



Hopeman Primary School

Standards and Quality Report: Review of Session 2020/2021

Context of the School

Hopeman Primary School is a vibrant, achieving and welcoming school where Curriculum for Excellence is very much at the heart of our education. Our curriculum provides coherence from Primary 1 through to Primary 7. Each child experiences well-planned, active and engaging learning based upon sound pedagogical research. We aim to provide a broad, balanced experiential curriculum that meets the needs of all our children and develops their skills for learning, life and work. The ethos and culture of our school reflects our commitment to children's rights and positive relationships.



The vision of our school is encapsulated in the motto '**Together Everyone Achieves More**' and underpinned by our values of **respect, responsibility, teamwork and excellence**. Here at Hopeman Primary we aim to:

- create a place of learning where children are safe, healthy, active, nurtured, achieving, responsible, respected & included
- connect our learning with real life
- challenge our thinking.

During this academic year our progress has once again been effected greatly by the impact of the Covid-19 pandemic and subsequent lockdown. Throughout this session staff, pupils and parents alike have demonstrated their commitment to learning and their ability to adapt to new ways of working. Our planned improvements have focused on our curriculum for recovery and has been based upon **relationships, regulation and relevance**, whilst maintaining a strong focus on literacy, numeracy and health & wellbeing.

Priority 1

Curriculum focus on Literacy, Numeracy and Health & Wellbeing

Key links to Moray Education Priority Area(s):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Raising Attainment and Achievement | <input type="checkbox"/> Self-evaluation for Self-improvement |
| <input type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input checked="" type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of Children's Progress <input type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

This year our children have experienced a curriculum which has a renewed focus on literacy, numeracy and health & wellbeing. On returning to school in August teachers created learning opportunities to benchmark where all children were in their learning and have used this information to plan new learning and ensure progress. New school procedures for tracking children's progress in literacy and numeracy have supported planning for group and individualised interventions to ensure all children made good progress. During lockdown previous feedback from parents and children was used to plan and organise the activities planned for remote learning. Most families engaged well with the paper packs as well as digital activities. Evidence of learning gathered through classroom learning and standardised assessments show that children have made good progress throughout this session. All teaching staff have engaged with the Addressing Dyslexia Toolkit and this is now being used in collaboration with parents to identify and support specific literacy difficulties. Increased use of the outdoors for learning, including beach school, physical education and loose parts play, has had a positive impact on health and wellbeing, as well increasing engagement back in the classroom.

Next Steps

- Further revise our curriculum to 'declutter' and ensure focus on quality essential learning.*
- Utilise our unique local context to develop more opportunities for outdoor learning and adventurous activities, including engagement with the Moray Badge Platinum Jubilee.*
- Continue to engage with 'Our Moray Standard for Learning and Teaching' to ensure high quality learning, teaching and assessment practices are applied across the curriculum.*

Priority 2

Relationships, Regulation & Relevance

Key links to Moray Education Priority Area(s):

- | | |
|---|---|
| <input type="checkbox"/> Raising Attainment and Achievement | <input type="checkbox"/> Self-evaluation for Self-improvement |
| <input type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
<input type="checkbox"/> Improvements in attainment, particularly in Literacy and Numeracy <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input checked="" type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained, positive school leaver destinations for all young people	<input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of Children's Progress <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> <u>Priority 1</u> – Improve Wellbeing <input type="checkbox"/> <u>Priority 2</u> – Safeguarding <input type="checkbox"/> <u>Priority 3</u> – Poverty <input type="checkbox"/> <u>Priority 4</u> – Corporate Parenting	<input type="checkbox"/> 1.1 <input checked="" type="checkbox"/> 1.2 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.4 <input type="checkbox"/> 1.5	<input type="checkbox"/> 2.1 <input checked="" type="checkbox"/> 2.2 <input type="checkbox"/> 2.3 <input checked="" type="checkbox"/> 2.4 <input type="checkbox"/> 2.5 <input type="checkbox"/> 2.6 <input type="checkbox"/> 2.7	<input checked="" type="checkbox"/> 3.1 <input checked="" type="checkbox"/> 3.2 <input type="checkbox"/> 3.3

Progress and Impact

As a school we have used the Emotion Works Recovery Programme this year to ensure that our curriculum is supported by trauma informed principles. Our focus on relationships, regulation and relevance has supported children to adjust and settle back into life and learning in school in positive ways. All classes started the year with a focus on building positive relationships and have adapted routines such as the morning greeting to ensure familiarity alongside necessary mitigations. By adopting the strategies outlined in the Emotion Works programme class teachers have incorporated activities into their daily planning to support all pupils to regulate their emotions and reduce stress levels. We recognise that pupils are more motivated to engage in learning when activities are relevant to their interests and class planning this year has reflected this. Staff know their pupils in terms of their interests, people in their lives and their learning strengths and needs. Some early years staff have contributed to the Moray Play Strategy and engaged with research leading to an increase in the quality and opportunities for play based learning which has motivated children and given them a voice in leading their own learning.

Next Steps

- Share information and strategies from Emotion Works more widely with parents.
- Engage with the Emotion Works Literacy package
- Further develop Play pedagogy within Primary 1 and throughout the Early Years through sharing of knowledge and engaging in research. Support the rest of the school in the development of more structured teacher led play.
- Introduce the Glasgow Motivation & Wellbeing Profile to support and track children's wellbeing.

Priority 3

Use of Technology to Enhance Learning

Key links to Moray Education Priority Area(s):

- | | |
|---|---|
| <input type="checkbox"/> Raising Attainment and Achievement | <input type="checkbox"/> Self-evaluation for Self-improvement |
| <input checked="" type="checkbox"/> Learning, Teaching and Assessment | <input checked="" type="checkbox"/> Supporting All Learners |
| <input checked="" type="checkbox"/> Curriculum | <input type="checkbox"/> Leadership at all Levels |

NIF Priorities:	NIF Drivers:	Children's Services Plan:	HGIOS?4 QIs:		
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Progress and Impact

Use of digital technology has been essential this session in ensuring continued provision of learning. Children, their families and school staff have learned new skills across a range of applications, and the skills applied during periods of remote learning have been built upon throughout the session to support in class and home learning. Children and parents have become more confident with accessing learning and uploading evidence of learning via Learning Journals and Teams. Teachers have developed their skills using these platforms to record progress, provide feedback to children and plan next steps. Pupil Equity Funding was used to staff provision of additional support to families in accessing devices and providing training to children and parents on the use of devices, platforms and applications. Teaching staff have worked collaboratively to create new learning opportunities, which promoted creativity such as live online lessons, whole school STEAM week, and presenting learning digitally. Despite families being unable to visit us in school throughout the session communication and sense of community was maintained via use of Learning Journals, Twitter, Facebook, online assemblies, phone calls home and regular newsletters.

Next Steps

- Update technologies progression to develop 3-year programme, which ensures experience of essential knowledge and skills.*
- Work towards achieving the Digital Schools Scotland Award through showcasing quality learning and teaching across the technologies curriculum.*
- Share effective use of Microsoft Office 365 applications with all stakeholders.*