>Staff to have increased skill level and confidence in teaching writing through the use of the balanced reader and writer approaches.</li> </ul>
--	---

 <p><b>School Priority 2</b></p> <p>Continue to work towards Rights, Respecting Schools Award.</p> <p>Link to current - Better Relationships, Better Learning Policy</p>	<p style="text-align: center;">23/24</p> <ul style="list-style-type: none"> <li>For our school to become a rights, respecting school that aspires to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.</li> <li>Relationships for all stakeholders across the school community to be positive, supportive and founded on a strong sense of community, with shared values, rights, respect and high expectations.</li> <li>Pupils to have increased awareness of the part they play in developing and maintaining relationships.</li> </ul>
---	---

 <p><b>School Priority 3</b></p> <p>To develop inclusive practices throughout the school community.</p>	<p style="text-align: center;">23/24</p> <ul style="list-style-type: none"> <li>As a school community to have a clear understanding of areas of strengths and those to be developed.</li> <li>To use self-evaluation to identify strength and areas for development.</li> <li>To share practice and experience to build on existing strengths and create action plan for improvement.</li> </ul>
--	--

 <p><b>School Priority 4</b></p> <p>To develop digital culture throughout the school community.</p>	<p style="text-align: center;">23/24</p> <ul style="list-style-type: none"> <li>To improve effectiveness and efficiency of communication and collaboration through the use of digital technology to create a digital culture that benefits staff, pupils and parents/carers.</li> <li>To develop the skills and confidence of teachers in the appropriate and effective use of digital technology to support learning and teaching.</li> <li>To enhance teaching and learning through the use of digital technology and develop the digital skills of young people to prepare them for learning, life and work.</li> <li>To increase awareness and understanding of the digital tools used in school amongst parents and carers so that they can better support their young people.</li> </ul>
--	--