

Improvement Area	Actions completed or started	Outcomes/ Milestones
<p>Improve leadership of learning, teaching and assessment at all levels to ensure children's needs are met in full.</p>	<p><i>A significant amount of work has been undertaken following our inspection and shared with others during lockdown. This has meant that staff have been able to engage in the actions from the Framework for Improvement from an informed position. Our staff are showing that they are open to change and are taking on the opportunities for working together positively. We are all committed to the Framework actions and all teachers are now involved in working groups which will inform the updated Learning, Teaching & Assessment policy. This in turn will identify the expectations for every class and every child in our school. Feedback from Teaching for Effective Learning session: "I enjoyed the session this morning and once I've had week or two to get settled with class I will revisit my notes and plan my next steps". We are in a challenging situation post lockdown and are working hard to ensure that we meet pupil needs both in learning, teaching and raising attainment and being able to identify emerging needs and barriers to learning. We are planning to involve pupils in the development of aspects of our Learning & Teaching policy through focus groups using How Good is OUR School? In September which will feed into the final policy. This is on track to be completed and shared by the end of October. The Lockerbie Primary Improvement Professional Learning Community Teams site is being populated with our CPL powerpoints, professional reading and information about the projects being led by the Leadership Team using improvement methodology which are planned to raise attainment.</i></p> <p>Actions: 1.1.1 10/8 Introduction of Framework for Improvement to teaching staff, linked to aspects of the Summary of Inspection Findings. 17/8 Staff meeting – discussed remits of staff working groups – 3 collegiate sessions allocated to each group. Drafts/ resources given to some groups. 1.1.3 11/8 Teaching for Effective Learning 3 hour session including practical activities for all teachers. Narrated powerpoint on Differentiation (D Maxwell EO) and Visible Learning collated information (KC) shared with teaching staff for professional reading (Aug) – will be reviewed at staff meeting on 7/9 1.1.5 w/c 24/8 Collegiate time used by working groups to investigate Learning, Teaching & Assessment policies and areas identified from other schools across Scotland to identify and share best practice. Dates are planned for sessions led by H Robertson (Education Scotland) 27 10 20/ 26 01 21/ 20 04 21 on <i>Planned Outcomes and Measures</i> 1.2.5 Digital Literacy Policy draft completed by working group</p>	<p>School Working Time Agreement updated, agreed and submitted – additional time allocated to staff meetings (8 hours over the session) and development time (30 hours over the session) in order to focus on the actions from the Framework and develop the skills and confidence of all staff to talk about our methodology, data and improvement journey.</p> <p>Professional Learning Community Team is in place and a focal point for staff to access Continuing Professional Learning information and to engage in discussion about their own learning.</p> <p>Leadership Team remits have been reviewed and are shared below.</p>
<p>Ensure that children develop a broad range of skills, including those needed for greater learner participation.</p>	<p><i>Although planned for term 3 as a main focus, each class is taking on an area of pupil leadership so that every child in the school is involved. This will facilitate Pupil Voice and the ability for our children to be involved in making choices and taking on lead roles within our school which will impact positively on others across the school. These experiences will also feed into the work on our Skills for Learning, Life and Work Framework and the recording and tracking of achievement. The new school website is almost ready to be populated and includes a page for each Pupil Leadership Group to share photos, reports and evidence of achievements with the wider school community. P4 Communications Champions' work will feed into the monthly Sway newsletter for parents and the wider school community. The P6 Eco committee has already been involved in grant application funding for additional outdoor learning resources. This has been linked to their persuasive writing activities and has shown positive engagement of almost all pupils in the class, as they can see the value in this work and the benefits of a positive result.</i></p>	

	<p>Actions:</p> <p>2.1.3 Pupil Leadership groups started 21 08 20 (class groups initially due to COVID restrictions), with a focus on developing skills in chairing groups, recording and reporting, discussion and negotiation, timekeeping and personal research and planning:</p> <table border="0"> <tr> <td>P1F Sharing and Celebrating work</td> <td>P1G Community Champions</td> </tr> <tr> <td>P2B Greenfingers Gang</td> <td>P2K Safety First</td> </tr> <tr> <td>P3 JRSOs</td> <td>P3/4 Mindfulness Mentors</td> </tr> <tr> <td>P4 Communications Champions</td> <td>P4/5 STEM Ambassadors</td> </tr> <tr> <td>P5/6 Fundraising</td> <td>P6 Eco Committee</td> </tr> <tr> <td>P6/7 Global Citizenship Ambassadors</td> <td>P7 Fairtrade</td> </tr> </table> <p>2.1.4 Bounce Back resources (4 identified lessons based on resilience) used in all classes Aug 20 and baseline Wellbeing Web completed by P4-7 with adapted web by P1-3.</p>	P1F Sharing and Celebrating work	P1G Community Champions	P2B Greenfingers Gang	P2K Safety First	P3 JRSOs	P3/4 Mindfulness Mentors	P4 Communications Champions	P4/5 STEM Ambassadors	P5/6 Fundraising	P6 Eco Committee	P6/7 Global Citizenship Ambassadors	P7 Fairtrade	
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<p>Raise attainment and improve children's achievements</p>	<p><i>Our first session on Improvement Methodology (28 08 20) included all members of the Leadership Team across the school. Our teacher who is employed through the PEF budget has initially been supporting the wellbeing of targeted children throughout August, including those with emerging needs identified through our Pupil Wellbeing Web self assessments. This has allowed us to ensure that our children feel secure and are ready to learn as they return to school following a significant period away. Our PEF plan will be completed by 4 September following some changes in the original decisions, which will be confirmed in a meeting scheduled for 1 September. This will be ready to discuss at Parent Council meeting on 8 September. Although there has been a level of flexibility allowed for the use of PEF this session due to COVID, we will be focusing on the impact for pupils who attract PEF funding and on closing the poverty related attainment gap in literacy and numeracy through upskilling teaching and non teaching staff, resources and training to support identified resources and support for teachers in beginning to work with PEF profiles in order to identify and target supports. Teachers were involved in discussions about initial attainment data as well as potential barriers to learning for the children in their classes during the first tracking meeting during week 2. We aim to upskill a number of staff, including all learning assistants, in the training for the agreed interventions in order to increase the sustainability of the methodology used. Learning assistants and other class teachers will also be involved in the improvement methodology being used in the projects led by members of the Leadership Team. There is a clear will from all staff in the school to ensure that we focus on meeting the needs of every child every day.</i></p> <p>Actions:</p> <p>3.1.1 17/8 Working group Raising Attainment Strategy initial draft shared by KC. 3 collegiate sessions allocated to look outwards, inwards and formulate strategy to be shared with staff at meeting on 7/9</p> <p>3.1.2 SWST completed by all pupils in weeks 1 and 2. Breakdown of specific errors shared with class teachers to identify teaching levels for groups. Some PM Benchmarking completed for targeted pupils. PiPS and InCAS bought in across the school (PEF) to identify emerging needs in literacy, numeracy and feelings about school/ learning. All P1 PiPS assessments completed by 21/8, supported by additional COVID teaching staff. InCAS started 25/8.</p> <p>3.1.3 K Carter, R Robson and J Dale met with L Waugh (EO) and E Callander (ASfL) 21/8 to discuss Literacy Ladders. Pack has been purchased and working towards Elaine coming in to train R Robson and LAs in using these with children at 1st and 2nd level who are underachieving in reading. This focuses on teaching a balanced</p>													

	<p>literacy programme integrating decoding and comprehension skills, and support explicit links between oral literacy, reading and writing.</p> <p>3.1.5 Monthly meetings planned (first session 28/8) with E Gair (EO), A Smith (Scottish Govt Improvement Advisor) and H Robertson (Education Scotland Attainment Advisor) based on Improvement Methodology. Small projects planned and led using Plan-Do-Study-Adapt approach:</p> <p>K Carter – P1 TLQ (Fran Dobbin – Communication Champion)</p> <p>R Robson – P4/5 Reading</p> <p>J Fraser – P6 Maths</p> <p>S Anderson – P4 Writing</p> <p>3.2.3 Monitoring and tracking system updated with wellbeing information during meetings with class teachers, K Carter, R Robson and J Dale w/c 17/8 for P2-7 classes. New pupil data on GIRFEC, SIMD and FSM has been added and will be in use before Oct holidays by all teaching staff.</p> <p>3.4.1 PEF Profile template sourced and shared at LT meeting. Will be discussed at staff meeting with all teachers to be completed for those children who attract PEF funding, supported by our PEF worker. These will be monitored at attainment tracking meetings termly</p>	
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Term 1 Learning, Teaching & Assessment and Raising Attainment Strategy working groups

Learning, Teaching & Assessment Policy	Raising Attainment Strategy	AifL Strategies
Karen Carter Nicola Kerr (0.6) Lesley Ballantyne (0.6) Jackie Walker (0.6)	Ruth Robson Julian Dale Dorothy Findlay	Sharon Mitchell (0.8) Liz Graham (0.2) Lauren Carpenter (0.2) Scott Anderson Jacqui Hutchison
Active Learning	Collaborative Learning	Outdoor Learning
Craig Prater Nicola Schoolar	Joyce Fraser Kelly Barty (0.7)	Kat Carruthers Laura Dawson (0.4) Lindsay Gemmell (0.6)
Differentiation		
Hannah Lynne (0.6) Julie (0.6)		

Leadership Team Remits at Aug 2020

Karen Carter HT	GIRFEC N – P7 / Child Protection Coordinator/ LAC Champion Strategic overview and management of Learning & Teaching and Raising Attainment across the school Improvement project in P1 (Listening & Talking, based on TLQ, supporting and managing one of our Learning Assistants who is a Communications Champion)
Ruth Robson DHT	Management of Nursery Depute Child Protection Coordinator Early level Learning & Teaching and Raising Attainment Improvement project in P4/5 (Reading Comprehension)
Scott Anderson PT	First level Learning & Teaching and Raising Attainment Improvement project in P4 (Spelling within Writing)
Joyce Fraser PT	Second level Learning & Teaching and Raising Attainment Improvement project in P6 (Number processes within Maths)