

**Learning Partnership Report/Extended Learning Partnership
Session 2023 - 2024**

School: St Monans Primary and Nurseries	Date of Visit: 3rd October '23
<p>LP Members:</p> <p>Kate Balsillie, Headteacher Guardbridge and Strathkinness Primary Schools Korina Brocklebank, Principal Teacher, St Monans, Elie and Colinsburgh Primary Schools Ashley McBain, Headteacher, St Monans, Elie and Colinsburgh Primary Schools Mark Pitblado, DHT Canongate and Kingsbarns Primary School Patricia Shafren, HT Canongate and Kingsbarns Primary Schools Emma Motion, Principal Teacher, Guardbridge and Strathkinness Primary Schools Rona Weir, Education Manager</p>	

<p>Overview of focus/format of LP visit:</p> <p><i>Focus priorities for the Extended Learning Partnership:</i></p> <p>QI 2.3 Learning, Teaching & Assessment: Engagement of Learners, High Quality Teaching, Use of Assessment QI 2.4 Personalised Support – Universal Support / Summary of Supports</p> <p>Methodology:</p> <p>Primary Classroom Observations (30 minutes) x 3 Nursery Observations and discussion x 2 Support for Learning Spot Check and Deep Dive x 1 Class Teacher Focus Group x1 Pupil Focus Group Numeracy P5-7 x 1(11 children) Pupil Focus Group Numeracy P2-4 x 1 (7 children) Pupil Focus Group Feedback Strategies P2-4 x 1 (6 children) Pupil Focus Group Feedback Strategies P5-7 x 1 (7 children) PSA Focus Group x 1</p>

Core Approaches within the school.	Yes	No
Workshop for Literacy principles are underpinning literacy teaching across the school and this was evident throughout the school	X	
*Element of WfL in practise along side use of Stephen Graham’s Creating the Balanced Reader and writer approached – further supported by Fife’s Writing Assessment pack		
Conceptual Numeracy principles are underpinning numeracy teaching across the school and this was evident throughout the school	X	
*Conceptual numeracy pedagogy in place along side use of Maths....No Problem Resource		

Strengths identified:***QI 2.3 Learning, Teaching and Assessment – Engagement of Learners, High Quality Teaching, Use of Assessment***

- The ethos and culture within the school and nurseries reflects a commitment to nurture and positive relationships.
- Almost all learners speak positively about their school and nursery experience.
- Children’s Engagement: During the classroom observations the following was observed:
 - Almost all learners in P3/4 were engaged in the learning with adult support as stated in their Summary of Support
 - Almost all children in P1/2 were engaged in teacher-led directed learning, with time to engage in exploratory play.
 - Almost all children in P5/6 were engaged at all times, with appropriate pace and purpose.
 - “Welcome to Primary #” class folders provide clear outlines of routines, classroom practices, supports for individuals’ needs, termly targets etc which helps to ensure children in the class experience greater continuity when different adults are working with them.
 - Teachers speak confidently about their ability to differentiate effectively based on their sound knowledge of children’s strengths and target areas, which is well informed by data.
 - Tracking of pupil progress within reading is detailed and Closing the Gap strategies are in place with impacts reviewed regularly.
 - Children demonstrate a good understanding of the resources which are there to support them in their learning.
 - Teachers report that collegiate work to streamline Numeracy planning is proving to be helpful. Planning is on a Block Target basis, which is thorough, differentiated and enables teachers to update the Record of Understanding (traffic lighting) on a frequent/ongoing basis. This is helpful in monitoring pace of learning. Teachers find the pyramids useful for their reference and guidance.
 - Most children were able to identify different type of feedback. Written feedback is particularly consistent in writing jotters. Some examples of peer feedback were evident.
 - Most children in focus groups and in classroom conversations were proud to talk about the progression in their literacy learning.
 - Balanced Reader Venn diagrams for ‘Decoding, Comprehension and Fluency and Phrasing’ are displayed in all classrooms for pupil reference, enabling them to identify their target aspect.
 - All parents receive regular updates on their children’s class’s learning through Learning Journals, See Saw (Nursery to Primary 2) and Glow (Primary 3-7). Children and parents are encouraged to access their individual child’s work on GLOW and to talk about it together.
 - Use of the Four-Part Model is being promoted for use across all classrooms.

QI 2.4 Personalised Support – Universal Support / Summary of Supports

- Children are experiencing a reduction in barriers to learning because targeted supports are being introduced into universal practice. In addition to this Summaries of Support are in place for all children who require them; these are included in each class's Classroom Folder for reference by professionals working in the class.
- Staff are clear on the pathways for supporting the school's learners with a clear, explicit remit for the Support for Learning team.
- All teachers speak confidently about their knowledge of the children's literacy needs, the supports needed and about children's progress.

Areas for Improvement/Planned Next Steps

QI 2.3 Learning, Teaching and Assessment – Engagement of Learners, High Quality Teaching, Use of Assessment

- Vision, Values and Aims were formed pre-Covid and are not well known by the majority of children. Children, staff and wider parent community to work to review and refresh these to build ownership and application.
- Consult with parents and children to inform the creation of a school Curriculum Rationale and rational for how we share children's learning.
- Establish pupil leadership committees to lead Digital Literacy, Outdoor Learning/Eco, Citizenship and Sports and Wellbeing (5 Ways to Wellbeing and School Sports Award)
- Introduce Pupil Focus groups at part of the school's Quality Assurance practices to garner pupil views of their experiences in their learning.
- Outline a starter Numeracy Position Paper/Rationale around the use of the Maths No Problem resource at St Monans Primary School (what we do/what we don't do and defining practices around this core resource), to be reviewed in a year's time.
- Build on work already undertaken to streamline Numeracy planning to extend into Literacy.
- Extend tracking of pupil progress across Literacy and Numeracy building on effective practice around Reading.
- Audit use of IDL across the school to understand time spent and impacts. Review this within school's Digital Culture approach.

QI 2.4 Personalised Support – Universal Support / Summary of Supports

- Build children's interaction with and knowledge of their own Summary of Supports
- Build parents' knowledge of and input into Summaries of Supports (e.g. through additional time at Parents' Evenings)
- Reflect upon the use of targeted digital supports and ensure that these resources/approaches are reflected appropriately within Summaries of Support
- Devise shared school rationale for feedback processes across the school, drawing together existing good practice and reflecting upon range of approaches used (Peer, verbal, written etc) and how this progresses as children move through the school.
- Build upon PSAs involvement in staff meetings to reintroduce a timetable of PSA meetings
- Continue to extend process of Proactive Management Plans to build ownership and knowledge of all children who support individuals with PMPs.

Headteacher: Mrs Ashley McBain