Education – Improvement Planning Document

Establishment Name: | Moorfoot Primary School, Nursery Class and Garvel Deaf Centre

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Signatures:

Head of Establishment	Alison Irvine	Date	June 2021

Development Officer	Elaine McLoughlin	Date	June 2021

Our Vision, Values and Aims

Our Vision:

We are a five star school. We strive for all learners to achieve success and be equipped with the skills and knowledge to make the best life choices. Learners will be enabled to lead happy, healthy and fulfilling lives where they can effectively contribute to society, showing respect and tolerance towards others.

Our values:

Our school values are integral to our school ethos and culture. They are known and referred to by our pupils. We have five school values. We promote our school as a "**five star school**".

- Try your best
- Be kind
- Be fair
- Look after your school
- Be safe

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Our Aims:

- ❖ To develop an open, welcoming and caring school in which all children feel safe, healthy, active, nurtured, achieving, respected, responsible and included.
- ❖ To create an environment which reflects our school values
- ❖ To build strong collaborative partnerships with parents, carers, families and the local community.
- ❖ To provide a broad, balanced and creative curriculum which meets the unique needs of Moorfoot Primary School pupils.
- ❖ To provide high quality learning experiences in every classroom
- ❖ To provide staff with high quality staff development and professional learning to enhance practice
- ❖ To meet the needs of all and ensure equity for all learners
- ❖ To promote the life-long learning of all staff, pupils and stakeholders, by sharing and developing a learning culture throughout the school community.
- ❖ To promote diversity and empower individuals to flourish and thrive regardless of, sex, age, disability, gender, race or religion.
- ❖ To include all members of the school community in the process of school improvement and self-evaluation.

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session	2020-2021
	2021-2022
	2022-2023

Overview of rolling three year plan

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National Priorities	Session 2020-2021	Session 2021-2022	Session 2022-2023
Improvements in attainment, particularly in literacy and numeracy	**HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT**: Focus on differentiation Use of Literacy and Numeracy progression pathways to inform planning, to be utilised across the school. Develop planning, tracking and recording within the Nursery Class. **NUMERACY:** Embed use of SEAL throughout the school and Nursery Class. Ensure pupils are proficient in accurate recall of the four basic number operations.	**HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT**: Focus on feedback and high quality questioning. Continue to develop use of differentiation. Increase in number of pupils "exceeding expectations" in literacy and numeracy. Embed use of literacy and numeracy progression pathways and build staff confidence in utilising fully through moderation of planning. Further develop planning, tracking and recording within the Nursery Class **NUMERACY:** Continue to embed SEAL at Early Level in ways which best suit the needs of learners (through play based activities) Provide pupils with daily practice in single step and multi-step word problems in numeracy.	**HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT**: Embed use of high quality feedback/questioning and use of differentiation. Increase in number of pupils "exceeding expectations" in literacy and numeracy. Explore progression pathways in other curriculum areas Review short and medium term planning across the school and Nursery Class. **NUMERACY:** Word problems and application of learning

LITERACY:	**LITERACY:**	**LITERACY:**
Continue to improve reading comprehension, particularly at P4 and P5 stages through Reflective Reading approaches.	Improve learners' reading comprehension to include explicit teaching of reading comprehension skills, particularly at First Level.	Reading comprehension: continue to embed and develop.
Continue to develop approaches to phonics/spelling using North Lanarkshire resources to include P6 stage.		Develop reciprocal reading approaches at all stages.
	Revisit/ approaches to phonics/spelling using North Lanarkshire resources up to Primary 6 stage.	Revisit/ approaches to phonics/spelling using North Lanarkshire resources up to Primary 7 stage.
	Introduce decodable readers at Primary 1 and Primary 2 stages and as an intervention to learners from P3 to P7.	
	Revision of Core Writing Skills across the school but particularly at First Level stages.	Review Writing Programme.
Further develop a reading culture across the school.	Continue to develop reading for pleasure across the school and Nursery Class.	
PLAY PEDAGOGY:	**PLAY PEDAGOGY:**	**PLAY PEDAGOGY:**
Raise awareness of Learning through play.	Take forward play pedagogy at Early Level.	Further develop play pedagogy at Early Level.
MODERATION:	**MODERATION:**	**MODERATION:**
Embed moderation process at all levels. Enhance the moderation process across level partners, school, cluster, local authority.	Fully implement the moderation process across the school/cluster/authority/inter authority. Focus on high quality assessments and "sharing the standard"/achievement of a level, particularly in Writing.	Embed moderation procedures withing the school. Across the cluster and across the authority.

	DIGITAL LEARNING: Further develop Digital Learning across the Nursery Class. **PARENTAL ENGAGEMENT:** Further develop ways of involving parents/carers in their child's learning. Review and evaluate planning, tracking and recording within the Nursery Class.	**DIGITAL LEARNING:** Continue to develop Digital Learning approaches and the use of digital technology to enhance learning. **PARENTAL ENGAGEMENT:** Review and evaluate our learning blog. Review and evaluate how well we involve parents in their child's learning.	**DIGITAL LEARNING:** Keep up to date with all Digital Learning initiatives and approaches **PARENTAL ENGAGEMENT:** Review and evaluate our communication methods with parents.
Closing the attainment gap between the most and least disadvantaged children	**PUPIL SUPPORT ASSISTANTS:** Targeted and responsive allocation of Pupil Support Assistants to ensure needs of all learners are met, particularly those who are "behind expectations". eg. Staff upskilled to encourage positive behaviour and self-regulation Staff upskilled to support learning and targeted interventions.	**PUPIL SUPPORT ASSISTANTS:** Targeted and responsive allocation of Pupil Support Assistants to ensure needs of all learners are met, particularly those who are "behind expectations". eg. Staff upskilled to encourage positive behaviour and self-regulation. (Including the six principles of nurture). Revise and embed practice and delivery. Further upskilling of Pupil Support Assistants to support learning and targeted interventions. **ORACY SKILLS:** Develop oracy skills across the school and Nursery Class which will also include developing vocabulary.	**ORACY SKILLS:** Develop oracy skills across the school and Nursery Class which will also include developing vocabulary.

| Improvement in children and young people's health and wellbeing | **HWB PROGRAMME:** Review HWB programme across the school, making use of progression frameworks/e's and o's/ benchmarks.

Continue to promote social and emotional wellbeing through the Five Steps to Wellbeing

OUTDOOR LEARNING Explore "outdoor learning" throughout the school as part of the recovery process. Introduce "Loose Parts Play"

RIGHTS RESPECTING SCHOOLS Maintain Gold status RRS | **HWB PROGRAMME:** Update our HWB programme to include RSHP framework. Revisit PATHS.

Embed the Five Steps to Wellbeing within our school ethos, vision and values.

Improve the tracking of learner wellbeing

OUTDOOR LEARNING Further develop "outdoor learning" and "Loose Parts Play" through upskilling of all staff and sharing of practice.

EQUALITY AND INCLUSION: Celebrating Diversity whole school learning experience

RIGHTS RESPECTING SCHOOLS Maintain Gold status RRS | **HWB PROGRAMME:** Review/ Further develop our HWB programme

Review the tracking of learner wellbeing

OUTDOOR LEARNING Further develop outdoor learning and "Loose Parts Play".

RIGHTS RESPECTING SCHOOLS Maintain Gold status RRS |
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Improvement in employability skills and sustained positive school leaver destinations for all young people	SKILLS FOR LEARNING, LIFE AND WORK: Continue to implement DYW and staff awareness of skills to be developed with pupils.	SKILLS FOR LEARNING, LIFE AND WORK: Continue to implement DYW and staff awareness of skills to be developed with pupils. Staff to develop understanding of "Career Standard 3-18".	SKILLS FOR LEARNING, LIFE AND WORK:
	JOB VACANCIES Further develop pupil leadership at all stages.	JOB VACANCIES Re -establish pupil roles across the school as previously. Further develop skills and link to real life settings eg: online applications/CV/email/assessment centres.	JOB VACANCIES Further develop as previous session to include wider partnerships/virtual "work experience"
	FIVE STAR AWARD SCHEME: Create our Five Star Award Scheme	FIVE STAR AWARD SCHEME: Launch our Five Star Award Scheme	FIVE STAR AWARD SCHEME: Continue to develop and build
	STEM LEADER Young STEM leader Award (Pilot) Equip pupils with relevant technology skills for life, learning and work.	STEM LEADER Continue with Young STEM leader Award Scheme. Link to Cluster priority. Staff Training.	STEM LEADER
	INTERNATIONAL EDUCATION Raise awareness. Build on Foundation Level accreditation.	INTERNATIONAL EDUCATION Further develop partnerships through support from the British Council/further accreditation	INTERNATIONAL EDUCATION Further develop partnerships through support from the British Council.
	RIGHTS RESPECTING SCHOOLS Maintain Gold status RRS	RIGHTS RESPECTING SCHOOLS Maintain Gold status RRS	RIGHTS RESPECTING SCHOOLS Reaccreditation of Gold status RRS.

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NIF Priority

Closing the attainment gap between the most and least disadvantaged children

At Moorfoot Primary School our priority is to raise the attainment of every learner within our school but particularly those who may be disadvantaged as a result of the poverty related attainment gap. Our current role is 252.

Seventeen pupils (.7%) live in an area of SIMD bands 1 and 2.

- Thirty-three pupils (13%) have "free meal entitlement" (FME). This is a rise of over 60% from last year's figure.
- Forty-eight (19%) are recorded as having an "Additional Support Need" (ASN).

Across the school all learners are making progress in Reading, Writing, Listening and Talking and Maths with most making at least expected or better progress.

ADDITIONAL SUPPORT STAFF

We aim to identify and address barriers to learning for all learners across our school. We aim to minimise exclusions and critical incidents. PEF funding has allowed us to employ additional Support Staff to support pupil behaviour and learning:

Continued downward trend in number of exclusions across the school. Zero exclusions over past two sessions

Reduced number critical incident forms submitted to HQ this session.

Observations/feedback from staff and pupils indicate fewer disruptions to learning in classrooms.

Support Staff supporting with revision and consolidation in literacy and numeracy.

Support Staff have undertaken training in relation to "escalators and de-escalators".

Session	Exclusions/Openings
2020-2021	0
2019-2020	0
2018-2019	4
2017-2018	4
2016-2017	17
2015-2016	5
2014-2015	12
2013-2014	10

DIGITAL EQUITY

During periods of remote learning, we ensured all families had access to devices to allow participation in synchronous and asynchronous learning.   We liaised with third sector organisations and were supported through laptop donations from our school community. Online videos were made available to parents to provide guidance and support to access online platforms.

HIGH QUALITY LEARNING,TEACHING AND ASSESSMENTAND METACOGNITION (Learning how to learn)

All staff share learning intentions and success criteria with learners.

Almost all staff co construct success criteria with pupils.

Some staff are exploring the use of feedback.

Pupils refer to frequently about their learning and making use of the school's "five learning dispositions". Pupils indicate the "learning dispositions" helped during remote learning.

PEF spend available £ C/F: £35,558 + £26,954 (21/22) + £4,04315% SG TOP UP = £66,555	PEF spend 2021/22 planned £ 62,571.18	Difference: £6983.82

Rationale:

Of the learners impacted by poverty, a targeted number show low levels of engagement and focus when undertaking independent learning tasks.

These identified learners exhibit low levels of self-regulation which impacts on relationships with peers and their sense of emotional   wellbeing.

Positive impact of this intervention from previous sessions.

Project / priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes) Who? By how much? By when? What?	Timescale	Details of spend (Intervention) What will you buy to meet the outcome and how much it costs	How will you evidence improvement? (Measures) Where and what will you see
To show increased engagement in learning of a targeted group of learners from 1/2 on the Leuven scale of involvement to 3/4 by June 2022. To show increased levels of learner wellbeing of a targeted group of learners from 2/3 on the Leuven Scale of wellbeing to 4/5 by June 2022. To show continued downward trend in number of "school based critical incidents" involving targeted pupils by end June 2022.	Aug '21 to June '22 Reviewed during Termly Reflection Meetings GIRFEC Meetings Daily informal interactions with pupils and PSAs.	Staffing Costs April to July 2021: £2079.95 Staffing costs August to June 2022 Approx : £38 000 Additional 45 hours PSA support from staff who are trained in de-escalation strategies and use restorative approaches. 3 additional staff @ 10 hours 1 additional staff @ 15 hours Further 10 hour PSA support from October 2021 to June 2022 1 additional staff @ 10 hours 1 additional staff @ 5 hours	Baseline measures for targeted individuals on the Leuven Scale of engagement and Leuven Scale for emotional wellbeing show increasing levels. Teacher and PSA observations of identified learners indicate increased levels of focus and concentration when engaging with learning. Continued downward trend in "in house" critical incident records. Reduction in number of pink "time for reflection" slips involving pupils being referred to SMT. Zero exclusions is maintained on school Seemis records.

Rationale: Of the learners impacted by poverty who are "on track" with learning, an average of 3.7% (Reading) and 7.4% (Writing) are working "beyond expectations" in comparison to 19% (Reading) and 26% (Writing) for those learners in SIMD bands 3 to 10.

Of the learners impacted by poverty and have an additional support need, we are looking to accelerate their learning through targeted support and deliberate practice to secure improved outcomes.

Project / priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes) Who? By how much? By when? What?	Timescale	Details of spend (Intervention) What will you buy to meet the outcome and how much it costs	How will you evidence improvement? (Measures) Where and what will you see
Targeted learners who are "beyond expectation" in Reading will increase from 3.7% to at least 10% by June 2022. Targeted learners who are "beyond expectation" in Writing will increase from 7.4% to at least 15% by June 2022. Targeted learners who have an additional support need will have overtaken at least 90% of their individual planned literacy outcomes within the given timescale.	Aug '21 to June '22 Reviewed during Termly Reflection Meetings GIRFEC Meetings Daily informal interactions with pupils and PSAs. Collegiate Planning meetings	Through additional training, PSAs will provide additional support for learners, ensuring regular opportunities for deliberate practice and consolidation of writing, phonics and spelling. This includes the purchase of additional pupil resources. Toe by Toe (20 @£28.00) £ 560 Stareway to Spelling Manual (20 @£17.00) £340 Word Wasp/Hornet (20 @ £12.50) £250 Literacy Toolkit (No cost) Phonics/Magnetic boards Additional resources: £1150 Training for PSAs in use of above resources, to be provided by designated Class Teacher. Cover required for class and planning time for Class Teacher (Number of days TBC) £2000. TBC Class Teacher to have responsibility for organisation, delivery and review of staff training (0.2 PT enhancement) TBC £1000	During practice sessions, targeted learners' show ability to write independently and spell an increasing number of the most common 100 words. Targeted learners will show increasing levels of independence when applying phonic skills and decoding skills when tackling reading and writing tasks. Feedback from targeted learners will indicate increased levels of self confidence.

Rationale:

Of the learners impacted by poverty, less than 4% are working "beyond expectations" in Numeracy in comparison to 29% of those learners from SIMD bands 3 to 10.

Observations and staff feedback indicate difficulties of targeted learners in fluency in recall of number facts and processes.

Targeted learners require additional support to apply their learning when tackling word problems and in unfamiliar contexts.

Project / priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes) Who? By how much? By when? What?	Timescale	Details of spend (Intervention) What will you buy to meet the outcome and how much it costs	How will you evidence improvement? (Measures) Where and what will you see
Targeted learners who are "beyond expectation" in Numeracy will increase from less than 4% to at least 12% by June 2022. Through additional training, PSAs will provide additional support for learners, ensuring regular opportunities for deliberate practice and consolidation of number facts, number processes, phonics and spelling. This includes the purchase of additional pupil resources.	Aug '21 to June '22 Reviewed during Termly Reflection Meetings GIRFEC Meetings Daily informal interactions with pupils and PSAs. Collegiate Planning meetings	Purchase updated core maths resources which link to new methodologies and approaches, SEAL and the Numeracy Progression pathways. Core resource to be used across the school. Leckie: Primary Maths for Scotland £2661.23 PSA to support as indicated above following training: SEAL (no cost) Numeracy blueprints (No cost) Power of Two Manuals: 40 @ £22 £880	Class Teacher/PSA observations indicate increased fluency and accuracy of number facts by targeted pupils. Learner conversations show improved understanding of number concepts and processes and the ability to explain their thinking. Classroom observations and learner conversations show learners tackling number word problems with increasing confidence and increasing levels of challenge Class teacher observations show increased levels of confidence of targeted learners when engaged in learning.

Rationale:

A targeted group of Primary 2 learners, impacted by poverty, have failed to make expected progress in reading and find difficulty blending and decoding unseen words in text.

A group of targeted learners at P4, 5, 6 and 7, who have been impacted by poverty, have failed to achieve expected levels of attainment in Reading.

Their ability to decode and "break down" words has impacted on independent writing and spelling skills.

A targeted group of Primary 4 learners impacted by poverty are failing to achieve expected levels of attainment in Reading with less than 17% working "beyond expectations".

The importance of reading comprehension and gains to be made for learners as indicated in EEF Guidance.

Project / priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes) Who? By how much? By when? What?	Timescale	Details of spend (Intervention) What will you buy to meet the outcome and how much it costs	How will you evidence improvement? (Measures) Where and what will you see
Almost all targeted learners at P1 and P2 stages will recognise and read all initial consonants, double consonants, blend CVC and CVCC words by June 2022. At least 14% of the targeted pupils from P4,5,6 and 7 will be "on track" in Reading by the end of June 2022. Targeted learners working beyond expectations in Reading at Primary 4 will increase from just below 17% to at least 33% by June 2022.	Aug '21 to June '22 Reviewed during Termly Reflection Meetings GIRFEC Meetings Daily informal interactions with pupils and PSAs. Collegiate Planning meetings	Introduce "Dandelion Launcher" reading scheme in Primary 1 for new readers and as reinforcement/consolidation and "catch-up" for First/Second Level targeted learners. £2000 I Books? Additional resources from the scheme being considered for targeted learners. £1000 TBC "Cracking Comprehension" resource to support explicit teaching of reading comprehension skills as a whole class approach. Focussed input from Classroom Support/Recovery Staff to target individual learners/groups of learners. Additional classroom based resources Total: £1000	In class reading records, Primary 1 and 2 Class Teachers indicate increased levels of fluency of early readers. Individual phonic checklists for targeted learners show firm grasp of all covered phonemes. Observations of targeted learners, show learners are successfully tackling "unseen" texts independently. During reading sessions, targeted P4 learners show increased understanding of a variety of texts. During learner conversations, targeted P4 learners can talk about reading comprehension strategies.

Rationale:

EEF Toolkit indicates oral language interventions may result 7month average additional progress for targeted learners, impacted by poverty.

Project / priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes) Who? By how much? By when? What?	Timescale	Details of spend (Intervention) What will you buy to meet the outcome and how much it costs	How will you evidence improvement? (Measures) Where and what will you see
By identified dates all pupils who have been impacted by poverty will have overtaken at least 90% of their individual planned Oracy Framework targets within the given timescale.	October 2021 to June 2021	Input from Voice 21 Project (Webinars) Initial costing £600.00 Professional reading resources for staff: £400.00 HT (Joint Lead of Oracy Project) to work with targeted pupils to support the development of oracy skills and self confidence with close reference to the Oracy Framework.	Comparison of baseline observations and end of year comparisons from targeted learners show greater understanding of what high quality talking and listening looks like, sounds like and feels like. (Create set criteria based on Oracy Framework to focus on physical, linguistic, cognitive and social /emotional skills) Monthly learner conversations with HT and targeted learners shows learners can talk with increasing detail and insight about effective talking and listening skills. Feedback from Class Teachers indicates targeted learners are contributing more fully to discussion during learning.

Rationale:

Of the children who have been impacted by poverty and have an additional support need we are looking to accelerate progress through use of PEF to support Literacy, Numeracy and Health and Wellbeing.

Project / priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes) Who? By how much? By when? What?	Timescale	Details of spend (Intervention) What will you buy to meet the outcome and how much it costs	How will you evidence improvement? (Measures) Where and what will you see
By identified dates all pupils who have been impacted by poverty and who have an Additional Support Need will have overtaken at least 90% of their individual planned outcomes within the given timescale.	September 2021 to June 2022	Upskilling staff in the use of BSL (Level 3) Cardonald College 4 staff @£499. If course doesn't run due to low numbers there may be capacity for tutor to come to school. £2000 Solar Bear Theatre Company workshops: 1 Taster workshop £150 Block of 11 weekly sessions: £1650 DYW / Role model opportunities: Punk Chef: Costs TBC Deaf Vet: Costs TBC Dr Audrey Cameron: Science workshops Outdoor Centre experience £1000 approx TBC	Class Teachers and PSAs see children engaged in learning in learning environments. Written examples of learning show progress in individual literacy and numeracy targets. Observations show targeted learners more able to communicate with a wider range of staff. Learner conversations indicate increased understanding of opportunities relating to study/training or employment in the future.

Rationale:

Access to digital learning is often compromised as a result of poor connectivity across the school.

Project / priority (details of what you are doing and who you are targeting with additional intervention) (Outcomes) Who? By how much? By when? What?	Timescale	Details of spend (Intervention) What will you buy to meet the outcome and how much it costs	How will you evidence improvement? (Measures) Where and what will you see
100% of learners across the school will have school access to a range of digital learning experiences by June 2021.	By June 2022	£5000 towards cost of Wi-Fi across the authority	Teacher Forward Plans indicate digital lessons which include high quality, readily available, internet access.

Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy

NIF Driver	HGIOS?4	Other Drivers
Teacher professionalism	3.2 Raising attainment and achievement	HGIOELC?
Assessment of children's progress	2.3 Learning, teaching and assessment	2.3 Learning, teaching and assessment
Performance information	2.5 Family learning	1.4 Leadership and management of practitioners
		RRS
		Article 28: (Right to education):
		Article 29 (Goals of education):

Expected outcomes for learners which are measurable or observable

- SMT monitoring of learning and teaching reflects the set criteria for a "five star" lesson.
- Monitoring shows ICT is used effectively and confidently with increasing skill and expertise.
- By June 2022, staff feedback indicates improved understanding in how to develop oracy skills from baseline taken in June 2021.
- Staff can articulate why oracy skills are important in raising attainment and improving life chances of learners.
- Pupils at P7 are involved in debates with other schools across the authority.
- ACEL data is at 90% or above at P1, 4 and 7 for all four areas: Reading, Writing, Listening/talking and Numeracy.
- Attainment data indicates increase in attainment from June 2021 predictions, at First Level (Primary 4) in Reading, Writing and Numeracy
- Increase in number of pupils who are "beyond expectation" at P1, P4 and P7 stages..
- Increased number of pupils at Primary 6 are "on track" with their learning in Reading, Writing and Numeracy from data at June 2021.
- Teacher feedback indicates improved teacher confidence in explicit teaching of reading comprehension skills from baseline as at June 2021.
- Increased levels of fluency at Primary 1 and 2 stages in Reading.
- Observations show all pupils at Primary 1 and Primary 2 stages are actively decoding unseen words.
- School receives Reading Schools Award

- Targeted pupils in Primaries 2,3,4 and 6 are using core writing skills consistently in their writing.
- In Numeracy observations, feedback and data show learners have improved fluency and accuracy in the four number processes.
- Evidence shows pupils can apply learning in numeracy to word problems with increasing levels of challenge.
- Feedback at Termly Reflection/GIRFEC Meetings indicate all children are "on track" with learning or making at least a year's progress in their learning each session.
- Observations and Leuven scale measures, indicate learners show levels of engagement of at least 4.
- Examples of pupils' learning show expected progress or better.
- Teachers indicate improved confidence in understanding and delivery of metacognitive skills.
- Pupils show decreasing levels of frustration as they make use of metacognitive strategies and use their learning dispositions when they are "stuck".
- Pupil discussions about learning display growing understanding of metacognition.
- Primary 1 classroom shows elements of play pedagogy and staff can relay the rationale behind the practice.
- Professional dialogue and practice shows a growing awareness and understanding of the principles around "Realising the Ambition" document.
- Evidence from forward planners of Inverclyde Progressiona pathways in Literacy and Numeracy being used to inform planning
- Moderation is timetabled for staff/individual staff "in house", "cluster group" "across the authority" and as part of the West Partnership.

	Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.1	**HIGH QUALITY LEARNING, TEACHING AND ASSESSMENT** • Consistently refer to high quality learning, teaching and assessment as indicated in our "five star lesson" and Inverclyde's "Learning and Teaching" policy	Aug 2021-June 2022	SLT Staff	All teaching staff to read and gauge own practice against: "Five star school lesson criteria" and Inverclyde Council "Learning and Teaching" policy
1.2	**RAISING ATTAINMENT IN LITERACY** • **ORACY SKILLS**: Develop "oracy skills" across the school to include developing vocabulary. Create a culture where oracy is valued.	Aug 2021–June 2022	HT/PT Voice 21 support/input webinars Partnership with Strathclyde University/Claire Cassidy	All staff involved in training/presentation from Voice 21: • Why are oracy skills important? • Developing vocabulary

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
Create a progressive oracy programme from Early to Second Level. Extend our "debating" initative to include a wider number of schools within the authority. These could be done virtually. • **READING:** Introduce decodable readers at Primary 1 and Primary 2 stages. Use new decodable readers as an intervention tool for those readers who are "behind expectations". • Develop reading comprehension skills at all levels but particularly First Level and Primary 6. • Continue to develop Reading for Pleasure across all levels. • Embed Core Writing Skills at First Level • Embed use of Inverclyde Literacy Progression Pathways	August 2021-June 2022	Teaching Staff Nursery Staff Other local primary schools to begin. DHT leading P1 and P2 staff Recovery Staff All teaching staff Miss McCafferty (P4/3 Class Teacher) leading Pupil Leaders P2, 3, 4 and 6 classes	HT/PT additional training and professional reading alongside partners. Word Aware programme: Nursery Staff to share practice. Offer other staff, including those outwith our own school, training on how to support pupils with debating and carrying out a debate. Decodable readers "Cracking Comprehension" resource involving explicit teaching of reading comprehension skills. All staff: Teaching and Support Staff Scottish Book Trust website: Reading Schools Award North Lanarkshire Writing School Correction Codes Inverclyde Literacy Progression Pathway

	Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
1.3	**RAISING ATTAINMENT IN NUMERACY** • Provide pupils with daily opportunities to explore and solve word problems in numeracy and practise application of skills. • Continue to improve fluency and accuracy of the four basic number processes • Develop skill and confidence of Teaching and Support Staff in delivery of SEAL and use of Numeracy blueprint boards. • Embed use of Inverclyde Numeracy Progression Pathways	Aug 2021-June 2022	All teaching staff Focus on Primary 1, 2, 3, 4 staff.	Samson Maths Leckie Maths HAM TJ Maths CMO videos SEAL resources Numeracy blueprint boards Inverclyde Numeracy Progression Pathways
1.4	**PLAY PEDAGOGY** • Develop play pedagogy at Early Level	Aug 2021-June 2022	DHT P1 and P2/1 Teaching Staff Support from Inverclyde HQ	Education Scotland Guidance: Professional Learning resource
1.5	**REALISING THE AMBITION** • Further develop staff understanding of Realising the Ambition and how this impacts on every day practice.	Nov 2021-March 2022	HT Nursery Staff	Realising the Ambition
1.6	**METACOGNITION:** • Upskill teaching staff to further develop use of metacognition and learner self-regulation	October 2021-March 2022	HT Educ Psych Services	Metacognition training resources from Educ Psych Services. Thinking Classrooms: Katherine Muncaster with Shirley Clarke

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
• Further develop and embed the use of our five "learning dispositions".			
1.6 MODERATION • Further develop the moderation process across the school/cluster and authority. • Make use of in school moderation in "Recovery" groups for planning etc.	Aug 2021 to June 2022	SLT QAMSO to Lead	Further engagement with benchmarks, particularly literacy and numeracy. Cluster moderation "Writing""
1.7 DIGITAL LEARNING/ICT • Ensure digital learning is current and staff continue to develop confidence and expertise. • Continue to develop our learning blog.	Aug 2021 to June 2022	DHT/ICT Co-ordinator Mr Philipps	Ongoing training

Evidence of Impact
• Minutes/Professional dialogue with staff at GIRFEC/Termly Reflection Meetings to discuss progress • ACEL data • Quality of professional dialogue with staff • Observations of learning and teaching • HGIOS 4 and HGIOELC • Single Word Spelling Tests • Staging posts (Numeracy)

- Writing assessments
- SNSA/NGRT data/feedback
- Pupil reports
- Feedback from pupils/parent/carers
- Leuven scale measurements

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	**HGIOS?4** 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Raising attainment and achievement	**Other Drivers** **HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
• All identified pupils, particularly those in SIMD 1 and 2, make at least expected or better progress in numeracy and all areas eg literacy each session. • Support Staff feel suitably equipped and skilled to undertake delivery of interventions directed at identified groups of learners. • Feedback from targeted pupils, indicates they feel supported in their learning. • The school environment is calm and conducive to a culture which reinforces the importance of learning and respecting others' right to learn.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
2.1 **ROBUST TRACKING OF LEARNER ATTAINMENT AND ACHIEVEMENT** • Identify learners who are "behind expectations" • Identify "gaps" in learning for those pupils • Use "Recovery" staff to target identified pupils/groups. Ensure careful timetabling which is regularly reviewed and updated. • Further upskill "Support Staff" to provide targeted interventions to raise attainment.	Aug '21-June '22	PT /ASN Teacher Early Level staff	SEAL Planners SEAL resources Visits to schools where SEAL has been established Feedback from GIRFEC/Termly Reflection Meetings to ascertain best use of staff. Review/ evaluate support and update.
2.2 SUPPORT STAFF • Increased number of Pupil Support Assistants are directed to support learners for whom learning is challenging and causes frustration.			

Evidence of Impact
• ACEL data Teacher • SIMD data • Professional Dialogue at GIRFEC/Termly Reflection Meetings • Feedback from pupils

- Feedback from meetings with parent/carers.
- Support Staff Meetings: feedback from staff
- Observations from DHT GIRFEC walkthrough
- Timetables
- Reduction in number of disruptions to learning
- Zero exclusions maintained

Priority 3	Improvement in children and young people's health and wellbeing	
NIF Driver School leadership Parental engagement	**HGIOS?4** 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	**Other Drivers** **HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable

- Pupils take part in learning across HWB which covers all organisers.
- Pupils know and refer to the five steps to wellbeing
- Pupils show increased ability to self-regulate if they are feeling upset, anxious, angry or frustrated.
- Learners have the acquired vocabulary to explain how they are feeling.
- Increased understanding of the six principles of nurture equips all staff with a greater understanding of pupils who find difficulty regulating behaviour.
- All learners have weekly opportunities to take part in outdoor learning and "Loose Parts" play.
- The Nursery Class children have daily opportunities to take part in learning outdoors.
- Pupils adhere to the school values and show respect for other learners and staff within the school.

- Difference is celebrated at our school. Pupils understand "equality" and "difference" and can talk about what that means to them. As a result, relationships improve through better understanding of each other.
- Through our Five Star Award Scheme pupils feel a sense of achievement and self-worth. They are also given opportunities to practice steps to wellbeing which supports improvement in mental well-being.
- Improvements in attendance impact positively on attainment.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.1 HEALTH AND WELLBEING PROGRAMME • Update resources used for HWB • Familiarise staff with new updated RSHP project to be implemented as part of the HWB programme. • Embed "five steps to wellbeing" within our school culture, ethos and values.	Oct 2021 to June '22	SMT	HWB e's and o's HWB benchmarks HWB Progression Pathway
3.2 PATHS • Review and revisit use of PATHS from Primary 1 to Primary 7. • AS part of LEA initiative, further develop and revise PATHS within the Nursery Class.	Jan 2022-June 2022	HT Office Staff	Inverclyde Council Attendance Policy
3.3 OUTDOOR LEANING AND LOOSE PARTS PLAY • Continue to develop and embed in everyday practice.	August 2021	Parent Council Various community groups Jill Trevena/Life Coach	Staff training on mental wellbeing/mindfulness/relaxation School hall for event on Saturday 16th September

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
3.4 EQALITY AND INCLUSION • Whole School "Celebrating Diversity" event	April '22	TBC for April '19	Staff development of knowledge of additional support needs relevant to our school. Presentations from partners to pupils.
3.5 NURTURE • Revision of the six nurture principles for all staff.	Feb 2022-May 2022	All pupils	Anti-bullying resources
3.6 AWARD SCHEME • Launch our "Five Star Award Scheme" across the school and share with our school community. • Review the progress of the scheme and adapt accordingly where necessary.	Oct 2021-June 2022		
3.7 PUPIL ATTENDANCE • Continue to closely monitor attendance and adhere to policy guidelines.	Sept 2021-June 2022		

Evidence of Impact
• Forward plans indicate all six organisers are included in the HWB programme for learners. • Zero bullying incidents/reduction in number of bullying incidents within the school. • Records show fewer pupils are experiencing anxiety, indicating they "feel down" or have difficult relationships with other pupils. • Learners can talk about the "five steps to wellbeing". • All within the school community feel included and treated fairly. Learners indicate they feel nurtured. • Pupil feedback indicates they have strategies to employ if they are feeling sad, unhappy, "down" or anxious. • Pupils feel successful in their learning and achievements. • Improvements in attendance

Priority 4	Improvement in employability skills and sustained positive school leaver destinations for all young people

NIF Driver	HGIOS?4	Other Drivers
Teacher professionalism Assessment of children's progress School Improvement	3.2 Raising attainment and achievement 3.3 Increasing creativity and employability	**HGIOELC?** 1.2 Leadership of learning 1.4 Leadership and management of practitioners **RRS** Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable

- Pupils are showing increasing evidence of personal development skills, inter personal skills and enterprise skills.
- Growing number of pupils within the school apply for pupil jobs and make increasing use of ICT to do so.
- Increasing number of pupils lead pupil clubs within the school.
- Staff make reference to the CES Career Education Standards 3-18 (CES) during professional dialogue and in their planning.
- Parents and partners support Career Education within the school.
- Learners have a greater understanding of their world and the opportunities available to them as part of global citizenship.
- School receives accrediaataion for next stage of Young STEM Leader Award.
- Partnership is established with Blantyre Girls School in Malawi.

Tasks to achieve priority	Timescale	Those involved – including partners	Resources and staff development
4.1 PUPIL LEADERSHIP/JOB VACANCY OPPORTUNITIES • Staff to be familiar with Inverclyde Council Employability Skills Guidance and (CES) • Re-establish pupil leadership and job opportunities within the school • Increase use of ICT in job application and interview procedures • Further develop "parental engagement" and partnerships in sharing the world of work with learners.	Throughout session 2021 -2022 as appropriate	**HT to lead** **Staff**	Inverclyde Council Employability Skills Guidance 3-18 CES 3-18 (Education Scotland).
4.2 YOUNG STEM LEADER • Proceed to next stage of the Young STEM Leader Award • Take forward cluster plan linked to STEM	Throughout session 2021 -2022 as appropriate	**HT to lead** **Staff**	Inverclyde Council Employability Skills Guidance 3-18
4.3 INTERNATIONAL EDUCATION • Develop a partnership with Blantyre Girls School, Malawi	November 21-April 22	HT to lead Staff	Inverclyde Council Employability Skills Guidance 3-18

Evidence of Impact
- Number of pupils applying for jobs   - Number of pupils undertaking roles and leading pupil clubs   - Monitoring of learning and teaching/observations of pupils   - Staff feedback/professional dialogue   - Pupil feedback   - Pupil interview performance