

Evidence of Significant Wider Achievement

- We have been successful in securing £5,000 of funding from Digital Xtra Fund to support the introduction and delivery of a coding club. This funding will support the development of computational thinking and coding skills. (Successful Learners and Effective Contributors)
- We have been successful in our Tesco Bag for Life grant application. This will guarantee a minimum grant of £500 and maximum grant of £1,500. This will be invested in purchasing coding resources for the school. (Successful Learners and Effective Contributors)
- We have been chosen as one of six Fife schools to participate in the SEIC Digital Connector programme. This will support us to embed a digital culture within our school. We have registered for the Digital Schools Award. (Successful Learners and Effective Contributors)
- Pitlessie participated in the Cluster Literacy project. 'Where Stars Are Scattered' was used as a shared text with all P7 pupils. Core literacy experiences were delivered in all cluster primaries. Learning from all pupils was then displayed at the High School for the P7 Information Evening. It is planned to develop this approach next session and then embed as part of our transition processes. Whilst this developed core literacy skills, it also provides a connection across the cohort for after the summer. (Successful Learners and Confident Individuals)
- Pupils in P7 took part in five P7 Transition Activity Days with pupils from Ladybank and Freuchie Primary Schools. These activity days challenged learners and used the context of outdoor education to build independence and resilience. It also provided the opportunity for some of our pupils to engage in the outdoors in ways they had not experienced before. We also saw children from across the schools begin to make connections – making the initial transition days at Bell Baxter less daunting for them. (Effective Contributors and Confident Individuals) The activity days included a:
 - Ranger session at Falkland Estate
 - Fordell Firs Activity Day
 - Water Assault course experience at Wild Shore in Dundee
 - West Lomond Hill Walk
 - Transition Football Match between Ladybank/Pitlessie and Freuchie.

Our Improvement Plan 2022~2023

This session our priorities are:

- Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.
- By May 2023, learners at Pitlessie experience a consistent approach to the structure of learning and teaching through the 4-part model. Staff and learners have a clear understanding of what high-quality learning and teaching looks like at Pitlessie.

We look forward to working with you on these priorities over the coming session.

A full copy of our School Improvement Plan and our Standards and Quality report are available on our School Website.

Many thanks,
Lesley O'Brien, Headteacher

Pitlessie Primary School Standards and Quality Report Summary 2021~2022 and School Improvement Plan 2022~2023



“Learn, Achieve, Succeed!”

**Honesty
Kindness
Respect
Positivity**



What has been the outcome and impact of our 2021~2022 Improvement Priorities?

Increase pupil and staff engagement in digital technologies to support the development of digital skills for learning, life and work.

What we did:

- An audit of resources at the start of the session identified key gaps in our provision. These centred around hardware with flexible assistive features to support our attainment gap and resources to develop computational understanding. Four iPads were purchased at the start of the session with a further two purchased in May. A donation made to the school also allowed us to buy a Lego Boost. A shortlist of further resources was created and prioritised. Funding streams were then identified.
- All staff have engaged in CPD training to develop their own digital skills for learning. These have included for example but not exclusively:
 - Office 365 – assistive features
 - ZU3D
 - Barefoot - coding
 - Effective use of iPad in the classroom
 - Chatterpix
 - Call Scotland – using technology to support children with ASN
 - Thinglink
 - Clicker 8 training
 - Lexia
- The children have not previously engaged significantly with the development of computational thinking. Mrs Latto has led P4-7 in the use of Lego Boost, Barefoot and Scratch. The focus has been on the development of block coding skills. P1-4 have been engaging with Scratch Junior.
- Pupils in P4-7 have been trained to use Office 365 through Glow. Targeted children have received a specific focus on using the assistive features within Office 365 and Word specifically. Children in P4-7 are skilled at using Office 365 and share their files through One Drive with their teacher daily.
- The assistive features on the iPads have been used to support our younger learners – for example read aloud and talk to text functions.

What improvements were made?

- All families have connected with the Seesaw App and we have regular engagement from all families. At parents' request, we have enabled the comment function – allowing families to engage with their children's learning on the app when appropriate.
- All parents and carers agreed that they received regular, helpful feedback about their child's learning via Seesaw, with 40% strongly agreeing.
- All parents and carers felt that developing digital skills for learning, life and work was important for the children with the majority (80%) saying that this was very important.
- Each staff member reported that their confidence in teaching digital technology had increased this session, as had their confidence in using it as part of learning and teaching.
- There is strong evidence of the commitment of staff to undertake CPD and then embed these skills in the classroom in learning and teaching. All staff have undertaken new learning in digital skills for learning, life and work and then subsequently used these with the children in class
- *During Learning Partnership, all children were able to speak about how they use technology as part of their day-to-day learning, for example by sharing documents with their teacher on Glow.*

- We have been successful in securing £5,000 of funding from Digital Xtra Fund to support the introduction and delivery of a coding club. The initial part of the grant will allow us to purchase 11 iPads giving us a ratio of one child to one device.
- We have been successful in our Tesco Bags for Life grant application. This will secure us a minimum grant of £500 and maximum of £1,500

Children experience a broad and coherent BGE with a focus during the recovery phase on literacy, numeracy and health & wellbeing across learning. Effective tracking and monitoring supports pupil progress.

What we did:

- We reintroduced Fife Workshop for Literacy planning and assessment systems. Both classes used WfL pyramids, planners and RfU to reflect upon assessment. Children are at the early stages of being involved in using the pyramids to evaluate and assess their progress.
- We reintroduced Fife Conceptual Numeracy planning and assessment systems. Both classes used Conceptual Numeracy pyramids and planners and RfU to reflect upon assessment.
- We introduced a three-year rolling Health and Wellbeing programme.
- RSHP programme was introduced and shared with parents and carers. All children undertook retrospective learning to ensure that by the end of the session all pupils had experienced all key learning corresponding to their age and stage.
- We have introduced a three-year rolling programme for our Broad General Education. This was personalised to Pitlessie's context, making the most of opportunities to embed learning in our local, rural context.
- We have created a draft Curriculum Rationale to reflect the amendments made to our curriculum this session. This will be reviewed again next session.
- Termly tracking and monitoring meetings took place. BASE and SNSA data, both current and historical, was reviewed alongside current CfE declarations and predictions. Individuals were reviewed and amendments made to predictions.
- An assessment toolkit was created which identified agreed assessment resources to be used at Pitlessie at a universal, additional and intensive level. Timelines for key assessment pieces were identified and agreed.

What improvements were made?

- There is now consistency in the approaches used to plan for learning and teaching across the curriculum. Pitlessie now uses the core Fife approaches including Workshop for Literacy, Conceptual Numeracy and the PICT planners.
- Assessment information has begun to be gathered across the academic year supporting initial approaches to embedding moderation within school in Literacy and Numeracy.
- We have undertaken a significant amount of change to planning and assessment processes this session.
- All staff felt that change was managed effectively, with 40% strongly agreeing. All staff felt that the demands made on them were manageable with 40% again agreeing strongly.
- Each staff member reported that their confidence in using standardised data such as SNSA or Base had improved this session.
- All staff stated that their confidence in declaring achievement of a level had increased. They were aware of the different assessment tools they could use to assess progress by using the Assessment toolkit.
- There has been a direct impact on our children's attainment with a number of predictions being shortened to reflect greater confidence in declaration of a level.

This is a summary of our Standards and Quality report. You can find a full version on our website.