



COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim is Seirbheisean Chloinne
Department of Education & Children's Services



Tong School and Sgoil Àraich

Aithisg Ìre de Mhathas 2023-24
Plana Leasachaidh na Sgoile 2024-25

Standards & Quality Report 2023-24
School Improvement Plan 2024-25

A' Coileanadh Sàr-Mhaitheas Còmhla – Achieving Excellence Together

Standards & Quality Report for 2023-24 and School Improvement Plan 2024-25 (SQIP)

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The Language of Evaluation

All	100%
Almost All	90% - 99.9%
Most	75% - 89.9%
Majority	50% - 74.9%
Less than half	15% - 49.9%
Few	> 15%

Section One - The Context of the School

1.1 The School and it's Community

Tong School is a non-denominational local authority school that serves the community of Tong on the East side of the Isle of Lewis. The school offers primary and early years' education. The school has a roll of 96 primary pupils and 23 nursery pupils supported by around 25 teaching and non-teaching staff. We have 2 Gaelic Medium classes and 3 English Medium classes. We have a Gaelic playroom and an English playroom in our Sgoil Àraich. The Sgoil Àraich offers parents 1140 hours. The setting is open from 8.30am until 5.30pm. The Head Teacher has overall management for both the Sgoil Àraich and Primary School, with support from a Principal Teacher and a Play Leader in each playroom in the Sgoil-Àraich. The school works in collaboration with its Parent Council, consisting of parents; staff representatives; and councillors.



1.2 Our Vision, Values, Aims and Curriculum Rationale

Our Vision:

Dèan do Dhìcheall - Be All You Can Be

Our Values:

Urram	Ceartas	Onorach	Seasmhachd
Respect	Fairness	Honesty	Resilience.



Our Aims:

All children in Tong School and Sgoil Àraich should...

- Be cared for, with respect, no matter who you are.
- Have learning that is exciting and meaningful and builds our skills so we are ready for the challenges life may bring us.
- Celebrate our cultural identity, Gaelic language and how different we all are.
- Learn Gaelic so we can use it every day.
- Have learning that is developmentally appropriate and makes the best use of ICT to make it relevant and enjoyable.
- Help our community and have our community help us.
- Care for and use our local environment
- Be creative and curious in learning and learn how to be independent, confident and adaptable so we have the skills for life and work.
- Work in teams and be able to lead different parts of school life and learning.

Our Curriculum Rationale:



Aig Sgoil Thunga agus Sgoil Àraich Thunga bidh sinn a'leasachadh clann a tha toilichte agus misneachail tron a' churraicealam chruthachail, dhùbhlanaich agus fhosgailte a tha againn. Bidh sinn a' cruthachadh àrainneachd anns a bheil a' chlann misneachail, sàbhailte agus dà-chananach. Bidh sinn ag obair còmhla ri parantan agus a' choimhearsnachd. Bidh a'chlann air an oideachadh ann an cultar agus dualchas ionadail agus an tèid an ullachadh airson beatha agus obair ann an saoghal a tha a sior atharrachadh.

'DÈAN DO DHICHEALL'

Bidh sinn a' faighinn cùram agus urram, ged bith cò sinn.

Bidh sinn a'cuideachadh agus a' faighinn cuideachadh bho ar coimhearsnachd.

Bidh sinn a' cleachdadh agus a' coimhead às deigh ar n-àrainneachd.

Bidh sinn a gabhail pàirt ann an ionnsachadh a tha a' dèanamh ciall, a' còrdadh rinn agus a tha spòrsail airson cur ri ar sgilean agus am bi sinn nar luchd-ionnsachaidh soirbheachail, daoine misneachail, saoranaich chiallach agus com-pàirtichean èifeachdach.



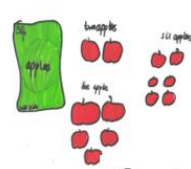
Tha sinn cruthachail agus easgaidh airson a bhith ag ionnsachadh. Tha sinn ag ionnsachadh mar a bhios tu neo-eisimileach, misneachail agus ag ionnsachadh sgilean ùra airson obair agus beatha.



Tha moit againn nar cultar, nar cànan agus cho eadar-dhealaichte 's 'a tha sinn.



Bidh sinn ag obrachadh còmhla ann am buidheanan agus tha comas againn air an ionnsachadh againn fhin a stiùireadh.



We involved pupils to design the Curriculum Rationale for our School.



In Tong Primary School and Sgoil Àraich we develop happy and confident learners through our creative, challenging and flexible curriculum. A rich, meaningful, positive and bilingual environment will be nurtured through partnerships with parents and the wider community. Learners will be enriched by their local culture and heritage in preparation for life and work in an ever-changing society.

'BE ALL YOU CAN BE'

Be cared for, with respect, no matter who you are.

Help our community and have our community help us. Care and use our local environment.

Have learning that is exciting and meaningful and builds our skills so we are ready for the challenges life may bring us.



Have learning that is developmentally appropriate and makes the best use of ICT to make it relevant and enjoyable.

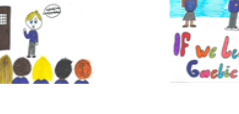
Be creative and curious in learning and learn how to be independent, confident and adaptable so we have the skills for life and work.



Celebrate our cultural identity, Gaelic language and how different we all are.



Work in teams and be able to lead different parts of school life and learning



1.3 Collaboration and Consultation

In completing the Standards & Quality Report for the current year and the School Improvement Plan for the year ahead, a critical process in the gathering of evidence is to collaborate with key stakeholders and to consult to establish views about the service and opinions about how it should improve.

Who?	When?	How?	What did we find out?	Informed	
				SQR	SIP
Staff	Termly	Self- evaluation activities	2.2 – considerable progress in embedding the vision and values and learning pathways but a more systematic refresh of the curriculum to embed skills for learning life and work needed 2.7 – improved and strengthened partnerships which require embedding as part of curriculum refresh 1.1- Positive culture of professional dialogue between staff who identify school’s next steps. A need to broaden the means of gathering information to inform improvement both formally and informally	✓	✓
	Annual - Feb	Questionnaire	<ul style="list-style-type: none"> All staff satisfied with leadership in the school and Sgoil Àraich. All questions about respect between staff and children answered positively. Scope for Support for Learning Assistants to be involved/informed about Improvement 	✓	✓
Children and young people	November	Pupil focus groups	<ul style="list-style-type: none"> Pupils indicated a refresh of pupil groups is required in order to broaden their experiences. This should include DYW, skills and having an opportunity to share what they have been learning. 	✓	✓
	February	Pupil questionnaire based on HGIOURS	<ul style="list-style-type: none"> All pupils feel safe, happy and cared for at school. Almost all children could articulate their rights and how school helps them achieve and have their voice heard. Pupils expressed a desire to improve play times and their outdoor environment. 	✓	✓
	January	Attainment Groups – SA, P1, P4 and P7	<ul style="list-style-type: none"> Teacher judgement of achievement is accurate. 	✓	✓
Parents and Carer	Termly	Parent Council	<ul style="list-style-type: none"> Almost all parents expressed concerns regarding safety in the car park/roads outside school 		
	Annual - Feb	Questionnaire	<ul style="list-style-type: none"> Excellent return rate with 84 responses. 100% of parents who responded were satisfied with the leadership and management of the school, would recommend the school/nursery to others and are satisfied with the school/nursery. Families expressed an interest in more frequent opportunities for Family Learning. 	✓	✓

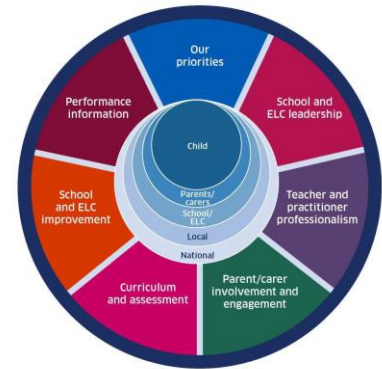
Aithisg Ìre de Mhathas 2023-24

Standards & Quality Report 2023-24

Section Two – Standards & Quality Report 2023-24

The Standards & Quality Report documents the progress the school has made during 2023-24 in the delivery of a range of improvement priorities and key performance measures. This includes:

- The National Improvement Framework priorities
- School Improvement Plan projects
- National and Local Stretch Aims



2.1 The Year in Review - Successes and Achievements



It has been a year of many successes and achievements in Tong School and Sgoil Àraich. We are pleased to have been awarded a Gold accreditation from Sports Scotland celebrating the improvements we have made to children’s health and wellbeing and creating a legacy to continue this high-standard for years to come.



Both our nativity and school show performances were a roaring success, allowing all children to experience the joy of the arts. Feedback from audience and cast were extremely positive! We worked with our community and partners to deliver a high-quality performance showcasing the talent of our children.



Following our last Care Inspectorate visit we made improvements to our meal time experiences in the nursery, with investment from the Parent Council, we have successfully introduced ‘Marvellous Mealtimes’ which allows children a homely lunch time experience rich in language development.

A final highlight is the intergenerational work which has been a continued success as we seek to embed it into our curriculum. Working alongside Volunteer Centre Western Isles we have developed children’s skills in working with textiles as well as their confidence talking and listening, whilst establishing positive relationships with the older generation in our community. We also celebrated the success of Gaelic Medium pupils as they were awarded second place in the Social Enterprise competition with Social Enterprise Academy Scotland. They utilised links in our community by inviting local group members to share stories whilst promoting the speaking of the Gaelic language.



2.2 Self-Evaluation, Quality Assurance and Evidence Gathering Processes

This session has seen a focus on How Good is Our School/Early Learning and Childcare indicators: 2.2 Curriculum, 2.7 Partnerships, 1.1 Self Evaluation and 3.3 Increasing Creativity and Employability as part of our cycle of self-evaluation. The nursery also focused indicators on 1.1 Nurturing Care and support and 1.5 Effective Transitions from ‘A quality framework for daycare of children, childminding and school-aged childcare.’ The collated information from these self-evaluation activities highlighted significant progress as a school and identified the gaps in our practice, which will be addressed through next session’s improvement plan.

Regular planned quality assurance activities have been carried out by Senior Leadership and cluster colleagues with a focus on How Good is Our School 2.3 Learning Teaching and Assessment, including observations, moderation and regular attainment meetings. All information gained has been collated into a quality assurance profile to monitor the impact and track the next steps in improvement.



School and Sgoil Àraich staff engaging in discussion about the National Improvement Plan priorities



School teaching staff participating in moderation of writing with Sgoil ‘a Bhac and Laxdale School

2.3 Progress Towards Delivery of the National Improvement Plan Priorities

Priority	Approaches/Interventions	Impact	Next Steps
Placing the human rights and needs of every child and young person at the centre of education.	<ul style="list-style-type: none"> • Outright campaign on 'Lets Take Climate Action' • Interdisciplinary learning linking to articles from UNCRC and Sustainable development goals. • Continued focus on Rights Respecting School as part of Gold Accreditation. 	Pupil questionnaires indicate almost all children are able to explain ways their rights are met. Termly planning and evaluations by teachers highlights the prevalence of teaching about rights.	<ul style="list-style-type: none"> • Gold accreditation from Rights Respecting Schools in May 2024. (Achieved May 2024)
Improvement in children and young people's health and wellbeing (HWB)	<ul style="list-style-type: none"> • HWB lead practitioner in Sgoil Àraich responsible for planning to ensure breadth and depth • Provision of sporting afterschool clubs • Development of Learning Journeys from Sgoil Àraich to Primary 7 to capture children's achievements 	Increased pupil participation in Sports festivals as a result of the increase in after school clubs. Almost all children can speak confidently about their learning. Almost all practitioners in the nursery creating quality observations.	<ul style="list-style-type: none"> • Continuation of afterschool activities to increase wider achievement. • Moderation of Learning Journeys across all levels to ensure consistency.
Closing the attainment gap between the most and least disadvantaged children and young people	<ul style="list-style-type: none"> • Education Attainment Apprentice (EAA) working on targeted interventions with groups/individuals. • EAA attending TATC and attainment meetings as planning for PEF pupils • Universal breakfast club available every day, with priority for PEF pupils. 	Increased engagement in curriculum following daily check-ins with identified pupils. Most PEF pupils accessing breakfast club and able to do so with own friends.	<ul style="list-style-type: none"> • Continuation of PEF strategy using EAA.
Improvement in skills and sustained, positive school-leaver destinations for all young people	<ul style="list-style-type: none"> • Play-based learning opportunities to explore skills for the future. (woodwork, coding, baking, STEM) • Entrepreneurial based learning in senior classes • Intergenerational groups linking with partners. • Pupil profiles for all learners 	All pupils have profiles and can articulate their achievements. Most children can identify the next steps in their learning. Almost all senior pupils can identify benefits of intergenerational work.	<ul style="list-style-type: none"> • Play rationale to encapsulate school's approach to play based learning. • Meta-skills to be incorporated into planning and assessment of children's learning.
Improvement in attainment, particularly in literacy and numeracy.	<ul style="list-style-type: none"> • School Improvement project on raising attainment, engagement and motivation in writing. • Targeted interventions for Literacy and Numeracy for ASN/PEF. • Numeracy and Literacy Curriculum leads in Sgoil Àraich • Daily story telling/song sessions in Sgoil Àraich 	Almost all preschoolers have improved and increased their knowledge of initial sounds. All teachers are more confident in teaching writing and have seen increased engagement and motivation from pupils in writing process.	<ul style="list-style-type: none"> • Embed Talk4Writing approaches across all levels. Monitor attainment, engagement and motivation of pupils. • Review effectiveness of interventions in place for ASN/PEF pupil to close gap.

2.4 Review of School & ELC Improvement Plan Projects 2023-24

Outcome	Actions	Impact	Next Steps
<p>Ensure over 90% of learners at P1, 4 & 7 are on Track to Achieve in English Writing and over 95 % of learners at P1, 4 & 7 are on Track to Achieve in Gaelic Writing by March 2024.</p>	<ul style="list-style-type: none"> Introduced Talk4Writing across the School (relevant CPD for Teaching Staff) and began to roll out in classes in November 2023 Continued use of Emerging Literacy and Pre-Writing and Skills SFL Teacher using Emerging Literacy and Pre-Writing and Skills Audit Gaelic Grammar Programme implemented Embedded ‘Free Writing’ in curriculum across all classes Regular celebrations of writing – Star Writer, Writing Focus days etc Cupan ‘s Ceilidh intergenerational project celebrating local history through story telling Cluster Moderation of Writing to moderate standards across Broadbay schools and support teacher judgement. 	<p>90% of P1, 4 & 7 learners achieved English Writing in June 2023, improved by 8% on the previous session.</p> <p>92% of P1, 4 & 7 learners achieved Gàidhlig Writing in June 2023.</p> <p>An initial analysis of comparative cohort data using the Scottish Criterion Scale, indicates that improvements have been made by most pupils across all levels since the implementation of Talk4Writing.</p> <p>Predicted levels of attainment are indicative of continued progress in all cohorts by June 2024.</p>	<ul style="list-style-type: none"> Continue to embed Talk4Writing approaches across all levels, to cover non-fiction and fiction genres. Build time into collegiate calendar to allow peer observations and time to review planning of Talk4Writing in order to develop a clear progressive approach linked to the benchmarks Roll out of CYPIC at P4 stages
<p>By May 2024, almost all children can link the vision, values and aims of our school to the UNCRC and understand that our school environment is built upon everyone’s shared understanding of these rights.</p>	<ul style="list-style-type: none"> Embedded UNCRC in learning and teaching (Interdisciplinary learning) Regular assemblies exploring UNCRC including articles Successful Outright Campaign, led by pupils (Pupil groups) All classes explored Sustainable Development Goal based topic Project to develop mealtime experiences in nursery 	<ul style="list-style-type: none"> All pupils surveyed stated they knew their rights and how to respect others. Almost all pupils stated they contributed to the vision, values and aims of the school. All pupils had opportunities to lead aspects of the school improvement plan. Report indicating “Inclusion is strong. All children feel supported to be the best they can. Children are empowered to drive change in the school” as a result of knowing their rights.” 	<ul style="list-style-type: none"> Continue embedding UNCRC in Four Contexts for Learning Focused steering groups with only P4-7 pupils. (ECO, PLT, RRS etc) Skills clubs, developing meta-skills, linked to curricular areas as part of curriculum refresh Achievement of Gold Accreditation (May) Achieved (follow actions from report)

<p>All parents receive more information about their child’s learning progress Almost all children are more confident talking about their achievements and next steps in learning.</p>	<ul style="list-style-type: none"> • Established a system of focused observations across the term for each child. [Four snapshots per year] • All classes utilizing iPads to facilitate Learning Journeys 	<ul style="list-style-type: none"> • 95% of parent reported they now receive more detailed information about their child’s learning through their Learning Journal on Seesaw • Almost all children are confident in talking about their achievements and most are able to identify their next steps in learning. 	<ul style="list-style-type: none"> • Continue this approach into next session, allowing children to gain more confidence and to be able to identify their next steps in learning. • Input Literacy and Numeracy Progression Pathways onto Seesaw to allow links to be easily made. • Review the ‘roll-over’ of classes on Seesaw to retain snapshots from year in the same Learning Journey
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2.5 Summary of Pupil Equity Fund Action and Impact

Details of actions taken to support learners in receipt of Pupil Equity Fund and the evidence and evaluation of impact of this work.

Measure	Approaches/Interventions	Impact	Next Steps/Future Development
Attainment <ul style="list-style-type: none"> • ACEL • Baselines and Gap • Achievement over Time • Local Measures 	<ul style="list-style-type: none"> • EAA interventions led by class teacher to target individuals • Strategic monitoring of PEF pupils • EAA/HT meetings to monitor pupil progress/plan • EAA part of attainment meetings 	<p>70% of PEF pupils on track in Literacy and Numeracy.</p> <p>All PEF pupils with Numeracy/Literacy gap engage in weekly/twice weekly slots with EAA.</p> <p>Engagement in writing with all PEF pupils has improved since implementation of Talk4Writing approaches.</p>	<p>Continue to monitor the effectiveness of interventions to close the attainment gap during termly attainment meetings.</p>
Attendance <ul style="list-style-type: none"> • Attendance Change • Male/Female etc. • Patterns/Reasons • Exclusions 	<ul style="list-style-type: none"> • Monthly monitoring of attendance • Procedure established to address attendance concerns. • Coordinated support for vulnerable families 	<p>Average attendance rate of PEF pupils is 93%, with support provided to address any causes for concern.</p>	<p>Continue to monitor the attendance rate of all pupils, including those eligible for PEF.</p>
Inclusion <ul style="list-style-type: none"> • Ethos and Culture • Reducing Exclusions • Meeting ASN • Social/Emotional Support • Equity/COSD 	<ul style="list-style-type: none"> • Annual fundraising calendar created in collaboration with parents to ease pressure on families • Universal breakfast club • Promotion of Clothing Grant/FSM to families • Soft start/check-ins for identified pupils 	<p>Almost all PEF pupils access breakfast club daily.</p> <p>There have been no exclusions.</p> <p>All PEF pupils given priority access after-school activities</p>	<p>Continue to make provision to ensure equity accessing curriculum.</p>
Participation <ul style="list-style-type: none"> • Measures of Participation • Change over Time • Participatory Activity • 7 Golden Rules 	<ul style="list-style-type: none"> • Holiday and after school activities available for identified pupils • All senior pupils involved in leadership opportunities 	<p>Almost all PEF pupils attend after-school clubs. All identified PEF pupils are attending holiday activities.</p>	<p>Through the collation of wider achievement data, identify gaps in wider achievement and review/ revise the afterschool club programme.</p>
Engagement <ul style="list-style-type: none"> • Targeted Measurement • Emotional/Cognitive • Change over Time • Parents and Carers • Equity/Removing Barriers 	<ul style="list-style-type: none"> • EAA monitoring children's engagement and participation levels. • EAA supporting families to complete/submit paperwork for FSM/CG 	<p>Participation/engagement of PEF pupils in learning has increased over the session.</p>	<p>Continue with emotions check-ins for identified pupils at key points in the school day.</p>

2.6 Evaluation of Progress - HGIOS4 Quality Indicators

Quality Indicator	Evaluative Judgements	Grading	Sources of Evidence
1.3 Leadership of Change	<ul style="list-style-type: none"> • Almost all children can identify and articulate the vision and values of the school. All stakeholders were involved in the creation of curriculum rationale. All staff know the community and the context in which they teach. • All staff and almost all parents are confident in the leadership of the school and almost all staff are aware of the strategic direction of the school. • A robust process for self-evaluation is in place, with time protected for professional dialogue in the Working Time Agreement. • All teaching/Sgoil Àraich staff have areas/aspects to lead as part of improvement journey. 	Very good	<ul style="list-style-type: none"> • Self-evaluation report by teachers • Pupil, parent and staff questionnaires • Pupil focus groups • RRS report
2.3 Learning, Teaching & Assessment	<ul style="list-style-type: none"> • All staff are committed to children's rights and positive relationships as indicated by questionnaire results. Almost all children are engaged and ready-to-learn across all curricular areas. • Almost all staff deliver consistently high-quality lessons that meet the needs of individual children. All parents are happy with the progress their children are making. • All staff use appropriate assessment tools to plan learning suited to the needs of the pupils. All staff use one data point to record and access information on pupil progress. 	Very good	<ul style="list-style-type: none"> • Ethos and culture of school • Pupil, parent and staff questionnaires • Learning, Teaching and assessment policy • Assessment calendar • Attainment meetings • QA activities including planning feedback
3.1 Ensuring Wellbeing, Equity & Inclusion	<ul style="list-style-type: none"> • All children know the wellbeing indicators and almost all can articulate how they are doing/feeling. • All staff and children respect each other and are aware of how to protect children. • All staff, parents and stakeholders are committed to placing children's rights at the heart of the curriculum. • All children with Additional Support Needs are included in all aspects of school and are treated with respect and dignity. • All children live school values and key themes like equality and diversity are celebrated, reflecting the cohort of pupils. 	Very good	<ul style="list-style-type: none"> • Wellbeing webs/displays • TATC meetings • Attainment and Achievement meetings • Gold Accreditation for Rights Respecting School • Questionnaire feedback • Pupil focus groups • Self-evaluation report

<p>3.2 Raising Attainment & Achievement</p>	<ul style="list-style-type: none"> • Attainment is good and we have raised attainment continuously over time and maintain consistently high standards of attainment for almost all learners. • All staff use a robust tracking system to identify interventions for those with gaps in learning thus raising attainment over time. • Interventions to support children with Additional Support Needs, or those who are PEF pupils requiring support, are resulting in improved outcomes. Most have improved in literacy and numeracy. 	<ul style="list-style-type: none"> • Very good 	<ul style="list-style-type: none"> • Attainment over time • Tracking Meetings • IEP/Action Plans • Seesaw • Learning Journeys • Self-evaluation report
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2.7 Progress Towards Achievement of National and Local Stretch Aims

Summary data in relation to achievement of stretch aims to close the poverty-related attainment gap. Please reference the Comhairle's Stretch Aims Report 2023-24 when completing this section.

1a	Increase the attainment in English literacy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM by 3.1%.	
At the time of publishing, the number of children registered for FSM is below the threshold for reporting. This information is available in the school as part of monitoring attainment.	

1b	Increase the attainment in numeracy of learners registered for FSM in P1, P4 & P7
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM by 3.0%.	
At the time of publishing, the number of children registered for FSM is below the threshold for reporting. This information is available in the school as part of monitoring attainment.	

6	Reduce the combined attainment gap in writing at P1, 4 & 7 for learners registered for FSM in Gaelic and English
Stretch Aim: Reduce the poverty-related attainment gap between FSM and not FSM in Gaelic and English by 2.5%.	
At the time of publishing, the number of children registered for FSM is below the threshold for reporting. This information is available in the school as part of monitoring attainment.	

2.8 Identification of Key Improvement Priorities for 2024-25 and Beyond

Taking into account all of the information set out in section two of the report as well as local priorities and the National Improvement Framework and Improvement Plan (NIF) which sets out the vision and priorities for Scottish education, Tong School and Sgoil Àraich has identified the following areas for improvement in 2024-25.

- Curriculum Framework refresh
- Outdoor Learning