



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 Learning, Teaching and Assessment policy has now been completed and is in use by all staff. This will be reviewed next session. This is the basis for our expectations of common approaches and minimum standards for our pupils' learning experiences across the school.</p> <p>The school's common planning and recording format has been shared with all teaching staff and is now in place for maths across the school. The literacy section is being completed by one of our teachers in order to be in place from January across the school. Other curricular areas will be taken on board as soon as they are complete – time is needed to be allocated to this work.</p> <p>ICT issues continue – we have been advised that an authority approach to improving our ICT will be shared with Head Teachers in the coming weeks.</p> <p><u>Nursery:</u> Practitioners have been evaluating the learning environment and as a result, different areas in the nursery have been developed and improved. Staff have undertaken Higher Order Thinking Skills training and are developing more effective questioning skills.</p>	<p>Learning, Teaching and Assessment policy completed and shared with stakeholders</p>
<p>Ensure that children develop a broad range of skills, including those needed for greater learner participation.</p>	<p>A Celebrating Achievement page has been added to school website and is has started to be populated with photos of pupil achievements shared.</p> <p>ICT help sheets for parents are now available on the school website to support in home learning and in case of any future move to blended or online learning.</p> <p>The initial plan for international education and global citizenship has been drafted and is ready for staff working group in term 3.</p>	
<p>Raise attainment and improve children's achievements</p>	<p>Our Raising Attainment Strategy has been completed by the working group and previous Literacy and Numeracy Strategy updated by teachers at all stages.</p> <p>Whole school tracking system is now being used during attainment meetings to share information between class teachers and Leadership Team – this is being updated by class teachers following class assessments and by Mrs Carter and Mrs Robson for GIRFEC information (eg pupils who attract PEF funding, pupils who are care experienced etc)</p>	<p>Raising Attainment Strategy completed and shared with stakeholders</p>

	<p>The first of three sessions on “Outcomes and Measures” to raise attainment has involved class teachers and was led by Heather Robertson from Education Scotland on 27/10. This involved discussion and and further development of our knowledge and understanding of high quality outcomes and intended impact and measures. Staff feedback was positive. Feedback has been positive from those who attended in order to inform the next two sessions (January and April 2021). This complements the Improvement Methodology projects by the Leadership Team which are being supported by Adam Smith from Scottish Government through monthly meetings.</p> <p>The session for P1 teachers and Karen Carter to review our baseline PiPS P1 data with an authority Education Officer was very valuable in ensuring that this data is fully understood on an individual and class basis and is used effectively to identify issues and direct interventions to meet needs. Attainment meetings for all P2-7 classes have also taken place with class teachers, Mr Dale (ASfL teacher) and Mrs Carter to identify gaps and direct interventions for term 2 to meet needs. Training in Literacy Ladders and Closing the Literacy Gap is ongoing, facilitated by Elaine Callander (authority Additional Support for Learning Teacher) and will be led by Mrs Robson, Mrs Schoolar and Miss Carruthers who will train our Learning Assistants.</p> <p>We have been successful in appointing an additional teacher for one day a week to support recovery, funded by Scottish Government. Mrs Gemmell will be working with identified P4 pupils this term to support literacy and numeracy. Pupils and groupings were identified from the attainment tracking meetings with the aim of boosting those almost at the expected level for their age.</p> <p>This term, Mrs Schoolar will be working with identified groups across the P3 classes to support literacy and numeracy. These groupings were also agreed during the attainment tracking meetings. She will also support other identified pupils who attract Pupil Equity Funding across the school in literacy, numeracy and health and wellbeing.</p> <p><u>Nursery.</u></p> <p>Sway PLPs have been shared with parents. Responses have been very positive:</p> <p><i>“I have had a wee look through As journal and think it's fab! This is the most information I have ever had from any Nursery before, it's so nice to read all your comments and hear what she has been saying.”</i></p> <p><i>“This is a fantastic way to see what she's up to!”</i></p> <p><i>“The learning journey is brilliant, we have loved to see pictures and read information on how A is getting on. It looks like he is doing so well, we will continue what he has been learning at nursery at home too. We do follow and teach him a lot of the things you have mentioned already and will continue that too.”</i></p> <p><i>“I love how with the sway I can see him enjoying being at nursery and learning all the different things he has been doing.”</i></p> <p><i>“Thank you, what a fantastic resource!”</i></p> <p>Colour Monsters are being used successfully as a visual to help children manage and express their feelings. Key workers are beginning to use the language of The Four Stages of Progress to describe children's learning.</p>	<p>Literacy and Numeracy Strategy completed and shared with stakeholders</p>
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School website/ blog includes policy documents, pupil leadership group work and class activities:

<https://blogs.glowscotland.org.uk/dg/lockerbieprimary/>

