






## Our Lady of the Missions School Improvement Plan Session 2021-2022




Celebrating and worshipping




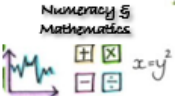
Leadership and Management Celebrating and Worshipping		
How good is our leadership and approach to improvement?		
Quality Indicators	HGIOS 4 Themes	Developing in Faith Characteristics
1.3 Leadership of change	1.3.2 Strategic Planning for Continuous Improvement	➤ a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
1.4 Leadership and Management of Staff	1.4.2 Building and Sustaining a Professional Staff Team	
NIF Priorities	NIF Drivers	
❖ Improvement in attainment, particularly in literacy and numeracy	➤ school leadership ➤ teacher professionalism ➤ assessment of children's progress ➤ parental engagement ➤ school improvement ➤ performance information	
❖ Closing the attainment gap between the most and least disadvantaged children and young people		
❖ Improvement in children and young people’s health and wellbeing		
❖ Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
Budget		



	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Leadership	<p>Staff are committed to change which results in improvements for learners.</p> <p><i>Teacher Professionalism</i></p> 	<ul style="list-style-type: none"> <li>• Create conditions where staff feel confident to initiate well-informed change</li> <li>• Staff are committed to collective responsibility in the process of change.</li> <li>• Demonstrate the interconnectedness of the school and community in improving learning and outcomes for children</li> <li>• Leaders effectively guide and manage the strategic direction and pace of change</li> <li>• Take good account of assessment of risk to ensure we follow through on strategies for achieving change</li> <li>• Refresh curriculum rationale alongside streamlined H&amp;WB planning</li> <li>• Protect time for professional dialogue, collegiate learning and self-evaluation</li> <li>• Implement the <a href="#">LNCT Workload and Bureaucracy Report</a></li> </ul>	SMT	Aug 21- June 22	<p>Collegiate agreement</p> <p>PDM</p> <p>Quality assurance calendar</p> <p>PRD</p> <p>Curriculum Rationale Forward Planning</p>	
Teacher Professionalism	<p>Staff support and challenge pedagogy to improve outcomes for identified groups and address learning loss and recovery through their use of additional resources</p> 	<ul style="list-style-type: none"> <li>• Coaching and mentoring approach to professional review and development is used effectively by all staff to reflect on their professional knowledge and skills</li> <li>• Actively engage in professional learning activities to improve their effectiveness</li> <li>• Career Long professional learning is well coordinated and provides meaningful opportunities to learn from each other as well as with others out with school</li> <li>• Development of staff has a direct and positive impact on outcomes for children and young people</li> <li>• Implement the <a href="#">leadership strategy</a></li> </ul>	DHT SNHS cluster All teachers	Aug 21- Jan 22	Pupil Equity Fund Covid-19 resources	
School Improvement	<p>Improved literacy and numeracy attainment</p> 	<ul style="list-style-type: none"> <li>• Implement updated <a href="#">Numeracy and Mathematics</a> and <a href="#">Literacy Strategies</a></li> </ul>	SMT Class Teachers	Aug 21- Jun 22		

Leadership	<p>Develop creative approaches to learning and teaching, including improving the quality of play and pedagogy at First Level</p> 	<ul style="list-style-type: none"> <li>• Utilise consistent approaches of Playful Pedagogy (teacher, task and independent learning) across P1 - P4 with opportunities for collaborative department planning and sharing of best practice and expertise</li> <li>• Implement action plan from the review of Learners' Experiences across Early Level using Realising the Ambition and Play Pedagogy Toolkit</li> <li>• Develop and implement a whole school play policy</li> </ul>	DHT Teacher Leader P1 - P4 teachers PSA	Aug 2021-Oct 2021	<a href="#">Ed Scotland Play Pedagogy Toolkit</a>  <a href="#">Play Audit and Action Plan</a>	
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<b>Learning Provision</b> Celebrating and Worshipping <b>How good is the quality of care and education we offer?</b>		
<b>Quality Indicators</b>	<b>HGIOS 4 Themes</b>	<b>Developing in Faith Characteristics</b>
2.2 Curriculum	2.2.2 Development of the curriculum	➤ a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
2.3 Learning, teaching and assessment	2.3.2 Quality of teaching	
2.6 Transitions	2.6.1 Arrangements to support learners and their families	
2.7 Partnerships	2.7.1 The development and promotion of partnerships	
<b>NIF Priorities</b>	<b>NIF Drivers</b>	
❖ Improvement in attainment, particularly in literacy and numeracy	➤ school leadership ➤ teacher professionalism ➤ parental engagement ➤ assessment of children's progress ➤ school improvement ➤ performance information	
❖ Closing the attainment gap between the most and least disadvantaged children and young people		
❖ Improvement in children and young people's health and wellbeing		
❖ Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
<b>Budget</b>		



	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Assessment	<p><b>Literacy and English</b></p>  <p>A literacy curriculum which enables all children to be successful, confident, responsible and effective in school and their community.</p> <p>Improve outcomes and reduce inequalities in Literacy and English development.</p> <p>Processes for quality assurance, assessment and moderation are effective and manageable.</p> <p>Increase by 2% pupils achieving combined CFE judgements in Literacy.</p> <p>Increase P3, P5 and P7 Literacy ST average by 2 points</p> <p>Maintain current SNSA Outcomes in P1, P4 and P7 in Literacy</p> <p><b>EAL, Bilingual &amp; Multilingual Learners</b></p> <p>Children raise their education attainment and achievement and develop the skills they need</p>	<ul style="list-style-type: none"><li>Implement recovery curricula which are tailored to address learning loss and are focused on Literacy</li><li>Consistently use a wide range of learning environments and teaching approaches.</li><li>Learning is enriched and supported by effective use of digital technologies.</li><li>Consistently use LAR to support quality assurance, assessment and moderation.</li><li>Increased staff use of <a href="#">Literacy Locker</a>.</li><li>Effective intervention for all children who require support:<ul style="list-style-type: none"><li>Utilise expertise of accredited teacher leader of Reading Recovery</li><li>Utilise renewed Literacy Support Bags</li><li>Utilise relevant data to inform interventions/support</li></ul></li></ul> <p>Introduce STEM Library (P4/5)</p> <p>Mobile library system for monthly use across stages</p> <ul style="list-style-type: none"><li>Effective intervention for all children who require support:</li><li>Evaluate the effectiveness of quality EAL Strategies across groups of intervention.</li><li>Utilise relevant data to inform interventions/support for EAL, Bilingual &amp; Multilingual Pupils</li><li>Raise awareness with parental body of the ESOL adult learning classes</li></ul>	<p>SMT CT Attainment Team</p> <p>Digital Leaders CT</p> <p>DHT /CT</p> <p>DHT/CT</p> <p>Attainment Team/PEF/ DHT PT 4</p> <p>DHT/CT</p> <p>PT4 / Bilingual Support</p>	<p>Aug 2021-June 2022</p> <p>Aug 2021-June 2022</p> <p>Aug 2021-Nov 2021</p> <p>Aug 2021-June 2022</p>	<p><a href="#">New CfE Literacy Planners</a></p> <p>Outdoor Learning</p> <p><a href="https://sites.google.com/er.glow.scot/lar2020/home">https://sites.google.com/er.glow.scot/lar2020/home</a> LAR</p> <p><a href="#">West OS</a></p> <p><a href="#">Key Indicators of Recovery</a></p> <p><a href="#">Scottish Libraries</a></p> <p><a href="#">EAL (OLM 2021)</a></p> <p>ERC Meeting the Needs of Bilingual Learners</p> <p>ESOL classes</p> <p><a href="#">Diversity: Driver Diagram</a></p>	<p>Forward Plan monitoring</p> <p>Learning visits</p> <p>Displays</p> <p>Jotters, big books and digital collections e.g blogs</p> <p>Summative Assessment Data</p> <p>Learning round/lesson study</p> <p>Moderation</p> <p>Standardised Test presentation</p> <p>Benchmarking Tool</p> <p>Baseline</p> <p>Developmental Milestones</p> <p>SNSA</p> <p>LAR</p>



<div> <div>school</div> <div>improvement</div> </div>	<p><b>Numeracy and Mathematics</b></p>  <p>A numeracy curriculum which enables all children, to be successful, confident, responsible and effective in school and their community</p> <p>Improve outcomes and reduce inequalities in numeracy &amp; mathematics development;</p> <p>Increased practitioner confidence and enhanced professional practices in teaching numeracy and maths</p> <p>Ambitious attainment and achievement for all learners with 96% of all learners achieving expected levels</p> <p>Processes for assessment and reporting are effective and manageable</p> <p>Maintain P3, P5 and P7 Numeracy ST averages and increase</p> <p>Maintain current SNSA Outcomes in P1, P4 and P7 in Numeracy</p>	<p>Implement recovery curricula which are tailored to address learning loss and are focused on numeracy</p> <p>Embed use of manipulatives:-</p> <ul style="list-style-type: none"> <li>bar modelling used for problem solving</li> </ul> <p>Evaluate use of Number Talks P1-P7</p> <ul style="list-style-type: none"> <li>continue use of digital technology -Google Classroom video lessons/ resources etc within the school day to improve the quality of learning and teaching</li> <li>embed lesson structure of teacher/ task/ independent learning P4-7</li> <li>continue weekly learning logs to support pupil self evaluation and target setting</li> <li>make creative use of assessment strategies across Maths and Numeracy including use of Google Classroom</li> <li>review parental information on 'how to help' during numeracy homework and update and improve 'how to' guides</li> </ul>	<p>Maths Champions DHT</p> <p>All staff</p> <p>Maths Champions DHT</p>	<p>Aug 2021-June 2022</p>	<p><a href="#">STEM Strategy</a></p> <p><a href="#">Maths Champion Glow Group</a></p> <p><a href="#">Numeracy and Maths - Ed Scotland</a></p> <p><a href="#">Scottish Attainment Challenge</a></p> <p><a href="#">Making Maths Count</a></p> <p><a href="#">Numeracy and Maths Strategy 2018 –2021</a></p> <p><b>BGE Improvement Tool</b></p> <p><a href="#">ERC Numeracy and Mathematic Guidance for Practitioners</a></p> <p><a href="#">Key Indicators of Recovery</a></p> <p><a href="#">EEF Improving Mathematics in Key Stages 2 and 3 A Self-assessment guide</a></p>	<p>Forward Plan monitoring</p> <p>Learning visits</p> <p>Displays</p> <p>Jotters, big books and digital collections e.g blogs</p> <p>Summative Assessment Data</p> <p>Learning round/lesson study</p> <p>Moderation</p> <p>Standardised Test presentation</p> <p>SNSA</p>
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Teacher Professionalism	<p><b>Health and Wellbeing</b></p>  <p>A health &amp; wellbeing curriculum which enables all children, to be successful, confident, responsible and effective in school and their community</p> <p>Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.</p> <p>Practices and experiences which ensure that the needs of children and young people are identified and addressed</p> <p>Develop a knowledge-rich and trauma-informed staff who can support children with their mental and emotional wellbeing</p> <p>Ensure active &amp; healthy pupils</p>	<ul style="list-style-type: none"> <li>Implement a recovery curriculum which is tailored to address learning loss with a focus on health &amp; wellbeing.</li> <li>Implement the Health and Wellbeing Action Plan</li> <li>Embed best practice established by Healthier Minds Wellbeing Service</li> <li>launch digital versions of wellbeing assessments to further enhance tracking over time</li> <li>Embed Nurturing schools approach</li> <li>Pilot Resilience for All at Primary 6</li> <li>Build capacity for ALL staff members using strategies to promote good mental health</li> <li>Completion of Compassionate and Connected Community modules</li> <li>Continue ensure robust tracking, linking with Active Schools to ensure all pupils gain access to healthy clubs and activities</li> <li>Ongoing audit of pupils participating in clubs &amp; targeted interventions to those with limited experience/access</li> <li>High Quality Physical Education learning experiences delivered P1-7</li> </ul>	<p>PT 2 DHTs</p> <p>Class teachers</p> <p>Attainment Team PEF PSA</p> <p>Ed Psych PT 1</p> <p>Attainment Team</p> <p>PT 1 and Class teacher</p> <p>PT2 &amp; Class Teachers</p>	<p>Aug 2021-June 2022</p>	<p><a href="#">HealthiER Minds</a></p> <p><a href="#">Meeting Learner Needs in East Renfrewshire</a></p> <p><a href="#">West Partnership wellbeing matrix</a></p> <p><a href="#">Staff Wellbeing</a></p> <p><a href="#">Nurture UK</a></p> <p><a href="#">We Eat Elephants</a></p> <p>Compassionate and Connected Classrooms <b>Pupil Participation Audit</b></p>	<p>Professional enquiry approach</p> <p>Masters Learning (PT1)</p> <p>Forward plans (HWB)</p> <p>Monitor referral rate /enquiries to partner services</p> <p>Data from audit</p> <p>Achievement database</p>
Assessment	<p><b>STEM</b></p>  <p>Ensure best use of available resources, including digital technologies, to create motivating, hands-on STEM learning experiences and investigations.</p>	<ul style="list-style-type: none"> <li>Track progress for all learners in STEM including: attainment, achievement and skills development.</li> <li>Make effective use of STEM assessment resources</li> </ul>	<p>DHT 2 &amp; 3</p> <p>Class Teachers</p> <p>STEM Mentor</p>	<p>Aug 2021-June 2022</p>	<p><a href="#">STEM Self-evaluation framework</a></p> <p><a href="#">STEM Strategy</a></p> <p><a href="#">Assessments</a></p> <p><a href="#">Assembly Focus</a></p>	<p>Quality Assurance</p> <p>Forward Plans</p> <p>Moderation</p> <p>Pupil Work</p> <p>Assessment Data</p> <p>Parent Feedback</p> <p>Twitter</p>



	Engaging families in STEM learning					
Assess Front	<b>Technologies</b> 	<ul style="list-style-type: none"> <li>• Embed cyber resilience learning across the curriculum at all levels.</li> <li>• Roll out / share WestOs resources - share best practice of how to utilise these.</li> <li>• Roll out / share STEM-a-story resources - share best practice of how to utilise these.</li> <li>• Implement strategies to raise awareness of the links between digital technology and young people's mental wellbeing.</li> <li>• Technology Masterclasses <ul style="list-style-type: none"> <li>◦ Craft, Design, Engineering and Graphics</li> <li>◦ Computing Science</li> <li>◦ Food Technology</li> <li>◦ Textiles</li> </ul> </li> </ul>	DHT  Digital leaders (staff & pupil)  Class Teachers  ICT Coordinator	Aug 2021-June 2022	<b>Digital Learning and Teaching Strategy</b>  <a href="#">Masterclass Planners</a>	Quality Assurance  Forward Plan Monitoring  Learning Visits - Evidence of use of resources in IDL  Pupil Work  Assessment Data  Parent Feedback  Twitter  Moderation
Parental Engagement	<b>RERC</b>  <b>Celebrating and Worshipping</b>  We ensure a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes	<ul style="list-style-type: none"> <li>• Ensure prayer is a feature of all staff meetings and other school groups including Committees, Parent Council and PSA meetings</li> <li>• Ensure the Liturgical colours of seasons are on display and known to pupils.</li> <li>• Continue to embed St Therese of Lisieux Kindness project</li> <li>• Work with our parishes and our families to ensure pupils enrich parish Masses and liturgies by reading, singing, passkeeping and altar serving</li> <li>• Provide opportunities for pupils to show 'Faith in Action'</li> <li>• Introduce and embed Laudato Si initiative</li> <li>• Sacramental Preparation - partnership with parishes Primary 4 and 7.</li> </ul>	HT  DHTs  Class Teachers  Parish Priests  Miss Ferris Mrs Milmore Miss Gavin	Aug 2021-June 2022	<a href="#">Shining the Light</a> <a href="#">Developing in Faith</a> <a href="#">Assemblies</a>	Weekly assemblies  Pupil Work  Classroom Displays and altar's  Pupil Dialogue  Forward Plans  Professional Dialogue  August In-service Sway

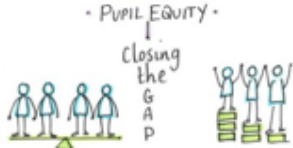

School Improvement	<p><b>Learning for Sustainability</b></p>  <p>Develop pupil's knowledge, understanding and active participation in a global multicultural society and Scotland's place in it.</p>	<ul style="list-style-type: none"> <li>• Apply for British Council International Accreditation Award</li> <li>• John Muir Award</li> <li>• Engage in <a href="#">COP26</a></li> </ul>	<p>SMT</p> <p>Teaching Staff</p> <p>Curriculum Development Group</p> <p>Pupils</p>	<p>Aug 2021-June 2022</p>	<p><a href="#">Vision 2030 Learning for Sustainability National Implementation</a></p> <p><a href="#">Learning for Sustainability Resources</a></p> <p><a href="#">Global Goals Planning</a></p> <p><a href="#">John Muir Award</a></p> <p><a href="#">Forest Schools</a></p> <p><a href="#">GTCS Professional Guide to LfS</a></p> <p><a href="#">Education Scotland LfS Resources</a></p> <p><a href="#">UN Climate Change</a></p>	<p>Termly Topic Planners</p> <p>Forward Plan Evaluations</p> <p>Learning Visits</p> <p>Pupil Dialogue</p> <p>Classroom Displays</p> <p>Professional Dialogue</p> <p>Jotter Monitoring</p> <p>Topic Tracking</p> <p>Award Process: Eco Schools John Muir Trust Fairtrade</p>
Partnerships	<p><b>Developing the Young Workforce</b></p>  <p>The school can demonstrate the impact of partnerships through improved outcomes for learners.</p> <p>Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved.</p>	<ul style="list-style-type: none"> <li>• Continue use of digital technologies Google Classroom and virtual classrooms to enhance learning, engage pupils and families and promote independent and collaborative working.</li> <li>• Involve parent supporters in pupil committees and increase focus on partnership across areas of the curriculum</li> <li>• Maximise the links to real-life contexts</li> </ul>	<p>DYW leader</p> <p>DHT</p>	<p>Aug 2021-June 2022</p>	<p><a href="#">DYW Implementation Plan</a></p> <p><a href="#">SNHS Cluster DYW Inspiration Pack</a></p> <p>Database: Parental Partnership</p>	<p>Forward Plans</p> <p>Jotter Monitoring</p> <p>Pupil Work/ Profiles</p> <p>Teacher/Pupil/Parent Feedback</p> <p>Pupil self-evaluation using <a href="#">HGIourS (part 1)</a> <a href="#">HGIourS (part 2)</a></p>

School Improvement	<p><b>Modern Languages</b></p> <p>A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally.</p>	<p>Implement the recommendations of the Review of the 1+2 Languages Strategy:</p> <ul style="list-style-type: none"> <li>• Embed L2 in daily practice</li> <li>• Collaborate with cluster on cluster gradient of learning for L2 and L3</li> </ul> <p>Continue to build school leadership opportunities through participation in:</p> <ul style="list-style-type: none"> <li>• Immersion Course</li> <li>• Support and challenge staff to engage in CLPL to improve confidence and skill</li> </ul>	<p>DHT</p> <p>Class Teachers</p> <p>Language Leaders</p> <p>M.L. Dep SNHS</p> <p>French Ambassadors</p>	<p>Aug 2021-June 2022</p>	<p><a href="#">1 Plus 2 Languages Thematic Review</a></p> <p><a href="#">Language Learning in Scotland: A 1+2 Approach</a></p> <p><a href="#">A 1+2 Approach to Language Learning from P1 onwards OLM French Progressive Planner International Schools Award</a></p>	<p>Forward Plans</p> <p>Jotter Monitoring</p> <p>Pupil Work</p> <p>Teacher/Pupil/Parent Feedback</p> <p>Language Leaders Network</p>
	<p><b>Transitions</b></p>  <p>Ensure that all pupils experience a smooth transition from nursery to primary and primary to secondary.</p>	<ul style="list-style-type: none"> <li>• Consistent approach to enable staff to have a shared understanding of progress utilising the Early Years Tracker</li> <li>• Enhance capacity of teachers in using tracking and monitoring tools including, SNSA, the BGE Improvement Tool and the Early Years Tracking Tool</li> </ul>	<p>P1 staff</p> <p>P7 staff</p> <p>DHT</p> <p>SNHS cluster</p>	<p>Oct 21 - June '22</p>	<p><b>BGE Improvement Tool and the Early Years Tracking Tool</b></p>	<p>Transition Calendar</p> <p>TOI</p>
Parental Engagement	<p><b>Partnerships</b></p>  <p>Higher levels of parental engagement in their children's learning and in the life of the school</p> <p><b>Diversity</b></p> <p>Ensure Diversity is celebrated throughout the school community</p>	<p>Implement the Parental Engagement and Involvement Strategy</p> <ul style="list-style-type: none"> <li>• Increased focus on Parent Partnership (using their skills in DYW, STEM, HWB, Languages.</li> <li>• Parental information on 'how to help' during homework activities across the curriculum with a focus on literacy, numeracy, HWB and IDL</li> <li>• Involve parents in committees through Google Meets</li> </ul> <p>Implement elements of the Diversity Driver Diagram by following a two tiered approach: Events &amp; Embedded Curriculum Rationale</p> <ul style="list-style-type: none"> <li>• Promote equality through the inclusion of a diverse range of cultural and historical themes and contexts for learning across the curriculum.</li> <li>• Continue to build relationships with minority groups within the school</li> </ul>	<p>PT 4</p> <p>Bi-lingual support</p> <p>Diversity Champions</p> <p>Diversity &amp; Equality Team</p>	<p>Oct 21 - June 22</p>	<p>Family Focused GOLD plan</p> <p><a href="#">Diversity Driver Diagram</a></p> <p>OLM Says Hello</p> <p>International Day</p>	<p>Family Focused GOLD award validation process</p> <p>Parental and Pupil Questionnaires</p>

**Successes and Achievements  
Celebrating and Worshipping**

**How good are we at improving outcomes for all our learners?**

Quality Indicators	HGIOS 4 Themes	Developing in Faith Characteristics
3.1 Ensuring wellbeing, equality and inclusion	3.1.3 Inclusion and Equality	➤ a commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes
3.2 Raising attainment and achievement	3.2.3 Overall quality of learners’ achievements	
3.3 Raising attainment and achievement	3.2.2 Attainment over time	
NIF Priorities	NIF Drivers	
❖ Improvement in attainment, particularly in literacy and numeracy	➤ school leadership ➤ teacher professionalism ➤ parental engagement ➤ assessment of children's progress ➤ school improvement ➤ performance information	
❖ Closing the attainment gap between the most and least disadvantaged children and young people		
❖ Improvement in children and young people’s health and wellbeing		
❖ Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
Budget £(PEF)	£27,000	

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Assessment	<p>An improvement in the attainment of disadvantaged children and young people over time</p> 	<ul style="list-style-type: none"> <li>Improve outcomes for identified groups and address learning loss and recovery through their use of additional resources e.g. Pupil Equity Fund and additional Covid-19 resources</li> <li>Planning clearly focussed on addressing inequalities of outcomes</li> </ul>	SMT All teachers Pupils		<a href="#">Diversity Driver Diagram</a>	<a href="#">HGlourS (part 1)</a> <a href="#">HGlourS (part 2)</a>
Performance Information	<p>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</p> 	<ul style="list-style-type: none"> <li>Raise attainment, reduce the poverty related attainment gap and address learning loss, through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups</li> </ul>	PT 1 and PT 4 PSA Bi-lingual support assistant SMT		<a href="#">PEF Action Plan</a>  <a href="#">Diversity Driver Diagram</a>  <a href="#">Numeracy Strategy</a> <a href="#">Literacy Strategy</a>  <a href="#">Wellbeing webs</a> <a href="#">Resilience Matrix</a> 'We Eat Elephants' wellbeing resource	

	Outcome/ Impact	Action	Responsibility	Timescale	Resources	Monitoring/ Evaluation
Teacher Professionalism Assessment	<b>Core Curriculum</b>	Continue: <ul style="list-style-type: none"> <li>to develop Reading Buddy initiative P2-P6</li> <li>Reluctant Reader initiative</li> <li>Reciprocal Reading approaches</li> <li>HOTS</li> <li>Running records to support reading behaviour and progress</li> <li>Reading Recovery approaches</li> <li>Literacy bags in class and at home to help address identified gaps or requirements for over learning/ revision.</li> <li>Rhyme Bags (P1) to support knowledge and understanding of rhyming, alliteration &amp; phonics.</li> <li>To embed use of STEM LIBRARY (P6/7)</li> <li>Numeracy bags in class and at home to help address identified gaps or requirements for over learning/ revision.</li> <li><u>Active Schools</u></li> <li>Sports Leaders P4-7</li> <li>Links &amp; Visits w/St Ninian's &amp; Woodfarm Sports Leaders S6 Pupils</li> <li>Invite pupil participation in external clubs Mon-Fri</li> <li>Ongoing participation in local &amp; national sports competitions.</li> </ul>	All Staff  RR teacher  Attainment Team  PT2	Aug 21- Jun 22  Aug 2021 - June 2022  Apr 21 - June 21	<a href="#">New CfE Literacy Planners</a>  <a href="#">Maths Champion Glow Group</a>  <a href="#">Numeracy and Maths - Ed Scotland</a>  <a href="#">Scottish Attainment Challenge Research</a>  <a href="#">Making Maths Count</a>  <a href="#">Numeracy and Maths Strategy 2018 –2021</a>  <a href="#">MAths Week Scotland 2020</a>	Forward Plan monitoring  Learning visits  Displays  Jotters, big books and digital collections e.g blogs  Moderation  Parental/ Pupil engagement and feedback
	<b>Expressive Arts</b>  Creativity skills are recognised, articulated and valued by practitioners and learners  Development of <ul style="list-style-type: none"> <li>•Creating</li> <li>•Presenting</li> <li>•Evaluating</li> </ul>	Continue: <ul style="list-style-type: none"> <li>Development of EXA &amp; Technologies area in Junior Dep</li> <li>Launch OLM EXA Progressive Planner from P1-7</li> <li>Continued participation in Art Competitions on council &amp; national level (National Galleries)</li> <li>Continue to provide opportunities to showcase skills, apply EXA creatively within performance context</li> </ul>	PT3  School Leadership  Class Teachers	Aug 21 - June 22	<a href="#">OLM EXA Progressive Planner</a>  <a href="#">Creativity Across Learning - 3-18 Impact Report</a>  <a href="#">HGIOS 4 P52-53</a>  <a href="#">National Galleries - School Art Competitions</a>	