



New "Together we can" logo designed by Gabriella and family (P2)

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>Our Vision, Values and Aims have been streamlined and Curriculum Rationale updated. These are available on our website.</p> <p>Teaching staff have been involved in the development of our updated Learning, Teaching and Assessment policy, led by HT, Karen Carter, which has now been agreed and will be collated and published to parents by the end of October. This is the basis for our expectations of common approaches and minimum standards for our pupils' learning experiences across the school. This process of working together has increased staff confidence in the different areas and allowed them to take ownership of this policy. A baseline staff confidence survey was completed and discussed by our Leadership Team. As a result of this, an additional session of staff training will be organised to update teacher skills and confidence in Higher Order Thinking Skills. Training has also been organised for staff, to be led by an experienced Outdoor Learning company, in order to highlight the opportunities and skills development which this context can offer. The staff survey will be completed again before Easter to monitor any change in teacher confidence following our work in this area and to identify any further training needs. Teachers have undertaken peer observations of formative assessment strategies used in class and the feedback from this has been noted in the new Quality Assurance logs, with targets/ development points identified. There is evidence of the use of approaches highlighted in the Teaching for Effective Learning InSet in August being in place in all classes, most predominantly the use of Learning Intentions, Success Criteria and feedback. Mrs Carter and Mrs Robson have met with pupil voice groups from each class to discuss their views on learning and teaching. This has been collated and shared with staff and a collegiate session in order to investigate the responses/ pupil perceptions as well as considering how to give our pupils the language to discuss their learning. This will also be reviewed around Easter in order to identify changes in pupil views of their learning experiences. Pupils commented that <i>"Learning Intentions are what they (the teachers) want us to learn and Success Criteria are how we show what we have learned"</i>, <i>"We've decided what topic we wanted to learn. We wrote what we wanted to learn about space. We all wanted to make space models"</i> and <i>"We are starting peer assessment where we rate each other – based on the Success Criteria - we did that for the talks today. We had a sheet and all rated others RAG (red, amber or green). We decided how and why it was RAG."</i></p> <p>To support the delivery of learning and teaching, our Programmes of Learning are being updated and Progression Pathways updated. These are now in place for maths, health and wellbeing and technologies.</p>	<p>Learning, Teaching and Assessment Strategy sections all written by teacher working groups and being collated for sharing by end October.</p> <p>Baseline staff confidence survey complete and collated – additional points planned for action.</p> <p>Initial class (peer) observations completed and recorded on Quality Assurance documentation.</p>

	<p>The school's common planning format is being trialled for maths at second level and will be fully shared with all teaching staff during a Collegiate Session on 6 October. Early and first level staff will be mentored by second level staff from October in the ongoing use of this format.</p> <p>Plans are beginning to be put in place for the development of an outdoor learning area which would offer a wider range of exciting opportunities for learning and teaching outdoors. Confirmation of the logistics around this (related to the fact that we are a PPP school) is needed and forms part of the PPP level 1 meetings agenda. Our Parent Council has been instrumental in initiating this.</p> <p>There are currently significant ICT issues which are impacting negatively on our ability to work on digital learning in a meaningful way. The bandwidth available in school often means that the internet is not accessible and this is affecting our ability to stream the twice weekly live lessons due for P7s this term. This is being recorded by the eSgoil tutors and delivered by class teachers.</p> <p>This has been reported to officers at the authority with a request for support. Our technician is regularly on site and assisting as much as possible. The issues include both the number and state of repair of laptops available as well.</p>	
<p>Ensure that children develop a broad range of skills, including those needed for greater learner participation.</p>	<p>Our Progressions Pathways for developing the skills for learning, life and work for all pupils is due to be developed in term 3, however nursery pupils' skills for learning, life and work are being supported by a link to Nairn Construction, who recently donated hard hats, hi-vis vests etc and pupils are taking a weekly walk to see the building site next door to school being developed. They have also been involved in making concrete in order to highlight aspects of the different jobs related to a building site.</p> <p>The Pupil Leadership groups are meeting weekly and information from some groups has been added to the school website including Mindfulness Mentors, STEM Ambassadors, Fundraising, Eco Committee and Global Citizenship Ambassadors. Our Communications Champions have been involved in helping with the October Sway newsletter.</p> <p>Pupils from all classes were invited to design a logo which represents our school motto, "Together we can". The winning design has been chosen by our pupils and will be widely shared and displayed around the school and on our paperwork, letterhead and elsewhere.</p> <p>There is a timetable in place for daily outdoor learning sessions for each class. The content and aims of this will continue to be developed following the teacher training session (16 03 21), online training during November and stage planning sessions will be introduced to ensure that assessment opportunities are included at the planning stage.</p> <p>Our learning is being shared through our website, Facebook page, Twitter and local press.</p> <p>All P7 pupils are now involved in weekly group sessions of an 8 week course entitled <i>Living Life to the Full</i>, facilitated by the D&G Youth Work Team. This course aims to build wellbeing and resilience and started on 29 September. Sessions will cover:</p> <ul style="list-style-type: none"> · Understanding your feelings · Doing things that make you feel better · Looking at things differently · Building inner confidence · Practical problem solving · Helpful ways to cope in stressful situations · Overcoming irritability and anger · Building emotional and physical well-being. <p>Some positive feedback from P7 pupils following the first session was that:</p>	

	<p>“It was different to be in a wee group. It was easier to think and to talk”, “It was good just to listen and look at the booklet that we’ll be using” and “I think it will be good to find out more about what the booklet says next week”.</p>	
<p>Raise attainment and improve children’s achievements</p>	<p>A group of teachers have worked together with Ruth Robson (DHT) to write our school's Raising Attainment Strategy. This has now been agreed by all staff and will be published linked to the Learning, Teaching and Assessment policy, which was led by HT, Karen Carter, before the October holidays. Staff from each working group presented their work to their colleagues at a collegiate session.</p> <p>All P1 pupils have completed their PiPS assessment and P2-7 pupils have completed their InCAS assessments. The data has been added to the whole school tracking document and teachers are using this to ensure that they are planning appropriately for their learning. Some further assessments have been undertaken by our ASfL teacher following our review of the InCAS data. A session for P1 teachers, Karen Carter and Ruth Robson to review the PiPS P1 data with an authority Education Officer takes place next week to ensure that the data is used effectively to identify issues and direct interventions to meet needs. Attainment meetings will take place next week with class teachers, Mr Dale (ASfL teacher) and Mrs Robson to identify gaps and direct interventions for term 2 to meet needs in P2-7. Training in Literacy Ladders and Closing the Literacy Gap is taking place and will be led by Mrs Robson, Mrs Schoolar and Miss Carruthers who will train our Learning Assistants.</p> <p>Our draft PEF plan has been submitted.</p> <p>Interviews will be held next week to appoint an additional 0.2 teacher to support recovery. This teacher will focus in term 2 on interventions for pupils who require support to attain first level in the P4 classes.</p>	<p>Raising Attainment Strategy document and Literacy and Numeracy Strategies complete and will be published by end October.</p>

The Nursery Framework is attached – this is a working document which has been developed by Ruth Robson, DHT then reviewed and updated monthly by Ruth, nursery teachers and a member of the authority’s Early Years Team.

School website/ blog includes policy documents, pupil leadership group work and class activities:
<https://blogs.glowscotland.org.uk/dg/lockerbieprimary/>