

<p><b>Raising Attainment, particularly in Literacy and Numeracy</b></p>	<p><b>Increased in sustained positive destinations and employability skills</b></p>
<ul style="list-style-type: none"> <li>• Embed EAC Literacy and Numeracy training and approaches throughout the school to further develop consistent, high-quality approaches, reflecting the latest research and practice in early years' pedagogy and play.</li> <li>• Plan opportunities for families to become familiar with approaches to learning and teaching in numeracy through online workshops, audio presentations, website, app and 'Sharing our Learning' events.</li> <li>• PEF and education recovery supports to focus on providing individual and group support for reading and writing.</li> <li>• Develop a robust framework for assessment and ensure assessment is more integral to learning and teaching.</li> <li>• Continue to find digital solutions to transform paper-based processes to improve efficiencies and improve and enhance communication and engagement with parents and children. All stakeholders will be involved in agreeing and developing a consistent and effective approach to profiling learning and sharing targets and progress with parents and carers – learning journals in P1 and P2 and Glow blogs in P5-7.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure interdisciplinary learning contexts take greater account of our unique locality and children's interest, and enable pupils to learn skills across the curriculum. Combine global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.</li> <li>• Enhance professional learning opportunities to ensure staff knowledge and skills in IT continue to progress, including the use of software and online programmes, such as to develop coding skills, providing opportunities for personalisation, challenge and choice in the curriculum.</li> <li>• Gain Digital School Award.</li> <li>• All children involved in leadership, sharing their learning, improving the school and wider community, having their voice heard, participating in events and being part of committees.</li> </ul>
<p><b>Ensuring the health and wellbeing of all young people</b></p>	<p><b>Closing the poverty related attainment gap</b></p>
<ul style="list-style-type: none"> <li>• Glasgow Motivation and Wellbeing Profile to support school focus on wellbeing and to assist with whole school, class and individual supports.</li> <li>• Ensure children's mental health is supported by all staff and part of the curriculum. Trauma informed practice will continue to be reinforced.</li> <li>• Parental and family support in form of school counselling services, financial inclusion officer and wellbeing support staff.</li> <li>• As a Rights Respecting School and Early Childhood Centre promoting and realising children's rights and the values of respect, dignities, and non-discrimination, embed UNCRC in all practices ensuring that children are at the heart of strategic decision making. Begin working towards Gold Rights Respecting Schools Award.</li> <li>• Embed EAC Anti-bullying: Respect for All Policy and Learning Settings Statements. Consult all stakeholders to update existing behaviour and positive relationship policy. Ensure all stakeholders aware of anti-bullying policy and framework, linking to the 'Respect Me' resources and previous training.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of specific education recovery support staff and PEF funded staff, including leadership, to close attainment gaps and support teaching staff in meeting the needs of all children.</li> <li>• Continued focus on rigorous and accurate assessment and analysis of relevant data to inform planning and interventions.</li> <li>• Provide further training to develop staff skills in analysing performance data.</li> <li>• Audit our learning environments and adapt to ensure they are inclusive.</li> <li>• Review and update homework policy and provide opportunities for children to complete homework in school, such as lunch clubs, where this is identified as a barrier.</li> <li>• Collaborate with RIC 'family of school' – Nether Robertland – to compare a range of data and align areas of improvement.</li> <li>• Continue to further 'poverty proof' our school.</li> </ul>