



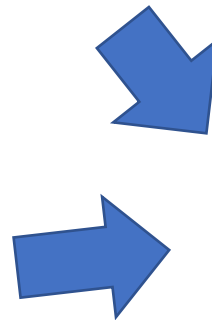
Lockerbie Primary School Framework for Improvement June 20 – June 21



Improve leadership of learning, teaching and assessment at all levels to ensure children's needs are met in full.

Ensure that children develop a broad range of skills, including those needed for greater learner participation.

Raise attainment and improve children's achievements.



Intended Outcomes	Actions/Tasks	Who, when, how?	Milestones, Evidence & Measures of Impact
1. Improve leadership of learning, teaching and assessment at all levels, to ensure children's needs are met in full			
<p>1.1 Staff leadership of learning, teaching and assessment / Quality of Teaching, Effective use of Assessment and Planning, Tracking and Monitoring</p> <p>All staff have a shared understanding of high quality learning and teaching.</p> <p>Approaches to learning, teaching and assessment are effective, consistent and manageable across our school.</p> <p>Staff take on leadership roles in securing the quality of learning and teaching.</p> <p>All teachers work individually and collectively to ensure</p>	<p>Through focussed professional enquiry, professional learning and collegiate working:</p> <p>1.1.1 Review and revise Learning, Teaching & Assessment Policy</p> <ul style="list-style-type: none"> • Look outwards – source good examples of policies from other settings • Communicate and engage with staff during collegiate sessions • Refine / shape our policy to set out common approaches and minimum standards / expectations of learning and teaching across all stages • Share with pupils and parents <p>1.1.2 Engage all staff in assessment and moderation professional learning sessions at school and cluster level</p> <p>1.1.3 Share research and evidence based learning and teaching approaches, and signpost to professional reading to develop staff knowledge and understanding of key learning and teaching approaches and principles:</p> <ul style="list-style-type: none"> • Assessment is for Learning Strategies: <ul style="list-style-type: none"> -Learning intentions -Success criteria -Higher Order Questioning -Feedback -Self and Peer Assessment • Differentiation • Active Learning • Collaborative Learning • Outdoor Learning 	<p>HT / DHT Summary of Inspection Findings and Framework for Improvement with staff (INSET Aug 10th)</p> <p>1.1.1 HT and established working group to lead policy review and revision in Term 1</p> <ul style="list-style-type: none"> • Collegiate session x3 • Standing item on staff meetings • Learning collectively through professional enquiry <p>1.1.2 NIF Officer (Frances Rodman) – Assessment and Moderation (collegiate x 1 Term 2)</p> <p>1.1.3 Teaching for Effective Learning EO Led with with Education Scotland Attainment Advisor (11 Aug InSet) (Collegiates x2 25/2/20, 9/3/20 delivered by DHT) (CQA team) (INSET Aug 11th) Active / Collaborative learning (1 collegiate HT) Outdoor Learning (1 collegiate DHT) Digital Learning (see 1.2.5) ICT Development Officer Time to engage with Visible Learning and all staff provided with Visible Learning reading material (PEF) HT</p>	<p>By October 2020 Learning and Teaching Policy created.</p> <p>Increased staff confidence and understanding – Likert scale</p> <p>Class observations & learning walks – almost all teachers demonstrating effective use of AiFL strategies, differentiation, active learning, collaborative learning, outdoor learning and digital learning</p> <p>Samples of jotters – almost all show evidence of high quality feedback</p> <p>Meeting notes, Powerpoints from collegiate sessions</p> <p>Monthly reports</p>

<p>our children's needs are met in full.</p>	<ul style="list-style-type: none"> • Digital Learning (see 1.2.5) • Revisit Dylan Wiliam and Shirley Clarke material • Engage staff in Visible Learning (John Hattie) <p>1.1.3 Monitor and evaluate practice to ensure consistency in approach:</p> <ul style="list-style-type: none"> • Calendar of formal class observations, learning walks, monitoring of pupil work, termly forward plan meetings, pupil feedback groups • Calendar of moderation activities within and across stages and the cluster • Self evaluation against QI 1.3 and 2.3 (involving pupils, parents and staff) • Teacher prepare for and engage in termly attainment meetings - predictions, identifying gaps, agreeing interventions <p>1.1.4 Allocate staff to working groups:</p> <ul style="list-style-type: none"> • Select staff / provide opportunities based on strengths to lead improvement in: <ul style="list-style-type: none"> -Assessment is for Learning Strategies -Differentiation -Active Learning -Collaborative Learning -Outdoor Learning -Digital Learning (see 1.2.5) <p>Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>1.1.3 HT / DHT - monthly calendar of monitoring and evaluation from Aug 20 Whole staff – self evaluation from Aug 20</p> <p>1.1.4 All staff (collegiates x 3) Sept 20</p> <p>HT reports, parent workshops, narrated Powerpoints, newsletters, assemblies, website</p>	
<p>Progress</p>			

<p>1.2 Learning and engagement</p> <p>All learners and staff have consistently high expectations of learning and behaviour</p> <p>There are positive relationships in our school community between pupils, staff and parents. Our learning environment is nurturing, respectful and inclusive</p> <p>All learners are motivated and engaged in their learning</p> <p>All learners take responsibility for their own learning. They are independent learners</p> <p>All learners have their needs and interests met</p> <p>All learners understand the purpose of their learning and how to meet their next steps</p>	<p>1.2.1 Revise our Better Relationships, Better Behaviour, Better Learning policy</p> <ul style="list-style-type: none"> • Convene working group (teaching and non-teaching staff, pupils and parents) • Focused professional reading (Paul Dix Pivotal Education) • Feedback / evaluation during staff meetings • Strategies identified collectively to ensure consistency • HT to monitor across stages <p>1.2.2 Teachers will:</p> <ul style="list-style-type: none"> • Include a range of assessment activities at the planning for learning stage • Provide learning activities, tasks and resources which are differentiated to meet the needs and interests of the learners • Provide appropriate pace and challenge – for learners who require additional challenge and those who require additional support • Deliver learner entitlement to universal and targeted support (gaps in learning identified early and interventions put in place) <p>1.2.3 Provide opportunities for pupils to talk about their own learning and to set targets for their next steps:</p> <ul style="list-style-type: none"> • Use formative assessment strategies every day in every classroom (teachers and learners) (1.1.4) • Pupils set and reflect on their targets (common template across the school) • Involve pupils and parents more fully in Learning Conversations, record the information and send to parents as record of meeting (use above common template) <p>1.2.4 Teachers provide regular opportunities for outdoor learning and active, collaborative learning to improve learning and engagement through:</p> <ul style="list-style-type: none"> • Collaborative stage planning • Provide opportunities for learners to apply and transfer skills across the four contexts • Evaluate with pupils 	<p>1.2.1 HT and established working group to lead policy review and revision in Term 1</p> <ul style="list-style-type: none"> • Collegiate sessions x 2 • Standing item on staff meetings • Learning collectively through professional enquiry • reading material (PEF) <p>1.2.2 HT – Common planning format across P1-7 PEF funds used to appropriately support identified learners</p> <p>1.2.3 HT during staff meetings from Oct 20 All teachers ongoing Learning conversations (Teachers/ parents/ pupils)</p> <p>1.2.4 Teachers from Aug 20 HGIOS?4 QI 1.5 and 2.2 and 2.4 (1 collegiate session) Planning in stages and discussions (4 termly collegiate sessions)</p>	<p>By December 2020 Better Relationships, Better Behaviour, Better Learning Policy finalised.</p> <p>By December 2020 Common Teachers' Forward Planning format</p> <p>Class observations & learning walks – almost all teachers demonstrating effective use of AiFL strategies, differentiation, active learning, collaborative learning, outdoor learning and digital learning</p> <p>Leuven scale – Increased number of learners feel engaged and included</p> <p>Wellbeing web – Increased percentage of pupils feel included and respected</p> <p>By January 2021 Digital pupil profiles – almost all</p>
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<p>All learners can talk about their learning</p>	<ul style="list-style-type: none"> Use the whole school campus (subject specific expertise, resources and spaces eg Home Economics, Science, ICT) <p>1.2.5 Learners and teachers use ICT to ensure progression in digital literacy</p> <ul style="list-style-type: none"> Ensure progressive, fit for purpose digital literacy programme which is embedded across the curriculum (trial Dumfries High cluster digital literacy programme) Develop skills to use a variety of technology and software for school and home learning Develop digital pupil profiles Use digital technology effectively to develop skills for independent learning (teachers and learners) <p>1.2.6 Facilitate Pupil Voice groups, feedback and take action on agreed outcomes</p> <ul style="list-style-type: none"> Learning, Teaching and Assessment including: <ul style="list-style-type: none"> -What helps me to learn? -How can I be READY to learn? -Personal planning -Active learning, digital learning and outdoor Learning (see 1.1.2) -Digital Pupil Profiles -Learning conversations See also Pupil Leadership groups (2.1.3) <p>1.2.7 Monitor and evaluate practice to ensure consistency in approach:</p> <ul style="list-style-type: none"> Calendar of formal class observations, learning walks, monitoring of pupil work, termly forward plan meetings, pupil feedback groups Calendar of moderation activities within and across stages and the cluster Self evaluation against QI 1.3 and 3.2 and 2.3 and 2.4 professional learning session 	<p>Discussion with SMT Lockerbie Academy to agree timetable</p> <p>1.2.5 PT led Laura Fugaccia ICT Development Officer – Software and Technology (1 x collegiate, Term 2) PT visit Calside Primary (feedback during staff meeting to agree common approach) (Term 1) Helpsheets for parents and pupils (Term 1) DHT / PT to develop digital pupil profiles (Terms 1 & 2)</p> <p>1.2.6 HT led from Aug 20 P7 pupil led using HGIOurS? Theme 2 & 3 and UNICEF Rights Respecting School programme (PEF)</p> <p>1.2.7 HT / DHT / all teachers – calendar of quality assurance activities Jun 20</p> <p>EO led - Self Evaluation for Self Improvement Professional learning (1.3 and 3.1 / 2.3 and 3.2) (collegiate x 2, Terms 1 & 2)</p>	<p>show evidence of children taking responsibility for their own learning</p> <p>Pupil feedback groups – almost all pupils can talk about their learning, the purpose of their learning and their next steps</p>
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	<p>1.2.8 Planned Outcomes and Measures Professional Learning Programme (all staff) signposting to practice and evidence based interventions.</p> <p>Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>1.2.8 HT/DHT (ES Attainment Advisor (termly collegiate) See 3.1.5</p> <p>HT/ DHT/ EO/ ES Attainment Advisor monthly scrutiny meetings HT reports, parent workshops / narrated PPTs, newsletters, assemblies, website from June 20</p>	
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Progress

2. Ensure that children develop a broad range of skills, including those needed for greater learner participation

<p>2.1 Skills for Learning, Life and Work / Developing the Young Workforce</p> <p>All learners have voice to bring about change and improvement in our school</p> <p>All learners experience a variety of opportunities to develop their range of skills</p> <p>All staff and partners provide very good opportunities to develop children’s skills for learning, life</p>	<p>2.1.1 Convene a working group to develop a progressive skills development programme – including skills for Learning, Life and Work whole school programme (Refer to detail in Section 3.3.) Staff professional learning session – Developing the Young Workforce</p> <p>2.1.2 Learners and teachers use ICT to ensure progression in digital literacy (See 1.2.5)</p> <ul style="list-style-type: none"> • Develop parent/ carer and pupil confidence in accessing online/ home learning activities (see 1.2.5) <p>2.1.3 Facilitate Pupil Voice / Leadership Groups (staff, pupils, parents, partners)</p> <ul style="list-style-type: none"> • Eco Committee • Rights Respecting School Group • Fairtrade Group • Global Citizenship Group • Digital Leaders • STEM Ambassadors • Playground Leaders • Greenfingers gang 	<p>2.1.1 HT and established working group of staff, parents and learners term 3 (collegiates x 3) Input from EO DYW (Meeting with working group in term 2)</p> <p>2.1.2 PT and all teachers (see 1.2.5)</p> <p>2.1.3 HT led, all teachers to take leadership role, parents/partners to be invited to contribute, during class time from Aug 20 (1 x staff meetings) P7 pupil led using HGIOurS? Theme 2 & 3 during class time (Friday)</p>	<p>By March 2021 Skills Development Programme created</p> <p>Term 4: Skills Development Programme pilot</p> <p>By June 2021 100% children are participating in in-school and / or out-of-school activities.</p> <p>Class observations & learning walks – almost all teachers include skills for learning, life and</p>
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<p>and work in motivating contexts for learning</p> <p>Staff and partners provide well planned opportunities for learners to develop an awareness of the world of work.</p> <p>All learners demonstrate meta skills across the four contexts: Curricular areas, Interdisciplinary Learning, Opportunities for Personal Achievement and Ethos and Life of the School</p> <p>All staff have a shared understanding of nurturing approaches</p> <p>All staff and learners have a shared understanding of developing a Can-Do attitude</p>	<ul style="list-style-type: none"> • Fundraising • Community champions • Sharing and celebrating work • Communications <p>2.1.4 Develop a ‘Can-Do’ ethos across the school:</p> <ul style="list-style-type: none"> • Revise our Whole School Nurture policy • Provide staff training on the nurture approach / relationships education • Provide staff training on Growth Mindset approaches <p>2.1.5 Develop a clear, progressive plan for International Education and Global Citizenship as part of Skills for Learning, Life and Work (See also 2.1.1)</p> <p>Self evaluation Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>2.1.4 HT Aug 20 HT / Nurture teachers/ Educational Psychologist (Jan INSET)</p> <p>PT led / all teachers (Jan INSET)</p> <p>HT/ working group (collegiate sessions x 3)</p> <p>HT/ DHT/ EO/ ES Attainment Advisor monthly scrutiny meetings HT reports, newsletters, assemblies, website</p>	<p>work across the curriculum</p> <p>Pupil focus groups – almost all pupils can talk about skills for learning life and work and how they can be applied in the world of work</p> <p>By March 2021 Planning formats - all teachers identify planned opportunities for the development of skills for learning, life and work</p> <p>By March 2021 Revised Nurture policy International Education/ Global Citizenship Programme</p> <p>Stakeholder questionnaires – Likert scale</p>
<p>Progress</p>			



3. Raise attainment and improve children’s achievements.

<p>3.1 Attainment in literacy and numeracy:</p> <p>All staff and learners have high expectations of attainment and achievement</p> <p>All learners are making good progress from prior learning and levels of attainment in literacy and numeracy.</p> <p>Clear, coherent, progressive programmes underpin learning and teaching and children’s skills development in literacy and numeracy.</p>	<p>3.1.1 Develop a Raising Attainment Strategy for Lockerbie Primary School:</p> <ul style="list-style-type: none"> • Convene a working group to develop the strategy to raise attainment – in literacy and numeracy (reading, writing, listening and talking and maths). • Incorporate programmes of learning to progressively develop children’s skills in reading, writing, listening and talking and maths. • Underpin expectations of learning and teaching practice as outlined in our Learning and Teaching Policy. <p>3.1.2 Use assessment (formative – AifL - and summative) to effectively identify gaps in learning for individual children and groups. Target and allocate resources (PEF) and evidence-based interventions to meet identified needs and reduce / remove barriers related to the poverty-related attainment gap. This will include emerging needs for those who have become vulnerable due to the impact of COVID19:</p> <p>Standardised Summative Assessments:</p> <ul style="list-style-type: none"> • SNSAs at P1, P4 and P7 • Reading: Accelerated Reader Star Reader Assessment - Reading for Enjoyment; P1 – P3: COPs GL Assessment – Reading Comprehension; P4 – P7: LASS GL Assessment – Reading Comprehension; PM Benchmarking to provide additional individual, class and whole school data in reading attainment. • Writing: Scottish Criterion Scale (Working group to ensure learning is progressive.) • Spelling: Single Word Spelling Test • Maths: P1 – P7: Maths Assessment for Learning and Teaching (MALT) <p>3.1.3 Use evidence-based interventions to close gaps in learning in reading, writing, listening and talking and Maths:</p>	<p>3.1.1 HT/DHT and established working group to develop Raising Attainment Strategy</p> <ul style="list-style-type: none"> • Collegiate session x 3 (Term 1) • Standing item on staff meetings • HT/DHT/ working group SG improvement advisor/ EO termly meeting • Learning collectively through professional enquiry – reading, writing, listening and talking and maths <p>3.1.2 Teaching for Effective Learning: EO led (INSET – 11th August) Using SNSA data (Performance and Quality Team) Collegiate Session x 1</p> <p>3.1.3 and 3.1.5 Raising attainment/ Improvement Methodology Collegiate Sessions (number tbc)</p>	<p>By October 2020 Raising Attainment Strategy Created</p> <p>By December 2020 100% of learners are making progress from prior levels of learning in reading, writing, listening and talking and maths.</p> <p>By June 2021 Reading: At all stages, at least 80% of learners are achieving or exceeding expected CfE levels.</p> <p>Writing: At all stages, at least 75% of learners are achieving or exceeding expected CfE levels.</p> <p>Listening and Talking: At all stages, at least 90% of learners are achieving or exceeding</p>
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	<ul style="list-style-type: none"> • Reading – Accelerated Reader, Fast Lane (Upper Primary); Closing the Literacy Gap • Writing: Scottish Criterion Scale with Benchmarks. Improvement project taken forward through improvement methodology approach • Listening & Talking – Talking, Listening and Questioning (TLQ) - Early Years • Numeracy and Maths – Developing Number Knowledge • Provide opportunities for teaching staff and learning assistants to engage in training to deliver relevant interventions. <p>3.1.4 Engage staff in effective analysis and use of data professional learning session (SNSA)</p> <p>3.1.5 Engage staff in raising attainment/ improvement methodology professional learning to ensure measurement for improvement against interventions.</p> <p>3.1.6 Effectively scrutinise, monitor and track children’s attainment in reading, writing, listening and talking and maths as part of raising attainment meetings. Ensure analysis at individual, class and whole school levels to inform next steps (See 3.4 for detail.)</p> <p>3.1.7 Self evaluation against QI 3.2 (involving pupils, parents and staff)</p> <p>Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>(Authority’s EO; Education Scotland Attainment Advisor; Scottish Government Attainment Advisor) HT/ DHT/ identified staff meet with SG Improvement Advisor Working Groups (Collegiate sessions x 2)</p> <p>3.1.4 Using SNSA data (Performance and Quality Team) (Collegiate Session x 1)</p> <p>3.1.3 and 3.1.5 Raising attainment/ Improvement Methodology Collegiate Sessions (number tbc) (Authority’s EO; Education Scotland Attainment Advisor; Scottish Government Attainment Advisor)</p> <p>3.1.6 HT/ DHT/ All teachers (See 3.1.2)</p> <p>3.1.7 HT/ All staff (staff meeting x 1)</p> <p>HT/ DHT/ EO/ ES Attainment Advisor monthly scrutiny meetings HT reports, parent workshops / narrated PPTs, newsletters, assemblies, website from June 20</p>	<p>expected CfE levels.</p> <p>Maths: At all stages, at least 80% of learners are achieving or exceeding expected CfE levels.</p> <p>Raising attainment/tracking meeting notes Monitoring data Teachers’ Forward Planning PRD paperwork Pupil, staff, parent/carer feedback</p>
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Progress

<p>3.2 Attainment over time: Consistent, progressive raised attainment of all learners over time.</p> <p>All staff use assessments effectively to support target setting and to plan next steps in learning.</p> <p>All staff have a shared understanding of standards and expectations to make confident professional judgements about children's learning and progression.</p> <p>Our tracking and monitoring system is robust and informs interventions to ensure learners make good progress across the curriculum, all stages and transition points.</p>	<p>3.2.1 Ensure effective use of assessments and analysis of data to make professional judgements about pupil progress. Target and allocate resources (PEF) and evidence-based interventions to meet identified needs and reduce / remove barriers related to the poverty-related attainment gap. (Refer to detail in Section 3.1.2)</p> <p>3.2.2 Facilitate moderation activities in core subject areas across levels within school and cluster.</p> <p>3.2.3 Establish robust monitoring and tracking system to ensure learners make good progress across the curriculum, all stages and transition points:</p> <ul style="list-style-type: none"> • Update monitoring and tracking database termly (identify pupils not making continuous progress / not attaining as expected, identify barriers and consider appropriate intervention). • Scrutinise progress of individuals and cohorts. Engage in termly raising attainment and tracking meetings with the Senior Leadership Team (SLT). • Identify interventions, set targets, monitor and measure their impact (individuals, classes and the school). • Ensure monitoring and tracking pupil progress in all curriculum areas – in line with the authority and SWEIC progress and achievement descriptors. • Provide opportunities and engage in key transition point professional dialogue about learners' progress. <p>3.2.4 Self-evaluation against QI 3.2 (involving pupils, parents and staff)</p>	<p>Teaching for Effective Learning: EO led with ES Attainment Advisor (INSET – 11th August) Using SNSA data (Performance and Quality Team) Collegiate Session x 1 SWEIC Deep Dive Data Workshop ES Attainment Advisor Collegiate sessions x 3</p> <p>3.2.2 HT / Moderation calendar termly ES NIF Officer - School and cluster moderation (collegiate x 2)</p> <p>3.2.3 HT/ DHT/ ASfLT/ Class Teachers – Termly raising attainment, achievement and participation tracking meetings</p> <p>3.2.4 HT/ All staff (staff meeting x 1)</p>	<p>By October 2020 Robust monitoring and tracking system in place</p> <p>By December 2020 100% learners are making progress from prior levels of learning in reading, writing, listening and talking and maths.</p> <p>By June 2021 Reading: At all stages, at least 80% of learners are achieving or exceeding expected CfE levels.</p> <p>Writing: At all stages, at least 75% of learners are achieving or exceeding expected CfE levels.</p> <p>Listening and Talking: At all stages, at least 90% of learners are achieving or exceeding expected CfE levels.</p>
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	Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils	HT/ DHT/ EO/ ES Attainment Advisor monthly scrutiny meetings HT reports, parent workshops / narrated PPTs, newsletters, assemblies, website from June 20	Maths: At all stages, at least 80% of learners are achieving or exceeding expected CfE levels. Moderation notes Examples of work
Progress			
<p>3.3 Overall quality of learners' achievement</p> <p>All learners are developing the four capacities. They contribute to the work and life of our school, the local and wider community.</p> <p>All learners are provided with opportunities to develop as global citizens.</p> <p>All learners are developing</p>	<p>3.3.1 Convene a working group to develop a progressive skills development programme. (See 2.1.1)</p> <p>3.3.2 Align learners' achievements to the skills development pathways and the meta skills outlined in the Refreshed Narrative for Curriculum for Excellence and digital pupil profiles.</p> <p>3.3.3 Ensure our curriculum facilitates children's development in the four capacities.</p> <p>3.3.4 Facilitate Pupil Voice / Leadership Groups (See 1.2.1 and 2.1.1) aligned to skills development pathways and pupil profiles.</p> <p>3.3.5 Provide a range of opportunities for all children to achieve both in and out of school.</p>	<p>3.3.1 HT and established working group of staff, parents and learners term 3</p> <p>3.3.2 HT/ DHT Term 3 (management time)</p> <p>3.3.3 HT/ DHT/ all teachers (Term 3 planning time and 1 x staff meeting)</p> <p>3.3.4 HT and established working group</p> <p>3.3.5 HT/ DHT/ ASfLT/ Class Teachers – Termly raising attainment, achievement, participation tracking meetings</p>	<p>By March 2021 Skills Development Programme created</p> <p>Term 4: Skills Development Programme pilot</p> <p>Feedback – qualitative and quantitative information from self-evaluation and action.</p>

<p>progressively a range of skills – including those for learning, life and work.</p> <p>All learners' achievements are recognised, celebrated and systematically monitored and tracked.</p>	<p>3.3.6 Introduce recognised Achievement Awards (eg eJASS programme) across the school.</p> <ul style="list-style-type: none"> -Effectively monitor and track children's achievements within the established system and also include in Digital Pupil Profiles linked to Skills for Learning Life and Work Programme (see 2.1.1) - Include session / narrated PowerPoint for parents to introduce them to programme <p>3.3.8 Self-evaluation against QI 3.2 (involving pupils, parents and staff)</p> <p>Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>3.3.6 HT/ DHT/ all staff (staff meeting x 1 then linked to SWTA) (March 2021)</p> <p>HT Management time</p> <p>3.3.8 HT/ All staff (staff meeting x 1)</p> <p>HT/ DHT/ EO/ ES Attainment Advisor monthly scrutiny meetings HT reports, parent workshops / narrated PPTs, newsletters, assemblies, website from June 20</p>	<p>By June 2021 Pupil Achievement Profiles on eJASS</p> <p>By January 2021 Digital Pupil Profiles</p>
<p>Progress</p>			
<p>3.4 Equity for all learners: Effective systems are in place to ensure equity of success and achievement for all children.</p> <p>Our staff and partners use available data, analysis and intelligence gathering to inform their</p>	<p>3.4.1 Establish clear protocols and systems to ensure early intervention and prevention and ensure inclusion and integration</p> <ul style="list-style-type: none"> • Identify needs and barriers to learning, attainment, achievement and participation. • Target and allocate resources (PEF) and evidence-based interventions to meet identified needs and reduce / remove barriers. Signpost to support from relevant partners – as appropriate. • Teachers complete PEF Profiles and monitoring tracking system prior to tracking meetings • Systematically monitor and track emerging needs in attendance, attainment, achievement and participation of all learners • Monthly discussions with EO and ESAA to scrutinise progress and attainment 	<p>3.4.1 HT/ DHT/ ASfLT/ Class Teachers – Termly raising attainment, achievement and participation tracking meetings HT/ DHT monthly scrutiny meetings with EO and ES Attainment Advisor</p> <p>HT/ ASfLT as part of Child's Meetings and IEP meetings for targeted pupils (continue from Aug 20)</p> <p>HT/ DHT/ teachers – planning, assessing and recording in stage groups/ participation in working groups</p>	<p>By December 2020 PEF Profiles in place All teachers update PEF Profiles and monitoring/ tracking system prior monthly prior to raising attainment meetings</p> <p>Child's Plans</p> <p>By January 2021</p>

<p>understanding of needs and to ensure appropriate timely interventions.</p> <p>All staff have a clear understanding and are able to effectively use our systems to identify needs and remove barriers to learning, attainment and achievement</p> <p>Effective, evidence-based interventions are put in place to close the attainment gap</p> <p>All learners' achievements are recognised, celebrated and systematically monitored and tracked</p>	<ul style="list-style-type: none"> • Profile (PEF) and ensure identification, close monitoring and tracking of vulnerable children (care-experienced, LAC, CP registered, complex needs) <p>3.4.2 Planned Outcomes and Measures Deep Dive Professional Learning Programme all staff signposting to practice and evidence based interventions.</p> <p>3.4.3 Facilitate opportunities for all learners to apply and increase their achievements through active participation in their local community (see 3.3.5)</p> <p>3.4.4 Recognise and celebrate learner achievement and participation.</p> <p>3.4.5 Self-evaluation against QI 3.2 (involving pupils, parents and staff)</p> <p>Ensure that all stakeholders are kept informed – monthly reporting to the authority, parent council, parent forum and pupils</p>	<p>3.4.2 HT/DHT (ES Attainment Advisor (termly collegiate) See 3.1.5</p> <p>3.3.5 HT/ DHT/ ASfLT/ Class Teachers – Termly raising attainment, achievement, participation tracking meetings</p> <p>3.4.4 HT/ all staff at assemblies, through class and school displays, Digital Pupil Profiles, website, local newspaper, social media for parents</p> <p>3.4.5 HT/ All staff (staff meeting x 1)</p> <p>HT/ DHT/ EO/ ES Attainment Advisor monthly scrutiny meetings HT reports, parent workshops / narrated PPTs, newsletters, assemblies, website from June 20</p>	<p>Digital Pupil Profiles</p> <p>Monitoring and tracking database</p>
<p>Progress</p>			

Appendix 1: EDUCATION AUTHORITY (EA) COVID-19 APPENDIX TO SCHOOL IMPROVEMENT PLAN – SUPPORTING SCHOOLS TO STABILISE AND RECOVER

Appendix 2: PROFESSIONAL LEARNING CALENDAR

Notes:

- ✓ **Red** font indicates a milestone
- ✓ The term *parent* is taken to include all parents and carers.
- ✓ Support from Education Authority, Education Scotland and Scottish Government staff is in **blue**.
- ✓ Resources to be allocated from PEF is highlighted in **pink**.
- ✓ Monthly progress reports will be added to **Progress** sections.