

School/Centre Improvement Plan	James Hamilton Primary School, Sgoil na Coille Nuaidh & Sgoil-Àraich na Coille Nuaidh.
Head Teacher	Diane Wright
Date Submitted	September 2020
Session (Date when each year is written)	September 2020

School's/Centre's Vision and Values	<p><u>Vision</u> To have a happy, nurturing and inclusive school community, where everyone is valued, shows respect and strives to be the best that they can be.</p> <p>Coimhearsnachd sgoile a tha toilichte, ag àraich agus in-ghabhaltachd, far a bheil luach air a h-uile duine, urram air a shealltainn agus uile a' strì gus a bhith cho soirbheachail 's a 's urrainn dhuinn a bhith.</p> <p><u>Values</u> Respected, Included, Achieving, Happy, Nurturing</p> <p>Urram, In-ghabhaltas, Soirbheachas, Àraich, Toileachas</p>
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Rationale	<p>In arriving at our improvement priorities, we took account of East Ayrshire's Integrated Children and Young People's Service Plan and East Ayrshire Council's Community Plan. We also took account of the legislative responsibilities in respect of GIRFEC, parental involvement, health promotion, disability and equality.</p> <p>In our early childhood centre we also take account of the principles set out in Building the Ambition and Realising the Ambition documentation.</p> <p>Our GME provision takes cognisance of East Ayrshire's Gaelic Language Plan 2019-2023.</p>
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed	Content of plan	Completed
Children and Young People	To be completed October 2020	Takes account of strategic priorities outlined in the education authority's Annual Plan.	September 2020
Parent Council and Forum	November 2020	Takes account of the strategy for parental involvement under section 2 (4A)	September 2020
Teachers, practitioners and ALL school/centre staff <ul style="list-style-type: none"> ▪ Staff/Support teaching ▪ School Nurse ▪ Educational Psychologist ▪ Police 	Consulted May 2020 Not consulted due to COVID restrictions	An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	September 2020
Volunteers/ Community partners <ul style="list-style-type: none"> ▪ Elim Hall ▪ Active School 	Not consulted due to COVID restrictions	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	September 2020
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to	Local EIS to be consulted October	Scottish Government Tackling Bureaucracy working group recommendations have been	September 2020

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the school/centre.	2020
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considered when planning for improvement and in the improvement activities specified	
HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs	September 2020
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	September 2020

Head Teacher/Head of Centre Signature:

Pupil and parental strategic involvement

<i>For session 2020-21, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2020-21, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<ul style="list-style-type: none"> ▪ All pupils advised of contents of S.I.P. during school assemblies. (When circumstances allow). P1-3 Assembly/P4-7 Assembly – Create child friendly S.I.P ▪ Elected Pupil Council meet regularly (6-8 weeks) where they will be given an update on progress of S.I.P. ▪ HT/DHT's consult with Focus groups, from all stages. Enquiring about areas of the curriculum, preferred learning style, discussing aspects of the school that please/concern them. <p><i>*Under normal circumstances we would carry out a</i></p>	<ul style="list-style-type: none"> ▪ Copies of S.I.P. available for Parent Council. (October 2020). ▪ Summary of S.I.P. included in monthly newsletter. (October 2020). ▪ Parent Council given regular updates on progress of S.I.P. throughout the session. ▪ Consultations with all parents/carers will take place around April 2021, in form of questionnaires. Essential to hear what parents feel is going well/requires attention

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<i>comprehensive consultation with all of the above. This was impossible due to COVID restrictions and National Lockdown.</i>	in our campus.
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Literacy – 1		
<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <p>Literacy: To raise attainment in Literacy Year 2</p> <p>James Hamilton Primary School, Sgoil na Coille Nuaidh & Sgoil-Àriach na Coille Nuaidh</p>	<ul style="list-style-type: none"> Improved outcomes in reading, and daily writing for all pupils - ALP Training Improved outcomes in Tools for Writing and Literacy across learning Improve outcomes in talking and listening (access to SAC SLT CLPL menu) 	<p>Rationale for improvement priority based on evidence 1</p> <p>The Active Literacy Programme (ALP) contains very clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching and increased attainment. Regular assessments are built in to ensure attainment can be tracked effectively against the structured progression across within and across stages. (Implementation of ALP training days 1 & 2)</p> <p>Effective language and communication skills are essential in enabling children to learn and access the curriculum.</p> <p>ALP Training Day 3 will focus on:</p> <ul style="list-style-type: none"> integrating all aspects of literacy across a week, developing Talking & Reading into Writing SAC DUG (<i>Delivering Understandable Grammar!</i>) the use of reading assessment tasks For P6/7 staff: developing the skills required to respond critically to a text (critical essay)
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Teacher Professionalism</p> <p>Assessment of children's Progress</p> <p>Parental Engagement</p>	<p>HGIOS/ HGIOSLCC Q's for self-evaluation</p> <p>1.1, 1.2, 1.3, 1.5 2.2., 2.3, 2.4 3.2</p>

Comment [CC(2)]: This is where we would really like establishments to consider their sound rationale for identifying their priorities, improvement activities etc.

Comment [AL3]:

Comment [AL4]:

Comment [CC(1)]: What outcomes are they aiming to improve? Encourage establishments to be specific. What are the % increases they are aiming for? Is it all children or targeted groups? Is it one year group or targeted groups across all year groups?

What actions are required to reach the desired outcome?	Who	When
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<ul style="list-style-type: none"> • Access to training in using Active Literacy approaches to teaching Phonics, Spelling, Reading and Daily Writing (P1-7). Training days 1 & 2 provided by SAC Literacy Manager and team in August– October 2020 - TBC. Training Day 3 for each stage in March/April 2021 led by SAC Literacy team. • Training (see attached) in developing Writing, DARTs comprehension, Listening & Talking, P1 Pedagogy in collaboration with N. Ayrshire, Grammar & KAL will be offered over session 2020-21 as either whole school collegiate sessions -for HT and SAC Literacy Manager to agree, or universal CLPL twilights via Gateway. • Staff and SMT engagement with SAC Literacy manager, Gail Elder and Attainment Advisor, Cara Cooper to support successful engagement with the literacy programme as it is rolled out. 	<ul style="list-style-type: none"> • All teaching staff: training is arranged thus: P1, P2/3, P4/5, P6/7- three days per stage, provided by SAC team. • SMT and Literacy Leader (Jennifer Baldie) provided by SAC team- Sara Green. • CA – a bespoke training session • ELCCP (Carrie McIntyre) training – join P1 session 	<p>ALP Training Days 1 & 2: August– October 2020 ALP Training Day 3: March/April 2021</p> <p>Universal CLPL dates attached School Collegiate sessions to be arranged by HT/Literacy Manager</p>
<ul style="list-style-type: none"> • Diagnostic assessment gathered using the PM Benchmarking reading tool. + 	<ul style="list-style-type: none"> • Assessments modelled and supported by SAC team. A member of staff in the school will be trained in the use of PM Benchmark tool. 	<p>Over session 2020-21</p>
<ul style="list-style-type: none"> • Coaching, modelling, mentoring and co-op teaching to support the implementation of Active Literacy Phonics, Spelling, Reading and Daily Writing – this has been offered to the schools involved in Active Literacy thus far. This level of support will be available for schools with the highest levels of children where poverty is a barrier to their learning. For schools which do not receive this support there will be support from the Literacy Manager – collegiate sessions/TLC meetings. Literacy leads in the school will be supported through a Leaders of Literacy group. Resources shared via Glow. • Working Group will advise staff in initially taking forward Phonics and Spelling. • Working Group will focus on implementing Reading strategies. 	<ul style="list-style-type: none"> • Class Teachers/practitioners and SAC team literacy teachers • SAC Literacy Education Manager (Gail) • Leaders of Literacy group collaboration <p>*Jennifer Baldie PT *Acting PT</p>	<p>SAC Literacy teacher support is in 6-week blocks across the session 2020-21. Other supports across the session to suit.</p> <p>Until Dec 2020. Jan 2021-June 2021.</p>
<ul style="list-style-type: none"> • Continue to use the East Ayrshire Literacy and English Progression Framework to support the planning of learning pathways for learners, which provides a structured framework for learning and teaching which follows children’s developmental progression. Reliable teacher professional judgements to be supported by development of moderation activities, including the development of holistic tasks within the training sessions. Assessment tools will link specifically with EAC tracking tool to further support teacher judgements. 	<ul style="list-style-type: none"> • All teaching staff and SMT (across the Education Group) supported by the SAC team and the Attainment Advisor, Cara Cooper 	<p>Over session 2020-21 e.g. in tracking conversations/focus meetings with HT/DHTs.</p>

<ul style="list-style-type: none"> • Access to the support of the Attainment Team’s Speech and Language Therapists to develop language and communication which support children’s literacy skills. This support is in the form of building the capacity of staff, parents and the wider community to promote good language and communication. It includes CLPL on Phonological Awareness, Speech Sound Development. A school’s vital role in supporting language and communication, Listening and Attention, Talkboost, Buddy Training. 	<ul style="list-style-type: none"> • Either whole school training or access to the CLPL training via Gateway. Teaching staff and practitioners, Parents/carers and the wider community e.g. at ‘Share the Learning’ sessions. 	<p>Over session 2020-21 in-service and/or collegiate time TBC. Schools can ‘opt in’ with a view to becoming accredited as a Communication Friendly Establishment.</p>
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Evidence of Impact against outcomes for learners: Suggestions:
Using appropriate and effective assessment approaches to help inform teacher judgements e.g.

- Regular assessments for Phonics and Spelling provided within the ALP available on GLOW (Literacy Tile). Teachers will be provided with examples during training.
[SAC](#) Literacy ALP tile on Glow
- EAC Literacy Assessment Tools for Reading, Writing, Listening & Talking – available on GLOW. Further assessment tools for reading are being piloted and should be available in 2020-21.
- EAC Writing Assessment Tool which supports gathering of assessment evidence at Early to Third Level for each genre of Writing. [Writing](#) Assessment Tools on Glow
- High Quality assessments created as moderation pieces.
- Phonological Awareness assessment tool P1 staff will receive advice on this tool: who to assess, based on ELLAT data for new P1 children, how to use the data and how to support gaps in phonological awareness. (This will articulate with the work of the Communication Champions and the Speech and Language Therapists work in the ECCs). This assessment may also be used to identify gaps in phonological awareness for older pupils with literacy difficulties.
- Using appropriate and effective collection of data to support increased pace and challenge or to identify when a learner needs support
- Staff survey of confidence in delivering the Active Literacy pedagogy – pre and post training.

Pupil surveys: confidence and enjoyment.

+The PM Benchmarking Tool has been bought for each school. It requires some training for teachers. It can be time – consuming assessment but it does provide useful diagnostic information to identify next steps, difficulties and gaps. It can be useful to place a learner at the right reading level. It does not give a reading age: it places learner within a ‘book band’. One of the Literacy SAC Team teachers can provide training in how to use this assessment tool. A Tracking Tool for Phonics and Spelling was developed to support teacher judgement and early identification of pupils who need support or challenge. It is available for schools to use.

Improvement Priority <i>(Expressed as outcomes for learners)</i>	LITERACY: To raise attainment in Literacy. <ul style="list-style-type: none"> ▪ Provision of Family Literacies Programme aimed at P1-7 Children and their families within SIMD 1+2 where poverty is a barrier to learning. ▪ Dyslexia Friendly Schools – advance to next level 	Year 2019-20
Literacy Continued		
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Parental engagement Teacher Professionalism	HGIOS/HGIOELC QI's for self-evaluation 2.3, 2.4, 2.5, 3.2

What actions are required to reach the desired outcome?	Who	When
Family Literacies <ul style="list-style-type: none"> • Identify and invite selected families to Taster/Information session (Maximum 10 families) • Dedicated member of staff, from Adult Literacies, to assist in engaging families for the programme • Six week Family Literacies Programme. (Minimum of 2 sessions running per week) 	Natasha Torbett Community Worker – Adult Literacies	October 2020 November 2020 6 Week programme
Dyslexia Friendly Schools <ul style="list-style-type: none"> • Dyslexia Friendly Schools (D.F.S) <ul style="list-style-type: none"> - Working group to steer school towards Silver Award - Share necessary information with pupils, parents & staff 	Lynn Paul DFS Co-ordinator	May 2021
Tapestry Training <ul style="list-style-type: none"> • Attend throughout session, focus on methodology. Much staff discussion/reflection 	John McCracken	August 2020 throughout session
Pupil Equity Fund (PEF) Enhanced staffing and resources purchased	Rachel Leslie CT Annette Bryson Isabel Kirkland CA	Session 2020-21

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<p>Sgoil na Coille Nuaidh</p> <ul style="list-style-type: none"> Develop a process of assessment, support and identification of literacy difficulties for pupils at risk of Dyslexia through Gaelic Medium Education (GME). <p>Sgoil-Àraich na Coille Nuaidh</p> <ul style="list-style-type: none"> Staff will trial an electronic format for the tracking and recording of Literacy across the Early Level. 	<p>Lynsey Abercrombie & Gaelic Working Group</p> <p>Sgoil-Àraich ELCCPs and Lynsey Abercrombie</p>	<p>Across session 2020-21</p> <p>Across session 2020-21</p>
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Reflective Notes - **(Evidence of Impact on Learners)**

Family Literacies-Targeted approach
DfS- Collect evidence to confirm progress made across the session.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <p>Numeracy: To raise attainment in Numeracy Year 3</p> <p>James Hamilton Primary School, Sgoil na Coille Nuaidh & Sgoil-Àraich na Coille Nuaidh</p>	<p>Improved outcomes in numeracy for all pupils (implementation of "Raising Attainment in Numeracy" practice).</p> <p>Improve outcomes in across counting, place value, addition and subtraction and multiplication and division (access to SAC and CLPL menu).</p>	<p>Rationale for improvement priority based on evidence.</p> <p>The "Raising Attainment in Numeracy" Programme contains very clear methodology and strategies for teachers and pupils which supports consistency in learning and teaching and increased attainment. Regular assessments are built in to ensure attainment can be tracked effectively against the structured progression across within and across stages.</p>
<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Teacher Professionalism Assessment of Children's Progress Parental Engagement</p>	<p>HGIOS/HGIOELC QI's for self-evaluation 1.1, 1.2, 1.3, 1.5 2.2, 2.3, 2.4 3.2</p>

What actions are required to reach the desired outcome?	Who	When
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<ul style="list-style-type: none"> • Access to training in using active numeracy approaches to teaching counting, place value, addition and subtraction and multiplication and division. Training provided by Lynda Keith and Robert McCallum SAC Numeracy Manager and SAC numeracy team early in September 2019 and October 2019. Staff and SMT engagement with SAC Numeracy manager, Robert McCallum, SAC Project Lead Lindsay Bull and Attainment Advisor, Cara Cooper to support successful engagement and development with the numeracy programme as it is rolled out. All staff engaging in training will participate in Collaborative Action Research (CAR) to evaluate the impact of pedagogical changes. • Coaching, modelling, mentoring and co-op teaching to support the implementation of 'Raising Attainment in Numeracy' practice. • Training and support for Classroom Assistants (CAs) to be provided by Attainment Improvement Mentors (AIMs). Training will provide approaches for CAs to support children within numeracy activities. AIMs will provide modelling and coaching for CAs to support interventions where appropriate • Access to training on the development of mathematical thinking and skills development within the numeracy and maths curriculum. Training provided by Robert McCallum SAC Numeracy Manager and Lynda Keith providing inputs on the themes of algebraic reasoning (Early to Fourth Level), Progression in mathematical skills and planning and assessment for contextualised learning. • Continue to use the East Ayrshire Numeracy and Mathematics Planners and Framework to 	<ul style="list-style-type: none"> • Teaching staff: training is arranged thus: At least 1 teacher at Early level, 1 teacher at First Level and 1 teacher at Second Level plus 1 place for numeracy champion for all stages across the training (3 initial days day per stage) provided by Lynda Keith and the SAC team • ELCCP- Carrie McIntyre join Early Level session training • SAC team • SMT and Numeracy Manager- Joanne Fulton (overview training) provided by SAC team. • SAC teacher and school staff (SAC teacher support block) Support blocks organised by SAC project lead, SAC Numeracy Manager and HT. • CA- Victoria McAulay – Bespoke training sessions and coaching and modelling where appropriate. • Teaching staff: three single day sessions across the themes stated • Teaching staff and SMT (across the 	<p>September 2020- initial webinars, further 3 planned (Nov, Feb, and May).</p> <p>Planned for 14th May 2020 (rescheduled during session 20/21)</p> <p>Over session 2020-21</p> <p>Over session 2020-21</p> <p>Over session 2020-21</p>
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<p>support the planning of learning pathways for learners and to support reliable teacher professional judgements – linking to the planning for learning teaching and assessment cycle, moderation activities and monitoring and tracking information.</p> <ul style="list-style-type: none"> • Access to universal provision of numeracy and mathematics training for all school staff. • Opportunities for parents to find out more about Number Talks then view in classes. <p><u>Tapestry Training</u></p> <ul style="list-style-type: none"> • Attended throughout session focus on methodology and practice. Much staff discussion/ reflection. <p><u>Sgoil na Coille Nuaidh</u></p> <ul style="list-style-type: none"> • Team will develop additional Number Talks resources and reproduce current English resources in the Gaelic language for use throughout GME classes. • GME staff will visit/ team teach with Numeracy Champion to further embed the use of Number Talks within their classes. <p><u>Sgoil-Àraich na Coille Nuaidh</u></p> <ul style="list-style-type: none"> • Staff will trial an electronic format for the tracking and recording of Numeracy across the Early Level. <p><u>Pupil Equity Fund (PEF)</u> Enhanced staffing and resources purchased</p>	<p>Education Group) supported by the SAC team</p> <ul style="list-style-type: none"> • Either whole school training or access to the CLPL training via Gateway. Teaching staff and practitioners. • Parental workshops- Joanne Fulton • John McCracken • Lynsey Abercrombie & Gaelic Working Party • Lynsey Abercrombie & GME teaching staff <p>Sgoil-Àraich ELCCPs and Lynsey Abercrombie</p> <p>Rachel Leslie CT Annette Bryson Isabel Kirkland CA</p>	<p>Over session 2020-21</p> <p>Over session 2020-21 /in service or collegiate time</p> <p>Over session 2020-21</p> <p>Over session 2020-21</p> <p>Over session 2020-21</p> <p>Over session 2020-21</p> <p>Session 2020-21</p>
<p>Evidence of Impact against outcomes for Learners <i>Suggestions:</i></p> <p><i>Using appropriate and effective collection of data to support increased pace and challenge – Working Group Focus</i> <i>Using appropriate and effective collection of data to identify when a learner needs support and to identify an appropriate intervention – Working Group Focus</i></p>		

Using appropriate and effective assessment approaches to help inform teacher judgements.– **Working Group Focus**
 Staff survey of confidence in delivering numeracy and mathematics pedagogy – pre and post training- **Joanne Fulton**

Pupils surveys: confidence and enjoyment– **related to Number Talks- Joanne Fulton**

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priority <i>(Expressed as outcomes for learners)</i> James Hamilton Primary School, Sgoil na Coille Nuaidh & Sgoil-Àraich na Coille Nuaidh	<u>HEALTH & WELLBEING (HWB)</u>	Year 2020/21
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver Performance information - Promote Lifelong Learning – Equality & Fairness Parental Engagement	HGIOS/HGIOELC QI's for self-evaluation 2.2, 2.5, 3.1

What actions are required to reach the desired outcome?	Who	When
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<p><u>Rights Respecting School</u> - Working group to share necessary information with pupils, staff and parents . - Review and update Respectful Relationships Policy, add learning setting statement.</p>	Lesley Stewart	August 2020– June 2021
<p><u>HWB</u> - All teaching staff to embed East Ayrshire HWB Progression Framework, including Mental wellbeing. -Implement HWB authority tracker to ensure needs are being met and that pupils are making suitable progress. -Implement Emotion Works resource across the school.</p>	Lesley Stewart/ Catriona O'Neill	Session 2020-21
<p>-Improve Gender Balance Equalities (IGBE) Awareness raising for staff. - CANI Coaching, “Believe to Achieve” training for looked after and accommodated children (TBC)</p>	Acting PT Jen Baldie (IGBE) Ian Burgoyne	Session 2020-21
<p><u>Respect Me anti-bullying project (Pilot)-carried forward from session 2019-20.</u> - Kilmarnock Education Group involved to pilot - Awareness Raising, create a Respect Me (staff, parents and external staff) - Hold awareness raising of Respect Me and anti-bullying initiatives at pre-arranged school events. - Staff trained to lead Respect Me training day and then cascade to colleagues. - Education group Respect Me leads to meet to arrange Respect Me information sessions. - With support from the Respect Me trainers, the Respect Me teams organise parent information sessions.</p>	Catriona O'Neill/ Lesley Stewart	Session 2020/21
<p><u>Pupil Equity Fund (PEF)</u> - Enhanced staffing - Breakfast Club - Target Zone resources/Nurture resources - Bespoke class resources - Cover staff training costs in Nurture and HWB</p>	Roslyn Sockell Sandra Fulton B/Club Supervisor Veronica Reilly Julie Duff Admin Support	Session 2020-21
<p><u>Sgoil-Àraich na Coille Nuaidh</u> • Staff will trial an electronic format for the tracking and recording of HWB across the Early Level.</p>	Sgoil-Àraich ELCCPs and Lynsey Abercrombie	Session 2020-21

Reflective Notes – (May include notes on progress, evidence, specific success, challenges)

-Massage in Schools Programme implemented throughout the session. Training opportunities available for new staff.

-Pupil survey indicates level of enjoyment

-Teachers report that MISP has a calming effect on the class and positive impact on learning.

-Respect Me pilot legacy

Parents, carers, pupils and staff are more aware of the role they can play to promote respectful, positive relationships and where to go to get appropriate supports.

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.



Summary of School Improvement Plan - 2020/2021

Our main priorities this session are:

1. LITERACY: - To improve outcomes in literacy for all pupils

- Literacy Working Group to attend substantial training in active literacy approaches (**Year 2**)
- Coaching, modelling, mentoring and co-op teaching to support implementation and raise attainment in literacy
- Family Literacies Programme – to work with targeted families
- Dyslexia Friendly Schools – progress towards next award
- Tapestry Training – focus on methodology and good practice
- **Gaelic Medium Education (GME)**

Sgoil na Coille Nuaidh

Develop a process of assessment, support and identification of literacy difficulties for pupils at risk of Dyslexia through Gaelic Medium Education.

Sgoil-Àraich na Coille Nuaidh

Staff will trial an electronic format for the tracking and recording of Literacy across the Early Level.

2. NUMERACY: - TO IMPROVE OUTCOMES IN NUMERACY FOR ALL PUPILS

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- Numeracy Working Group attend substantial training in active numeracy approaches (**Year 3**)
- Coaching, modelling, mentoring and co-op teaching to support implementation and raise attainment in numeracy
- Number Talks – Hold parental information session have opportunity to see Number Talks in action
- Tapestry Training – focus on methodology and good practice
- **Gaelic Medium Education (GME)**

Sgoil na Coille Nuaidh

Team will develop additional Number Talks resources and reproduce current English resources in the Gaelic language for use throughout GME classes.

GME staff will visit/ team teach with Numeracy Champion to further embed the use of Number Talks within their classes.

Sgoil-Àraich na Coille Nuaidh

Staff will trial an electronic format for the tracking and recording of Numeracy across the Early Level.

3. HEALTH & WELLBEING:

- Rights Respecting Schools- Raise awareness of Respectful Relationships Policy
- Embed EA Progression Framework for Health and Wellbeing and implement HWB authority tracker
- Awareness raising around 'Improve Gender Balance Equalities' (IGBE)
- Respect Me anti bullying project – joint project across Kilmarnock Education Group (carried forward from session 2019-20)

▪ **Gaelic Medium Education (GME)**

Sgoil-Àraich na Coille Nuaidh

Staff will trial an electronic format for the tracking and recording of HWB across the Early Level.

4. PUPIL EQUITY FUND (P.E.F)

- Provides enhanced staffing and additional resources to progress school improvement plan