

**Benarty Primary School, Additional Support Need Classes,  
Benarty Nursery Classes and Dunmore Nursery**

**Standards and Quality Report 2020/21  
Achieving Excellence and Equity**

**Context**

<b>Setting/School Roll (including ELC/ASC)</b>	397/299 (Benarty Nursery classes 26, Dunmore 108/ ASC 42)			
<b>FME</b>	207			
<b>Attendance (%)</b> 91.15	<b>Authorised</b>	3.47	<b>Unauthorised</b>	5.30
<b>Exclusion (%)</b>	0.08			
<b>Attainment Scotland Fund Allocation</b>	PEF £159,999			

The school values were introduced in August 2019 to compliment the vision statement of 'Our Children, Our School, Our Community, Our Future'.

The values are included as part of our curriculum forward planning and are referred to throughout the school to support the learning journey of every pupil academically, socially and emotionally.

School values are discussed daily in class and across the school and our ELCs. Our values are depicted within an image of a tree, symbolic of personal growth.

Ambition, Success, Perseverance, Inclusion, Respect, Empower

Children from Primary 1 to 7 can link the school values to their success in school and can relate experiences of others to the relevant value.

The children are recognised for their achievements in school through success of demonstrating a value and these are shared across the whole school community and displayed to further celebrate their success.

School Gatherings that have been held virtually this past year allow for increased focus on a particular school value. During these opportunities, the children demonstrate a high level of understanding of all school values and can relate this to both current and fictional events, stories, and video clips. The responses of the children are captured and displayed.

As a school the values are embedded in all aspects of school life and will continue to be of focus not only for the children but the whole school community as we move forward.

ELC Benarty roll – 30

ELC Dunmore roll – 3-5yrs 79, under 3yrs 29, total 108

Total ELC across campus 138

**Improvement for Recovery Priority Work  
Session 2020 – 2021**

1. Build a nurturing school where a values-based culture prevails in every playroom and classroom.
2. Blended learning, consolidating and developing IT skills.
3. Ensure a Consistent Approach Across all of our Primary and Additional Support Need Classes to Learning, Teaching and Assessment.

NIF Priority  
Improvement in children and young people's health and wellbeing

NIF Driver  
School leadership  
Teacher professionalism

NIF Priority

HGIOS 4 Quality Indicators  
1.1, 2.1, 2.4, 3.1

HGIOELC Quality Indicators  
1.1, 2.1, 2.4, 3.1

HGIOS 4 Quality Indicators

<p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><u>NIF Driver</u>  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress</p> <p><u>NIF Priority</u>  Improvement in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people</p> <p><u>NIF Driver</u>  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  School improvement  Performance information</p>	<p>1.1, 1.3, 2.3, 2.5, 3.2</p> <p><u>HGIOELC Quality Indicators</u>  1.1, 1.3, 2.3, 2.5, 3.2</p> <p><u>HGIOS 4 Quality Indicators</u>  2.2, 2.3, 2.4, 3.2, 3.1, 2.6</p> <p><u>HGIOELC Quality Indicators</u>  2.2, 2.3, 2.4, 3.2, 3.1, 2.6</p>
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**Progress:**

**IP1**

Whole school staff reflection around values and what it means to be a Dunmore/Benarty learner. ASC team engaged with a bespoke package devised in consultation with SLT, EP and ASIST covering the following: Environment, Routines and Structures, Motivation, Social Communication and Emotional Regulation. This was delivered and participated in by all the ASC team and SLT as twilight sessions. As a teaching team we prioritised our monthly Staff Wellbeing meetings within our collegiate calendar.

**IP2**

All staff given clear guidance for use of software packages for learning and content of the school day whilst learning was at home. Teaching staff created "IT trouble shooting" sessions and informative presentations happened on a regular basis, during the second lockdown. This became a standing agenda item at our collegiate MS Teams meetings.

**IP3**

All mainstream classes engage in writing daily. All teaching staff participated in an input on Readiness for Learning. The language of learning is embedded in all mainstream classes and is used consistently by adults and children. ASC classes, language of learning is appropriately used to align with the individual child's understanding. Effective and consistent use of the 4 part model as a structure to episodes of learning is evident in 68% of all classes. The effective use of Learning Intentions, Success Criteria and Plenaries are now embedded in all teaching and learning.

**Impact:**

**IP1**

Almost all of the children in the mainstream classes can discuss what they have been learning and how this relates to our school values. Children have also become aware of what they need to do to demonstrate their school values. Across all classes confidence in reflecting on and nominating good practise of each other showing the values. Teachers gave testimony that the strongest value is persistence, *the children engage really well with this value and use it in all aspects of learning. This has been impactful in their learning as it has encouraged children to not give up when tasks are tricky. Articulating and linking the values to their learning helps children to talk about their learning during plenaries. The use of the school values in learning conversations helps children to have a shared sense of what is important in our school.* All staff have said that through one-to-one interactions and restorative discussions, the children are more able to understand by linking their actions to our school values. *During together times children were able to discuss*

*the values in depth and could use them to describe personal achievements, understand situations as well as being able to empathise and relate with others.*

*In term 1 & 2, the children's weekly gathering nominations were linked to our values and pupils were able to understand why they received that value on their nomination slip. In class, star writer of the day is always linked to a school value and each child can discuss why they received it.*

Learners are more focused on growth mindset and are able to champion their own learning.

#### ASC

Some children have an awareness of the school values through our class charter and online assemblies. Individual targets also like to the school values.

Staff wellbeing meetings, All the teaching team attend and most participate with the majority volunteering to lead an activity for all of us to join in. The meetings are enjoyed by all. After, a historically uncertain time in our school (pre2019) colleagues believe that having protected time to come together and connect as a staff team with a focus on wellbeing was beneficial and will remain a priority for us. Colleagues enjoy and value the opportunity to come together in a relaxed format. *Throughout this difficult working year, the effort that has been maintained by our staff and senior leadership team has been outstanding. The empathy and consideration for others has been obvious through the different conversations and online activities that have been organised to support staff wellbeing even after we were unable to meet together as we had planned at the start of the year. The ethos in the school is very supportive amongst staff and this is evident during wellbeing meetings. There has been a good mix of activities such as mindfulness, quiz, and meditation during our staff wellbeing meetings. It has been a great opportunity to bring the staff team together to learn and experience the passions, skills and interests from each other.*

Emotion Works Recovery Programme which all classes engaged with consistently throughout the year as this linked directly to Covid and lockdown. All teachers found this a useful resource to support the children and ensure a consistency of approach for all of our families. Going forward pupils will need reminded of the language of Our Minds Matter to re-familiarise before they are ready to progress.

#### IP2

The majority of children engaged with online learning over the school closure period in January - March. Almost all families were engaging with school every week during this time.

Children have become more confident in the use of ICT and in particular GLOW and Microsoft Teams. It evident that skills have developed through in school documents and presentations.

The use of Seesaw app in ASC and Early Years has enhanced communication links with home and continued when children returned to school.

The use of SWAY allowed for learning to be presented to learners in a creative way. The skills developed by staff through SWAY have transferred to daily teaching and learning in school.

Children who have required to isolate, are on an Approved Flexible Package or absent due to illness have continued to be part of planned remote learning that is supportive and successful for continuing links with class and learning.

#### IP3

Almost all of the children enjoy explaining the importance and their understanding of LI and SC. However, a minority of teachers feel that their children are less confident in knowing what to choose and explain for Feedback and Plenary.

February 2021 attainment data – refreshed the approach across all stages P1-P7 regarding the planned learning and balancing the planned times for peer socialising/reconnecting. Feedback from on our previous approach, was that the majority of P4-6 children told us there was too much “downtime”.

Prior to P1-3's March return and analysis of attainment data, indicated that we needed to shift our balance of learning through play to more planned opportunities for learning.

#### ELC

All staff have now completed food hygiene and paediatric first aid and are confident in their skills.

All staff have completed basic sign along training. The majority of staff are observed using this in practise.

High quality loose parts available inside and outside across all settings, from training and professional discuss highlighting the importance of loose parts.

Most learning walls are now transferred into floor books for children to reflect on their learning.

Quality observations – most observations now have 3 of the 5 required criteria.  
 PLJ's monitored formally twice this year and feedback given overall and individually.

**Next Steps:**

Our next steps will allow further actions and tasks to be undertaken to ensure evidence can be gathered and the impact measured.

Linking with Cluster plan with a particular focus on P6s and P7s and Our Minds Matter funding (more detail to follow in August).

To continue the success of children knowing and demonstrating our values, we now need to create an initiative that formally involves our families, in being knowledgeable of our values and being informed when their child is celebrated/recognised.

Introduce the work of UNCRC across ELCs and whole school and how it lends itself to linking to our values.

There is a need to now focus on assessment across the school. Curriculum planning new formats to be shared and utilised by all from start of next session.

Continue to prioritise the language of learning across the school.

Create a refreshed curriculum rationale – collegiate activity and discussion regarding the fundamentals of curriculum making and the refreshed curriculum narrative.

Balance of learning through play in early years classes and opportunity for more direct teaching as part of our next phase of recovery.

Continue to measure impact and adapt interventions as necessary to ensure individuals or cohorts involved are making expected progress. Ensure where possible all staff are involved in gathering evidence for interventions.

Through planning and tracking meetings continue to support and challenge staff to ensure all children are working at the appropriate level and making appropriate progress from prior levels of attainment.

Continue to engage with parents through GLOW platform. A more focussed and individualised Homework approach would allow for the success of remote learning to continue.

In our ELC's, PLJ's have been monitored formally twice this year and feedback given both overall and individually. Staff had input at the November INSET around quality observations. Comparatively, almost all observations in PLJ's now contain 3 of the 5 criteria for a quality observation. Staff still need to refer to the tracker to support identifying next steps in learning.

Further support and training on the updated Communication High 5 strategies needs to continue, as strategies are not fully embedded partly due to the new staff team.

**Attainment of Children and Young People**

		Maths and Numeracy	Listening and Talking	Reading	Writing
P1	Inc ASC	73%	62%	64%	64%
	No ASC	77%	65%	67%	67%
P2	Inc ASC	60%	50%	48%	48%
	No ASC	65%	54%	51%	51%
P3	Inc ASC	71%	80%	77%	74%
	No ASC	76%	85%	82%	79%
P4	Inc ASC	67%	63%	63%	63%
	No ASC	78%	73%	73%	73%
P5	Inc ASC	67%	74%	69%	62%
	No ASC	74%	83%	77%	69%
P6	Inc ASC	45%	40%	40%	40%
	No ASC	58%	52%	52%	52%

P7	Inc ASC	59%	57%	57%	56%
	No ASC	65%	63%	63%	61%
<i>P1,4,7</i>	<b>Inc ASC</b>	<b>66%</b>	<b>61%</b>	<b>61%</b>	<b>61%</b>
	<b>No ASC</b>	<b>73%</b>	<b>67%</b>	<b>68%</b>	<b>67%</b>
All	Inc ASC	63%	61%	60%	58%
	No ASC	70%	68%	66%	65%

The skills for higher order thinking were identified as an area for improvement. The majority of children were unable to interpret a text, which therefore impacted negatively on their comprehension. This also links to listening and talking skills which need to be discretely taught so these can be applied across the breadth of our curriculum.

Our attainment within writing is still low, but this session the implementation of the model for improvement and daily writing has resulted in a more confident approach by both children and teaching staff.

There is an increase in maths and numeracy attainment.

Linking to improvement priorities for next session, all teaching staff will engage in the creation of our refreshed curriculum rationale, further streamlined planning and assessment as well as undertaking collegiate activity around assessment and moderation.

As part of the collegiate agreement, there will be monthly opportunities for staff to engage in higher order thinking sessions which will enhance their own professional knowledge and judgement and share good practice. To support a consistent and progressive approach in the teaching of reading skills across the stages, an active literacy approach will be adopted in the new school year. This will link closely to the work staff will undertake around higher order thinking.

Practitioners leading learning across the early stages have adopted a play-based approach and progressed this through professional learning. It is evident from Trams data that the current approach requires more rigour to support and enhance the attainment across the early years.

There have been gaps identified in all ELC provisions in the baseline data of children's gross motor skills. This can be partly attributed to the pandemic restrictions and lack of opportunities over the past year. A priority in the new school year will be children's experiences and focus the staff team on the development of basic movement competence.

#### **Evidence of significant wider achievements**

The P7 outdoor experience replaced the annual residential trip, the cohort developed skills in teamwork, risk taking and resilience in an outdoor context, whilst pushing their boundaries. This also supported transition. P5 pupils re-established a link with the local care home to send messages of support to residents who could not enjoy visits from their loved ones. The local MSP recognised and commended our P5s in Parliament. Our Benarty Gatherings (whole school assemblies) have been able to continue via Microsoft Teams, this has enabled us to still celebrate the wider achievements of the children.

#### **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)**

	Percentage of children engaging daily (collated each Friday) online learning	Percentage of children engaging daily with learning packs and telephone/email contact with each family (collated each Friday)
<b>Week 1</b>	71	80
<b>Week 2</b>	72	98
<b>Week 3</b>	72	97.3
<b>Week 4</b>	72	82
<b>Week 5</b>	57	72
<b>Week 6</b>	65	81.6
<b>Week 7</b>	60	63
<b>Week 8</b>	60	63

MS Teams meetings were organised by HT to regularly bring together staff teams to discuss aspects of our recovery work. Small groups within the overall team inclusive of mainstream teachers and PSAs, ASC teachers and PSAs and both teams from Dunmore Nursery and Benarty Nursery classes. The staff groups discussed plans

in initial meetings then subsequent meetings were a platform to share progress, impact and identify shared challenges and solutions.

Teaching staff agreed that they would plan and deliver a sequence of live lessons each day. This was in recognition and our response to the challenge's families faced in the first lockdown, we wanted to place the teacher at the centre of online teaching, opposed to our previous approach that leaned more towards online learning.

Daily and weekly analysis of engagement percentages identified children and families that we needed to make contact with, to offer support and identify and subsequently remove barriers to engagement. Timely and frequent calls to families also informed us of parental views, as well as email communication and if identified as a concern of non-engagement of remote learning and little or no communication with us. DHT, Gordon Anderson, visited these families on a weekly basis.

Parental views were formally sought on a weekly basis, through completion of a Forms brief questionnaire.

Pupil voice was strong through three daily live interactions with their class teacher and prior to return of ELC and P1-3. Regular online contact with PSAs. "Bubble children" our children of keyworkers and our invited VIPs had time to talk every day they attended.

February 2021- one to one tracking and attainment meetings took place with each class teacher, Mr Anderson, DHT and HT, "gaps" were identified, professional dialogue regarding each learner took place and discussion of targeted interventions planned.

On the return of P1-3 children a revised recovery approach was shared and agreed, with targeted interventions for those learners where significant gaps had been identified. Similar approach was discussed and agreed for implementation on the return of our P4-7 children.

Timeline in place to analysis data to enable evidence of progress/impact early next term, midterm and end of term.

Parents have become comfortable in participating in MS Teams planning meetings for their children.

The sharing and discussion of attendance data across the school/setting and consider best approaches to supporting individuals back to school/ELC.

We met with several families before term 4, to support return of children of families most anxious about the global pandemic and their fears of their children returning to school/ELC.

Feedback from families:

What went well?

*Videos are very engaging, everyday.*

*He is picking up on his phonics more.*

*Lots of appropriate learning uploaded in a timely manner, plenty of support and feedback from his class teacher  
All school work and teacher communication has gone well.*

*My child has been able to complete his work independently, after live lessons*

*My child has been enthusiastic and keen to take part in all of the work.*

*Numbers and writing have been good. It's nice to see some of what she is capable of and what she does at school. She has also been enjoying the online stories.*

What were the challenges?

*The internet was an issue at home.*

*I was very unorganised and had no note paper as home learning was a last-minute situation for us whilst isolating.*

*Mainly the lack on interaction, due to being stuck in the house, but my son really enjoyed the video his teacher personally sent to him telling him "Well done"*

*Me having to working alongside home-schooling and having a toddler at home is a challenge!*

*My Wi-Fi kept not working.*

*The gaps between tasks and getting him to hold focus.  
Knowing how much is age appropriate.... how many sentences for P1.  
Sometimes there are a few technical issues but I'm sure they will get smoothed out.*

**Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)**

Number of devices provided to support learning at home	82
Additionality in staffing	0

All devices were allocated as soon as the school received them. If families required technical support, we offered this over the phone and/or a visit to the school car park if they needed further practical support from staff.

We monitored online engagement daily and collated engagement levels on the Friday of each week, from this data we called parents of children that were not online and had supportive discussions around the reasons for non-engagement, we were then able to provide support to engage children for the following weeks.

**Attainment Scotland Fund Evaluation (PEF)**

**Progress:**

It was recognised that a setting such as a Nurture Hub would benefit our children who required enhanced planning to support them to settle back to face-to-face learning and school routines. We were able to target individuals based on previous tracking discussions with class teachers and PSAs, children and families during online teaching in the lockdown prior to Summer holidays

The Nurture Hub provided a welcoming and calming environment where children feel safe and secure. Breakfast is available every morning, adults, and children attune to each at the start of their day. Discussion are based around their wellbeing, affording staff and children the opportunity to build positive relationships based on the school values ASPIRE. We support health and wellbeing using the Emotion Works program, enriching learner’s emotional literacy and regulation strategies. In addition, the Nurture Hub provides outdoor learning, life skills and life-long learning opportunities. Social skills are taught through collaborative team games, stem activities and a range of loose parts play.

In term 2 we implemented intense targeted support to 5 identified learners who were showing signs of distress from the impact of the Covid 19 lockdown. An alternative structure to the day and curriculum was designed to suit all the individual needs. There was a strong focus on the well-being of the learners to develop their emotional literacy and regulation strategies through opportunities during outdoor learning. Strong links were made with PSS and examples of good practice was adapted to suit the individual needs of our learners, including the use of the Stop and Think scripts. These scripts had a positive effect on behaviours as it gave the learners the opportunity to use learned regulation strategies, preventing escalated behaviours. Due to these individual learners attending the Nurture Hub for intense support they all successfully transitioned back into their classes in term 3.

In terms 3 and 4 the role of the Nurture Hub evolved in response to the needs of the learners within the school. Identified groups/individual learners were timetabled access to develop social and emotional skills. Here they were given the opportunity to play collaborative games, complete Stem activities and access loose parts play.

**Impact:**

The Nurture Hub had a significant impact on almost all children who experienced the setting. especially when supporting around their transitions at particular times during the school day. Children and their families tell us that they are happier to arrive at school and spend time in the Nurture Hub before going into their class. They feel more settled and less anxious about the day ahead. Many learners will access the Nurture Hub after break, lunchtimes or during class time as part of their regulation strategy to prevent escalated behaviours and disruption across the school community.

The Nurture Hub has also supported a school refuser in returning to school. This learner has grown in confidence and built positive relationships with staff. The sustainability of the nurture hub will allow for the success to be transferred to the next school year and beyond.





School/Setting Name Benarty Primary and Dunmore Nursery

<b>NIF Quality Indicators (HGIOS 4) School Self- Evaluation</b>				
<b>Quality Indicator</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	satisfactory	good	good	
<b>2.3 Learning, teaching and assessment</b>	satisfactory	good	good	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	satisfactory	good	good	
<b>3.2 Raising attainment and achievement</b>	satisfactory	good	good	

<b>NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)</b>				
<b>Quality Indicator</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>	<b>Inspection Evaluation (within last 3 years)</b>
<b>1.3 Leadership of change</b>	5	5	5	
<b>2.3 Learning, teaching and assessment</b>	5	5	4	
<b>3.1 Ensuring wellbeing, equity and inclusion</b>	5	5	5	
<b>3.2 Securing children's progress</b>	5	5	4	

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<b>Care Inspectorate (within last 3 years)</b>	<b>Grade (if applicable)</b>		
	<b>2018 - 2019</b>	<b>2019 - 2020</b>	<b>2020-2021</b>
<b>Quality of care and support</b>	5	5	
<b>Quality of environment</b>	-	-	
<b>Quality of staffing</b>	-	-	
<b>Quality of leadership and management</b>	5	5	

## Session 2021 -2022 Improvement Plan

<b>National Improvement Framework Priority:</b> Improvement in attainment, particularly in literacy and numeracy				
<b>Focused Priority:</b> Develop professional knowledge of Conceptual Numeracy, to improve learning/teaching and raise attainment of numeracy.				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.3, 2.3,3.2 1.1, 1.2, 1.3, 2.4,				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
Increase every learner's understanding of conceptual numeracy, through quality teaching.  Every teacher being knowledgeable and skilled in this area of the curriculum.	Planned collegiate input from teacher colleague recently accredited by Fife's pedagogy team.  Peer moderation of the teaching of conceptual numeracy.  Professional reading by all staff	Lindsay Farmer, class teacher leading on pedagogy input, devolved responsibility of observation of peers teaching conceptual numeracy.  Each teacher  Each member of staff	Teacher observation and assessment.  Learner self-assessment.  Termly attainment and tracking meetings with SLT.	Professional learning presentation and dialogue will link to our collegiate calendar throughout next session.  Termly peer observation will be planned and discussed.
<b>Ongoing Evaluation</b>				

<b>National Improvement Framework Priority:</b> Closing the attainment gap between the most and least disadvantaged children and young people				
<b>Focused Priority:</b> Create a shared understanding that assessment and feedback are integral to learning and teaching and that assessment approaches need to capture progress in learning wherever it takes place.				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.3, 2.3, 3.1, 3.2 2.4, 2.6, 2.2, 1.1				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
<p>Effective use of assessment to identify where children are in their learning and plan appropriate next steps.</p> <p>For every child, assessment takes place as part of daily learning through watching and listening to children carrying out tasks, as well as looking at what they write and make and do and by considering how they answer questions.</p> <p>By May 2022, all children will have the opportunity to participate in planning how their learning will be assessed and what evidence will be gathered. All teachers will understand and feel confident</p>	<p>Assessment within BGE 2020/21 document as a basis for professional reading and dialogue</p> <p>Planned collegiate times to discuss assessment across all classes, to support and challenge thinking</p> <p>A member of the teaching staff will work within a leadership trio within the Local Improvement Framework Network to plan and deliver PL opportunities across the network. Key relevant</p>	<p>Working groups (name of staff and lead teacher will be agreed at In Service) and an attached SLT member</p> <p>LIF Network school representative, working in collaborations with colleagues across the LIF network and with members of the SLT.</p>	<p>Tracking of hard and soft data</p> <p>Views have been gathered from the LIF network attendees to identify network priorities. Participants will be asked to evaluate each session.</p>	<p>Between August 2021 and June 2022, there will be six one-hour LIF network meetings which the LIF representative will attend outwith the working time agreement. Key messages</p>

<p>in engaging with the moderation cycle and there will be a consistent approach to evidence-gathering and assessment across the whole school. This will, in turn, lead to increased teacher confidence in making summative assessment judgements. This will have a direct impact on the outcomes of all learners across the school. Children will be empowered partners in their learning and will become increasingly confident in discussing the what, the why and the how of their learning as well as being able to identify their next steps.</p>	<p>insights will be fed back to the whole school.</p> <p>Through completion of an online form, all teachers will engage in self-evaluation in order to identify key priorities for the coming session (feedback, evidence, assessment, rich tasks etc.)</p> <p>A one-hour PL session will focus on the key priorities identified through self-evaluation. The purpose of this session will be to share examples of effective practice (from within and/or outwith the school) and to make links with theory/national priorities etc. Colleagues will work with their stage partner/s to identify an example of effective practice they will apply and evaluate with their classes.</p> <p>A second session will focus on the Moderation Cycle – again examples of effective practice will be shared. Stage partners will be given the opportunity to work together to bundle relevant Es and Os and to identify key benchmarks for assessment.</p>	<p>Responsibility for generating the self-evaluation will be devolved across the teaching population. Key priorities will be identified directly from the feedback.</p> <p>All teaching staff will be given the opportunity nominate themselves to share examples of effective practice relating to the key priorities. All children will be involved in evaluating the strategies tested in their classrooms.</p> <p>Teachers will gather feedback from learners on how they would like to demonstrate their learning against the identified benchmarks.</p>	<p>Key messages will be shared across the Lochgelly and Beath clusters, increasing consistency of understanding.</p> <p>Clear baseline data will be gathered.</p> <p>Microsoft forms will be used to gather data and generate evidence which will be shared across the school.</p> <p>Evidence will be gathered from children to inform the design of the rich task.</p>	<p>will be shared across the school via email and during collegiate time within the WTA.</p> <p>By Sep 2021, all teaching staff will have completed self-evaluation which should take around 15 minutes and key priorities will be identified.</p> <p>PL session 1 – September 2021</p> <p>PL session 2 – November 2022</p>
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	<p>A third PL session will focus on evidence gathering/planning for assessment, with the use of learning walls to support this process.</p> <p>Session four will focus on creating a success criteria rubric, assessing and moderating pieces of work. Teachers will be asked to evaluate the process to inform next steps. Stage partners will then bundle Es and Os and identify benchmarks for the next moderation cycle.</p> <p>Sessions five and six will repeat the moderation cycle.</p>		<p>Learning walls will be established consistently across the school to gather evidence.</p> <p>Moderation pieces and assessment rubrics will be gathered from across the school. Teachers and children will be asked to evaluate the moderation cycle and identify next steps.</p> <p>Moderation pieces and assessment rubrics will be gathered from across the school. Teachers and children will be asked to evaluate the moderation cycle and identify next steps.</p>	<p>PL session 3 – January 2022 (designing a rich tasks)</p> <p>PL session 4 – March 2022 (moderation)</p> <p>PL session 5 – April 2022 (planning a rich task) PL session 6 – June 2022 (moderation and evaluation)</p>
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<b>Ongoing Evaluation</b>

<b>National Improvement Framework Priority:</b> Improvement in employability skills and sustained, positive school-leaver destinations for all young people				
<b>Focused Priority:</b> Develop a refreshed Curriculum Rationale reflective of our context				
<b>HGIOS4 Quality Indicators</b>			<b>HGIOELC Quality Indicators</b>	
1.3, 2.3, 3.1, 3.2				
2.2, 2.7, 1.2				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success (Triangulation of Evidence)</b>	<b>Timescales</b>
Revisit our curriculum rationale to ensure it reflects our unique context.	Revisit all of teachers and PSA audit information from last two academic sessions.	Working groups name staff and lead teacher and an attached SLT member (agree at In Service)	Views and then alignment with Curriculum Making documents	Undertaken in Term1
	Collate and share our thinking of our <i>Refreshed Curriculum</i> (2019).			
	Audit views of families, children and stakeholders			
	Revisiting key themes with BtC3 to promote professional dialogue and implementation in every classroom			
	Implement a progressive pathway in teaching skills within all of Expressive Arts	Working groups (name of staff and lead teacher will be agreed at In Service) and an attached SLT member	Children's views and tracking of their experiences and outcomes	Fully implemented by Term 2
	Introduce a campus wide basic moves programme that every child will experience			

<p>Every learner will experience what they are entitled to through a coherent 3-12 curriculum. Every teacher will plan, deliver and assesses a broad general education to every learner, including well planned experiences and outcomes across the curriculum areas. This will include understanding of the world and Scotland's place in it and understanding of the environment.</p> <p>Further changes to our curriculum planning, to ensure that a progressive curriculum is being planned and tracked.</p>	<p>Plan IDL that encompasses all of the current professional thinking and recognises the four contexts for learning</p> <p>Planners modified from last sessions use and analysis.</p>	<p>Gordon Anderson</p>		<p>Fully implemented by Term 3</p>
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**Ongoing Evaluation**

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**Session 2021 -2022 Improvement Plan – PEF Plan**

## Appendix D – Pupil Equity Financial Plan Session 2021 - 2022

Attainment Fund Rationale	Amount of Fund		
<p>To skill all staff to respond to distressed behaviours of children and there be an identified area in each class that children can access. Children need to form bonds with a consistent school adult, we are keen to create a staff ration where each child can link with their class teacher, SLT and an identified member of the PSA team.</p> <p>What are your gaps?</p> <p><b>More detail to be agreed and added from August InService</b></p>			
Expected Impact	Interventions Planned	Measure of Success (Triangulation of Evidence)	Impact on learners Ongoing evaluation
<p><b>Intervention 1</b>  <b>What are we trying to improve?</b>            To improve the emotional wellbeing of a targeted group pf children.            Identified group to be supported by PSA trained in OMM positive relationship.</p> <p>Your aims should be specific and targeted i.e increase x to y by Z.</p>	<p>Max 200 words. How does this intervention tie in with your rationale?</p> <p><b>More detail to be agreed and added from August InService</b></p>	<p>How will evidence be gathered – data, views, direct observations?</p>	<p>What has been the impact?</p>



Cluster	School	Staff	Intervention	FTE	Amount		Staff Key						
							T- Teacher						
							PT - Principal teacher						
							DHT - Depute Head						
							PSA - Pupil Support Assistant						
							PSW- Pupil Support Worker						
							FL- Family Link						
							EP - Educational Psychologist						
							AD- Admin Support						

## Appendix E

### Name of Establishment

### Education Manager

### Standards and Quality Report Session 2020 - 2021

	Comments
Agreed adapted format for SQR 2020 – 2021 has been used	
Context table completed Shared vision and values shared	
<b>Improvement Work 2020 – 2021</b>  Progress noted Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc	
Clear impact shown for children and young people <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>	
Limited number of next steps identified	
Attainment overview/Achievement of a Level/Outcomes for Young People <ul style="list-style-type: none"> <li>Successes and gaps identified</li> <li>Destination trends (secondary)</li> </ul>	
Wider achievement – impact on children and young people (evidence of skills developed rather than a list of achievements/experiences)	
What has been the success and challenges of school closure period (school/class isolation, remote learning between January – March 2021) Evidence of <ul style="list-style-type: none"> <li>Expectations for remote learning</li> <li>Data for engagement levels</li> <li>Feedback received from all stakeholders</li> </ul>	
Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)	

<p>Attainment Scotland Fund Evaluation (PEF/SAC)</p> <p>Progress:</p> <p>Detail given of work/action which had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc</p>	
<p>Impact</p> <ul style="list-style-type: none"> <li>Quantitative or qualitative data to support this impact</li> <li>Written evaluatively</li> </ul>	
NIF quality Indicators are evaluated using six point scale (School)	
NIF quality Indicators are evaluated using six point scale (Nursery)	
Care Inspectorate Grades included (where relevant)	

### Improvement Plan Session 2021 - 2022

	Comments
<p>Are priorities identified supporting recovery?</p> <ul style="list-style-type: none"> <li>Do they cover school, ELC and ASC?</li> </ul>	
<p>Are relevant QI's identified for priority identified?</p>	
<p>Expected impact</p> <ul style="list-style-type: none"> <li>Is this focused on children and young people</li> <li>Is this written evaluatively</li> <li>Is this linked to data</li> </ul>	
<p>Strategic Action/tasks identified:</p> <ul style="list-style-type: none"> <li>High level</li> <li>Realistic</li> </ul>	
<p>Responsibilities</p> <ul style="list-style-type: none"> <li>Identified</li> <li>At all levels</li> </ul>	
<p>Measure of Success (including Triangulation of evidence)</p> <ul style="list-style-type: none"> <li>Is there evidence that evidence will be gathered from different stakeholders and through different ways</li> </ul>	
<p>Timescales</p> <ul style="list-style-type: none"> <li>Realistic</li> </ul>	