

Teachers formed **Practitioner Learning Trios** and had an opportunity to visit each other, observe Number Talks and discuss the positive impact it was having on the mental agility of learners in the class.

Teachers and Senior Leaders continue to work together to **improve their skills in gathering, analysing and responding to all of the information** we have about the progress of our learners. We created a holistic Assessment Overview where we can securely store this data, which helps teachers see learner progress at points of transition.

**Religious Education:** A Teacher Leader attended training in the Glasgow Diocese so that we could introduce Christian meditation in our school. She visited another school to get ideas, which helped us with our learning.

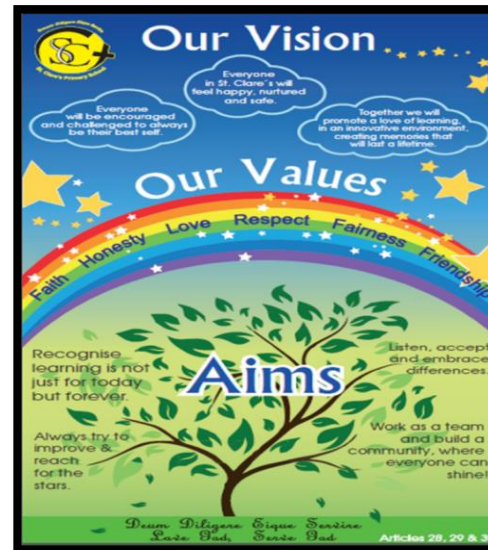
## Leadership QI: 1.2 & 1.3

### Building Professional Capacity

All our teachers **are continuing to develop their professional capacity**, to help our school continue to improve. We focused on Digital Technologies. The Digital Leader shared her skills and knowledge to team-teach, which helped build confidence in our teachers and learners. We now have and can use a range of technologies. We achieved our Digital Schools Award. We also used this approach for Science. One of our teachers is now a STEM Ambassador for the Authority. She planned and provided learning events for teachers across the Authority. The STEM Ambassadors also visited our Cluster schools to offer support in upskilling teachers in areas they identified. Due to the wealth of improvement work we had carried out over three years and the fact that we have been sharing practice beyond our school we were successful in four of five aspects of Education Scotland's STEM Award.

We looked inwards at our current plans and outwards at other schools, to collaborate, bring our ideas together and created our **whole school digital planning tool**. The planner travels with the learners' year on year. It helps teachers plan progressively and enables them to track learner progress. Teachers also bundled Experiences and Outcomes and produced a succinct Curriculum Narrative for each level. Consequently, children can lead their own learning ensuring it is also responsive to their interests.

## Learning QI: 2.2 & 2.3



Teachers researched different approaches to **teaching comprehension**. We purchased resources that are right for our learners. Children are gaining confidence in using and applying different strategies when reading various texts.

We are using the Healthy Schools Planning Toolkit to teach **Health and Wellbeing** consistently. It has helped everyone know and understand SHANARRI. We spoke to a group of parents and used their thoughts when creating our digital HWB forms. The children complete these each term.

## Successes & Achievements

### QI: 3.1 & 3.2

**Creativity & Employability Skills:** We held a **Developing the Young Workforce Week**. During the week learners worked with children from different stages. The focus was to create a business plan in order to fulfil a brief. The teams then celebrated their learning and showcased their hard work to all of the visitors at the Employability Fayre. Everyone learned new skills and recognised the importance of teamwork and creativity. It promoted the aim of our school "that learning isn't just for today but forever."

**Pupil Equity Fund:** We agreed to use our funding to invest in additional Pupil Support Assistant hours. The PSA's trained in using a range of approaches to help different groups across the school improve their literacy skills. We also paid for a maths teacher from our high school to team-teach, once a week, to work with our P6 and P7 learners. This helped increased their confidence and skills in fractions, decimals and percentages. All of the class teachers benefited from the sharing of expertise and reflecting on how they teach different concepts.