



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Communities and Education Directorate

Glebe Primary School Improvement Plan 2021-2022



Vision, Values and Aims

At *Glebe Primary* our *VISION* is:

To ensure that every child in our school is enabled to reach his/her full potential. All pupils will feel safe, happy and be given every opportunity to develop their individual skills and talents. We want the very best for our pupils, now and in the future.

At *Glebe Primary* we value *excellence; equity; respect; inclusion, responsibility and honesty* and we aim to

- *raise standards of attainment and achievement for all by providing a variety of stimulating opportunities and experiences to maximise potential for all pupils*
- *maintain the positive ethos within Glebe Primary by providing an inclusive, safe and nurturing learning environment*
- *equip children with the skills for life now and in the future*
- *promote education as an active partnership within school, with parents and the wider community*

These aims will be supported by a programme of self-evaluation, planning, school policies and guidelines and by maintaining and developing our partnership with parents and the local community.

Our self-evaluation is based on HGIOS 4 and Education Scotland's Journey to Excellence guidelines and we measure standards of quality by:

Collecting performance data and interrogating this

Making direct observations

Gathering relevant documentation

Obtaining stakeholders views

Reviewing the previous School Improvement Plan and evaluating progress and identifying our next steps.

Our self-evaluation is a continuous cycle of review, planning and implementation. Pupils, parents, staff and members of the local community have contributed to evaluations and planning for improvement.

The North Ayrshire Annual Improvement Plan

The North Ayrshire Education annual improvement plan sets out our priorities for the year ahead in pursuit of the joint aims of achieving excellence and equity for our learners. It takes account of the feedback from consultation with our stakeholders across the Council and community and ensures the delivery of the locally agreed priorities of the Council Plan and the nationally agreed priorities of the National Improvement Framework. In the delivery of this plan, we will work in close partnership across the Council and communities of North Ayrshire and as part of the South West Educational Improvement Collaborative (SWEIC).

The COVID-19 pandemic has presented us with a fresh set of challenges and this plan reflects this new evolving context. Therefore, this is a plan like no other previously devised. However, as well as the context, it draws on the rigorous self-evaluation undertaken in establishments and across the service of the progress towards the previous year's plan. The process of arriving at the service level priorities and strategic actions included engagement of Head Teachers and the service leadership team in evaluation and planning sessions. At school level, this exercise was repeated with pupils, staff, parents/carers and key partners.

Council Priorities:

The Council strategic priorities for 2019-24 are detailed below:

Aspiring Communities

- ▶ Active and strong communities
- ▶ Children and young people experience the best start in life
- ▶ Inclusive, growing and enterprising local economy
- ▶ People enjoy good life-long health and well-being
- ▶ People and communities are safe

Inspiring Place

- ▶ Effective infrastructure and digital connectivity
- ▶ Affordable, modern and well-designed homes that meets residents' needs
- ▶ Vibrant, welcoming and attractive places
- ▶ A sustainable environment

National Improvement Framework:

The National Improvement Framework for Education is designed to help us deliver the twin aims of excellence and equity; galvanising efforts and aligning our collective improvement activities across all partners in the education system to address our key priorities. These priorities remain as:

- **Improvement in attainment, particularly in literacy and numeracy**
- **Closing the attainment gap between the most and least disadvantaged children**
- **Improvement in children and young people's health and wellbeing**
- **Improvement in employability skills and sustained, positive school-leaver destinations for all young people**

Alignment to Local and National Plans

This plan is aligned to local and national plans as follows:



COMMUNITIES & EDUCATION DIRECTORATE

COUNCIL PLAN 2019-24

Education Service Delivery Plan 2021-22

Aspiring Communities - A society where everyone has the same life chances to grow, prosper and have fulfilling and healthy lives.

What we'll do to ensure our children and young people experience the best start in life

We will create the conditions for our children and young people to access the highest quality learning experiences from ages 3-18.

1. We will create high quality indoor and outdoor learning experiences and environments that are fit for the purpose of delivering an innovative education service, including an expansion of Early Learning and Childcare to 1140 hours across the NAC early years estate.
2. We will ensure our learning estate provides a safe environment in the context of COVID-19.
3. We will develop continuous professional learning pathways that build the capacity of our staff and create future leaders of service delivery and learning that ensure high quality experiences and the best possible outcomes for our children and their families.

We will support our children and young people to become successful learners, confident individuals, effective contributors and responsible citizens.

1. In response to COVID-19, we will redesign and implement programmes to achieve excellence and equity for our learners, with a clear focus on reducing the poverty-related attainment gap.
2. In the context of COVID-19, we will maintain a focus on high quality learning, teaching and assessment in our schools, including in-school and remote learning contexts.
3. We will ensure our children and young people are equipped with the right skills for learning, life and work and that high numbers of our school leavers are entering positive and sustained post-school destinations.

We will offer opportunities to our young people and their families to play a more active role in school life and encourage more participation in learning.

1. We will further refine our draft Parental Engagement Policy.
2. We will build on our well-established programme to support families with their child's learning, considering the additional demands resulting from COVID-19.
3. We will ensure our children, young people, staff and communities are empowered to shape the education service in our schools.
4. We will develop and implement a clear communications strategy to ensure all stakeholders are kept informed of developments, strategy and policy.

We will work with all young people to build their resilience, supporting their mental health and physical well-being.

1. We will develop a range of wellbeing supports and advice for staff to ensure they are able to meet the needs of our children and young people.
2. We will develop a comprehensive approach to supporting mental health and wellbeing in partnership with other agencies, cognisant of the impact of COVID-19.
3. We will continue to develop our nurturing approaches and review provision in light of the potential impact of COVID-19.
4. We will focus on promoting positive relationships.

Strategic Plan 2021-2022: Glebe Primary School

<p><i>School Priorities</i></p>	<p><i>Prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response to the recovery from the impact of Covid 19 in our community</i></p>	<p><i>Focus on school recovery through approaches to assessing and supporting wellbeing and attainment with a focus on reducing the poverty related attainment gap through targeted intervention</i></p>
<p><i>High Level Objectives</i></p>	<p><i>Ensure pupils, their families and staff feel confident in school approaches to keeping them safe as Covid 19 mitigations are lifted across our community.</i></p> <p><i>Actively promote the health and wellbeing of pupils and their families, as well as the H&WB of staff.</i></p> <p><i>Further develop targeted approaches that support children and staff's mental health and wellbeing, with continued application of nurture as a whole establishment approach, promoting reconnection and recovery and with enhanced opportunity to work outdoors.</i></p>	<p><i>Maintain a focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners; including the use of a recovery teacher. Learners will have increased skills, knowledge and understanding of key strategies to support their learning in literacy and numeracy.</i></p> <p><i>Identify gaps in learning through rigorous assessment and improve the attainment and achievement of our children and young people through high quality learning and teaching.</i></p> <p><i>Build on our well established wellbeing programmes and nurturing approaches to support staff, pupils and parents and to use recovery support staff to support pupil health and wellbeing.</i></p> <p><i>Increase knowledge, skills and confidence in effective approaches to staged intervention procedures. Make appropriate use of assessment data to provide high quality teaching and learning experiences.</i></p>

Strategic Plan 2021-2022: Glebe Primary School

Here is an overview of how we intend to use our Pupil Equity Funding to support improvement:

Funding 0.2 top up for nurture teacher and 0.2 top up for nurture classroom assistant to support identified children with mental health, wellbeing, attachment disorders or trauma; including Covid 19 related trauma/distress

Fund nurture kitchen works for baking, cooking, meal preparation, snack etc.

Fund resources for sensory room.

2 FT PEF funded classroom assistants to support identified children, in class and in the playground, with social, emotional and behavioural distress, with mental health and wellbeing, and or trauma; including Covid 19 related trauma/distress

Funding technology and assessment packages: to identify gaps in learning (GL Assessment, LASS/CoPs) to support home school communication (SeeSaw) to enhance learning and teaching (Sumdog, Oxford Owl, Bug Club, Twinkle)

Funding the cost of the school day:

Uniform

Sportswear/PE kit

Breakfast or snack

Homework support packs

Subsidise or fund school trips including P7 residential trip to Arran and whole school Panto trip

Fund Outdoor Learning enhancements and provision:

Purchase PE and outdoor play equipment

Purchase and build an upper school Play Trail

Purchase outdoor storage and learning resources

Fund outdoor learning experiences, with Outdoor Learning providers/companies

Detailed Action Plan 2021-2022: Glebe Primary School

School Strategic Priority:1		<i>Prioritise and promote the positive health and wellbeing of children & young people, parents/carers and staff in response to the recovery from the impact of Covid 19 in our community</i>				Linked to initial Directorate Priorities: 1 and 3
High Level Objective 1	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Pupil Outcomes <i>What will change for our learners?</i>	Measurement
1. Ensure pupils, their families and staff feel confident in school approaches to keeping them safe as Covid19 mitigations are lifted across our community.	QI 2.1-2.4 QI 2.7 QI 3.1 NIF 3	Y	<p><i>Develop build and share school Covid 19 plans, arrangements and expectations with staff and pupils/families in line with Scot Govt guidance as school mitigations are reduced.</i></p> <p><i>Main messages</i></p> <p><i>We need to maintain good public health behaviours in our establishments in line with recovery planning and SCOT GOV "FACTS" to reduce the incidence of the virus whilst reducing mitigations.</i></p> <p><i>Continue to use corporate signage advice and public health messages to regularly revise procedures with all members of the community.</i></p> <p><i>Plan the collegiate calendar/INSET in collaboration with staff to include</i></p>	<p><i>Aug- Dec 2021 SLT</i></p> <p><i>Sept 2021 All staff</i></p> <p><i>Sept 2021 HT & FM Staff</i></p> <p><i>Sept 2021 HT+ Staff</i></p>	<p><i>Staff, pupils and their families will feel safer and more confident in their return to school, and reducing mitigations safely, when following and adhering to policy and guidance.</i></p> <p><i>Policies and procedures issued to staff are discussed and agreed at virtual, and when appropriate, face to face collegiate meetings. Policies and procedures evidence that clear and consistent messages are being provided in order to keep our pupils/families and staff safe whilst</i></p>	<p><i>Regular discussions held to review procedures.</i></p> <p><i>Observations on adherence to Covid 19 arrangements/mitigations.</i></p> <p><i>Minutes of collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns.</i></p> <p><i>Pre and post CLPL training survey shows an increase in understanding and confidence in all staff. (Scale 1 to 5).</i></p>

			<i>dedicated time for staff wellbeing activities.</i>		<i>reducing Covid 19 mitigations and working on recovery.</i>	
<i>2. Actively promote the health and wellbeing of pupil and their families, as well as the H&WB of staff.</i>	<p>QI 2.1 - 2.4</p> <p>QI 2.7</p> <p>QI 3.1</p> <p>NIF 3</p>	Y	<p><i>Ensure there are clear channels of communication so that all staff and families are fully informed of policies, procedures and arrangements during, and post Covid 19 phasing.</i></p> <p><i>All staff will continue with NAC: Nurturing North Ayrshire's Recovery CLPL programme.</i></p> <p><i>Identify additional evidence-based resources/programmes/activities to use to promote staff wellbeing in a nurturing environment. For example, use of:</i></p> <p><i>'Nurture Group Network Wellbeing Toolkit for professionals'.</i></p> <p><i>GTC and NAC materials supporting health and wellbeing.</i></p> <p><i>And other staff supports to wellbeing from the PPR policy.</i></p> <p>www.samh.org.uk/about-mental-health/elearning-for-teachers</p>	<p><i>Session 2021-2022 HT+ Staff</i></p> <p><i>Session 2021-2022 All staff</i></p> <p><i>Session 2021-2022 All staff</i></p>	<p><i>Staff will feel psychologically safer and confident in their return to duty, and therefore more able to support the wellbeing of pupils/families, when focussing on:</i></p> <p><i>Impact of Covid 19 on Mental Health and wellbeing</i></p> <p><i>Recognising the importance of our own mental health as well as the mental health of pupils and their families.</i></p> <p><i>Revising and changing from Covid 19 mitigations as restrictions are lifted.</i></p> <p><i>Supporting transition back to school/supporting children working from home e.g. isolating.</i></p> <p><i>Staff will feel confident about spotting the signs of changed behaviour associated with the Covid 19 crisis in pupils and will be more able to support pupils or signpost to help.</i></p> <p><i>Additional staffing will support distressed pupils and their families with mental health and wellbeing.</i></p>	<i>Staff evaluations on the use and value of the strategies - drawn from evaluative activity with the NNAR modules.</i>

			<i>Introduce regular drop-in/check-up sessions for all staff to promote open dialogue.</i>	<i>Session 2021-2022 HT</i>		
<i>3. Further develop targeted approaches that support children and staff's mental health and wellbeing, with continued application of nurture as a Whole Establishment approach promoting reconnection and recovery and with enhanced opportunity to work outdoors.</i>	<i>QI 1.4 2.1 3.1 NIF 2/3</i>	<i>Y</i>	<i>All staff to promote a 'Whole School' approach to nurture and continue CLPL in Nurturing North Ayrshire's Recovery Modules. Additional support staff employed to support distressed pupils and their families with mental health and wellbeing both during class time and in the playground. All pupils to participate in small group visits to Nurture room 3 times a year. This will remove stigma of attending nurture and demystify perception of what happens in the Rainbow Room. To support pupil wellbeing and physical health the school grounds are to be improved, upper school play trail to be installed, additional PE and outdoor learning resources to be purchased and pupils will work with Outdoor Learning providers</i>	<i>Session 2021-2022 All staff Sept 21 - Mar 22 Session 2021-2022 SLT & EAs Session 2021-2022 Teachers</i>	<i>There are clear plans and supports in place to support pastoral wellbeing of staff and pupils. A focus on Mental health and wellbeing. Children and Young people feel safe. There is mutual respect based on shared values and expectations. Positive relationships feature highly in our response to pupils. Learning and teaching promotes resilience and safeguarding of pupils. Additional staff should support distressed pupils. Enhancements to outdoor education including sessions with Outdoor Learning providers will provide opportunities to learn outdoors, play and cooperate with others whilst developing a range of skills and improving mental and physical health. There is improvement in children and young people's health and wellbeing</i>	<i>School recovery plan in place focussing on</i> <ul style="list-style-type: none"> <i>• Mental health and wellbeing</i> <i>• Nurturing recovery approach</i> <i>• Outdoor learning and improving mental and physical health</i> <i>Analysis of staff/ pupil/ parent needs e.g. through discussions / surveys/ questionnaires/ ASN planning etc. Ensure the recovery plan and supports are responsive and supportive of staff / pupil/ community need. Nurture observation data using materials from Applying Nurture</i>

			<p><i>SeeSaw used to create learning logs/record of work. This to be shared with families increasing home participation in the learning journey, home school links and communication.</i></p>			<p><i>as a whole establishment process.</i></p> <p><i>Pupil questionnaire analysis (e.g. based on PASS/SHINE/Icepack/HGIOUS HWB theme challenge questions and QIF visit 3 focus group questions) will reveal the extent to which our recovery plans have supported and improved HWB of our staff and pupils.</i></p>
			<p><i>Staff to undertake any remaining modules from Nurturing North Ayrshire's recovery as required and in response to emerging staff and pupil needs.</i></p>	<p><i>Session 2021-2022 All staff</i></p>	<p><i>This CLPL will support staff to:</i></p> <ul style="list-style-type: none"> <i>• Establish pupil readiness for learning.</i> <i>• Manage pupil stress and promote resilience.</i> <i>• Recognise and celebrate pupil success.</i> <i>• Be attuned to pupils and understand behaviours affected by trauma.</i> <i>• Use emotion coaching and de-escalation techniques to support pupils.</i> 	<p><i>Evaluative statement drawn from professional feedback sessions built into the programme of CLPL to establish the staff capacity to help pupils and families through the recovery and return process.</i></p>
			<p><i>A UNCRC rights respecting approach will be taken in our recovery planning</i></p>	<p><i>Session 2021-2022 All staff</i></p>	<p><i>Children's rights recognised in relation to how Covid 19 has impacted, staff team to address this as nurturing practitioners.</i></p> <p><i>Children's achievements in and out of school to be recognised and</i></p>	<p><i>Use of RRS material and analysis questionnaire</i></p> <p><i>https://www.unicef.org/uk/rights-respecting-schools/wp-content/uploads/sites/4</i></p>

					<p><i>celebrated, virtually and face to face where possible.</i></p> <p><i>Staff to be mindful of pupil anxiety, pupil mental health and reassure and remain optimistic in relation to removing mitigations and recovery in education.</i></p> <p><i>Staff to be child-centred in our thinking, planning and communication and ensure adequate pupil voice in all activities. Actively seek out and listen to pupil voice.</i></p> <p><i>Staff to promote positive relationships and as mitigations are eased encourage opportunity for children to mix with other groups of children out with class bubbles.</i></p>	<p><u>/2020/05/Return-to-School-CRC-Planning_Final_210520.pdf</u></p> <p><i>Monthly HT/DHT meetings with school Captains, Vice Captains and class representatives will evidence pupil voice in school improvement planning.</i></p>
		y	<p><i>Continue to use resources to support good mental health including the use of ICE Pack</i></p> <p><i>KNOWING ME KNOWING YOU 2: A Well-being Learning Resource to Support Schools and Pupils in Response to Covid 19.</i></p>	<p><i>Session 2021-2022 Teachers</i></p>	<p><i>These resources will support staff to:</i></p> <ul style="list-style-type: none"> <i>• reconnect with new pupils and build on existing relationships with pupils already known.</i> <i>• enable pupil voice. (UNCRC)</i> <i>• help for pupils to reflect on their experiences.</i> <i>• rebuild routines and expectations.</i> <i>• engage pupils in learning.</i> <i>• build resilience and communication.</i> <i>• establish expected behaviours.</i> <i>• build confidence and relationships.</i> <i>• help pupils to value and celebrate success and achievements.</i> 	<p><i>Use a combination of questionnaires, discussion time topics and lessons to identify the children who require:</i></p> <ul style="list-style-type: none"> <i>• targeted support and monitoring.</i> <i>• Specialist input from external agencies.</i> <i>• Child protection procedures to be followed.</i> <p><i>Indicate numbers identified and supported.</i></p>

						<i>Provide an evaluation of the resources and strategies used to bolster mental health and wellbeing.</i>
			<p><i>Timetables will continue to be adjusted to provide greater curricular time for health and wellbeing activities (mental, emotional and social, re-establishing routines, outdoor learning). Reducing mitigations will be discussed with pupils and staff to ensure high levels of confidence in changes to the school day.</i></p> <p><i>Information re mental health supports available to pupils in school and in the community will be shared and discussed at a collegiate session.</i></p> <p><i>PSE lessons will have an early focus on mental health and wellbeing.</i></p> <p><i>Learning visits, SMT and peer, will focus on health and wellbeing and engagement.</i></p> <p><i>Activities will be planned/information will be shared, for parents/carers,</i></p>	<p>TERM 1 2021-2022 All staff</p> <p><i>Sep 2021-2022 All staff</i></p> <p><i>Sep 2021-2022 All staff</i></p> <p><i>Oct-Jun 2021-2022 Teachers</i></p> <p><i>2021-2022 SLT</i></p> <p><i>2021-2022 All staff</i></p>	<p><i>New P1s will have successfully transitioned to school.</i></p> <p><i>P2-7 will feel confident as restrictions/mitigations are eased, we move away from class bubbles, children are more able to mix with friends, school clubs resume.</i></p> <p><i>Almost all pupils have increased knowledge and understanding of the supports available to them within school and within the community.</i></p> <p><i>All staff have increased knowledge and understanding of the supports available to support pupil's mental health and wellbeing and signpost and draw upon these supports as required.</i></p> <p><i>Parents/carers will have increased knowledge of the arrangements during Covid 19 phasing and beyond.</i></p> <p><i>Parents/carers of pupils in the target groups have increased knowledge of the transition programme and are aware of supports available to their child.</i></p>	<p><i>Perception of engagement in learning for specific classes or subjects for target groups of learners - will be measured prior to and after interventions, PASS data analysis and mental health audits will measure success. PASS data and pupil focus group evidence should show pupils feel happy and safe in school.</i></p> <p><i>Teachers' planning will demonstrate the increased focus on mental health and wellbeing.</i></p> <p><i>CLPL evaluations, collegiate session minutes and referral statistics evidence that staff understand and actively use the supports available to support pupils.</i></p>

		<p><i>using SeeSaw, Glow where appropriate, the school website, email and Xpressions. This includes FAQ, virtual tour of the building, HT newsletters, class termly newsletter with curricular/ topic information etc. and information re practical arrangements for social distancing, hygiene and outdoor learning during Covid 19 phasing and post phasing.</i></p> <p><i>SeeSaw, class newsletters and HT newsletters provide an opportunity for regular communication direct to pupils, and parents/carers. Regular email, text and use of the Xpressions app will further enhance good communication between home and school.</i></p> <p><i>Assemblies will provide an opportunity for pupils to come together to share and celebrate success and discuss whole school themes. Assemblies will continue to be virtual until restrictions are lifted.</i></p>	<p>2021 -2022 DHTs</p>	<p><i>Learner conversations will demonstrate that almost all pupils know and understand the supports available within school and the community.</i></p> <p><i>Learning visits and teacher evaluations will show that almost all pupils are happy in class and engaged in learning.</i></p> <p><i>Qualitative and quantitative information received from partners will show that almost all pupils successfully participate and engage in programmes.</i></p> <p><i>Participation rates in parental engagement e.g. Learning conversation phone calls, face to face Parent Evenings (once permitted), SeeSaw communication, Family learning team etc. show that almost all parents/carers, of</i></p>
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						<p><i>pupils in the target groups, attended (virtually or otherwise).</i></p> <p><i>Parental survey post transition programme demonstrates that all parents are more knowledgeable about the transition programme and understand the supports that can be accessed by their child in school and within the community.</i></p> <p><i>Minutes of meetings with pupil support/teacher show that targeted supports are being discussed with, and understood by parents/carers.</i></p> <p><i>Communication to parents/carers through virtual meetings, Twitter, Seesaw and leaflets, demonstrates that clear consistent messages are being provided.</i></p>
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School Strategic Priority:		Focus on school recovery through approaches to assessing and supporting wellbeing and attainment with a focus on reducing the poverty related attainment gap through targeted intervention					Linked to Directorate Priority: 1,2, 3 & 4
High Level Objectives	HGIOS 4 HGIOELC NIF	Supported through PEF? Y/N	How will I achieve this?	Timescale / Assigned to:	Learner Outcomes	Measurement	
1. Maintain a focus on reducing the poverty related attainment gap and maximise the learning potential of specific groups of learners; including the use of a recovery teacher. Learners will have increased skills,	HGIOS 4 2.2 2.3 2.4 NIF Priorities 1 and 2: Drivers 2 and 3	Y	<p><i>Recovery Teacher and classroom assistants to support individuals including distressed individuals</i></p> <p>➤ <i>Targeted 1:1 and group support from Recovery Teacher, support staff and DHTs to assess pupils, identify gaps and work with teachers and other staff to plan programmes to support and raise attainment.</i></p>	<p><i>Session 2021-2022 SLT</i></p>	<ul style="list-style-type: none"> <i>Pupils will feel supported. Raised attainment and progress in learning for targeted pupils/groups of pupils, as gaps will have been identified and plans put in place to support them appropriately.</i> <i>Pupils have designated key adults in times of distress. Use of support staff to deescalate distressed pupils and enable said pupils to learn.</i> 	<p><i>Classroom monitoring and Quality Assurance Activities:</i></p> <ul style="list-style-type: none"> <i>Appropriate resources are being used.</i> <i>High quality interactions between pupils and pupil support teacher.</i> <i>Conversations about learning with pupils reveal improved engagement.</i> <i>Teaching forward plans and evaluations display appropriate interventions and resources being used.</i> <p><i>Teacher professional judgement attainment data and standardised assessment data.</i></p>	

<p><i>knowledge and understanding of key strategies to support their learning in literacy and numeracy.</i></p> <p><i>2. Identify gaps in learning through rigorous assessment and improve the attainment and achievement of our children and young people through high quality learning and teaching.</i></p> <p><i>3. Build on our well established wellbeing programmes and nurturing approaches to</i></p>			<p><i>Clear Curricular Recovery Plan:</i></p> <ul style="list-style-type: none"> ➤ <i>Learning, Teaching and Assessment Consistency Guide to be updated taking account of curricular recovery.</i> ➤ <i>P4-7 teachers to take own classes on to next stage.</i> ➤ <i>Staff in new stages/ new levels will work collegiately and be given time to familiarise themselves with the resources, assessments, and expectations of the approaches to learning and teaching and the curriculum of that stage.</i> ➤ <i>Staff to use literacy and numeracy progression planners- updating planners as year progresses with details of core and supplementary resources used.</i> ➤ <i>Devise reporting format suitable for Covid 19 recovery year.</i> ➤ <i>Continue to review and adapt subject specific consistency guides as restrictions/mitigations are eased.</i> 	<p><i>Aug-Dec 2021 -2022 SLT</i></p>	<p><i>Pupils better supported as staff are clear about curricular recovery.</i></p> <p><i>P4-7 pupils to stay with the same teachers as they are best placed to understand pupil need, have excellent knowledge of pupil assessment/attainment data and will need less transition time at the start of the new year. Pupil anxiety about the new school year will be reduced.</i></p> <p><i>Time used at the start of term to ensure all pupils can connect with new teachers and build on existing relationships with teachers already known.</i></p> <p><i>As subject specific restrictions are lifted pupils will be able to take part in a wider range of curricular activities e.g. singing, team sports, baking. This will boost pupil mental health and encourage cooperative working.</i></p>	<p><i>Pre and post intervention assessment data.</i></p> <p><i>Raised Attainment and progress in learning as:</i></p> <ul style="list-style-type: none"> • <i>Rigorous assessment of pupils will ensure pupils are suitably challenged and that gaps in learning are identified providing progressive experiences for all pupils.</i> • <i>Teacher confidence is improved which in turn will improve experiences for pupils and attainment.</i> • <i>Clear evidence of progression at each stage and resources best suited</i>
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<p><i>support staff, pupils and parents and to use recovery support staff to support pupil health and wellbeing.</i></p> <p>4. Increase knowledge, skills and confidence in effective approaches to staged intervention procedures. Make appropriate use of assessment data to provide high quality teaching and learning experiences.</p>						
			<p>Tracking of progress:</p> <ul style="list-style-type: none"> ➤ Continue to support staff to update school tracking in line with Curriculum for Excellence Assessment Judgement in the BGE levels (A-D) ➤ Teacher CLPL around the criteria to help inform teacher Curriculum for Excellence Assessment Judgement in the BGE levels (A-D) ➤ Teacher moderation in writing across all stages- cross marking a selection from P1 -P7 	<p>2021-2022 SLT & Teachers</p>	<p><i>Pupils off track will be quickly identified and interventions put in place to support. Pupil progress will be monitored closely.</i></p>	<p><i>Teacher confidence in making judgements about progress is improved which in turn will improve experiences for pupils and attainment. Cross marking writing should increase teacher confidence of BGE levels A-D</i></p>
			<p>Revisit Assessment Calendar:</p> <ul style="list-style-type: none"> ➤ Review and update assessment calendar; linked to consistency guide ➤ Create whole school guidance for standardised and holistic assessments ➤ Termly holistic assessments for IDL 	<p>Oct 2021 SLT</p> <p>Nov 2021 SLT</p> <p>Session 2021-2022 Teachers</p>	<ul style="list-style-type: none"> • Learners will be clear about purpose of assessment. • Timetable for assessments, including annual SSNA and GL assessments, will ensure consistency of practice and reduced anxiety for learners. • Changes to assessment calendar will provide opportunity for teachers to analyse data and support pupils with gaps in learning before final assessments improving pupil outcomes. • Timely interventions for learners will ensure they are 	<p><i>Robust programme of assessment evident throughout the year as detailed on the assessment calendar. Teacher data and high level messages will be discussed at tracking meetings. The data evidences regular robust assessment and next steps for learning. Pupil discussions with SLT or key staff will reveal that pupils understand purpose of assessment and regularly complete assessments.</i></p>

					appropriately supported/challenged.	Teacher confidence in conducting digital assessments increased. Consistent evidence collated to support teacher professional judgment including learning blogs on SeeSaw P1-6 and Glow P7, is shared with families. Termly cross-marking of writing assessments (across stages).
			<p>Data Analysis:</p> <ul style="list-style-type: none"> ➤ CTs to manage assessment and data information, ensuring it underpins interventions and focuses on securing improvements. ➤ CTs to analyse data highlighting high level messages and next steps for action. ➤ DHTs and PST will integrate pupil support input to maximise the deployment of staff to support pupils. ➤ Update Quality Assurance Calendar to include data analysis. ➤ Develop the role of the Data Coach to support staff with analysing assessment data. <p>Staged Intervention</p>	<p>Termly 2021-2022 Teachers</p> <p>Termly 2021-2022 Teachers</p> <p>Termly 2021-2022 DHT & PST</p> <p>August 2021 HT</p> <p>2021/22 Data Coach to lead data analysis Session</p> <p>Oct-Jun 2021-2022</p>	<ul style="list-style-type: none"> • Staff will analyse data to identify development needs for individual learners and specific groups ensuring learners are appropriately supported and challenged. 	<p>Staff evaluate data and complete 'High Level Messages' pro-forma with increased confidence. North Ayrshire Progress Tracker, the school tracking system and evidence to support judgements will evidence improvements. Monitoring processes, including pupil progress/tracking meetings evidence staff confidence in data analysis is improving. Professional dialogue with all staff will reveal an increase in confidence to pick up high level messages and interpret data at all levels.</p> <p>Assessment data will be scrutinised and used to underpin planning.</p>

		<p><i>Staff will participate in collegiate sessions with a focus on ensuring a consistent understanding and approach to identifying pupil's needs and completing NAC staged intervention paperwork.</i></p> <ul style="list-style-type: none"> • <i>Identification of pupil needs.</i> • <i>Identification and application of appropriate assessment procedure.</i> • <i>Ensuring all plans contain SMART targets.</i> • <i>Moderation of procedures at cluster level. Meeting 3 times across the academic session</i> <p><i>Staff working party will support the development of staged intervention consistency procedures.</i></p> <p><i>All teaching staff will enhance skills in moderation techniques and confirmed through Cluster Moderation</i></p> <p><i>TAC meetings with have robust paperwork around action plans and wellbeing assessments with clear links to assessments and planning for success</i></p>	<p><i>Teachers- PST to lead</i></p> <p><i>Apr-Jun 2021-2022 Teachers & SLT</i></p> <p><i>Jan-Jun 2021-2022 Teachers& SLT</i></p>	<p><i>Assessment data will be better used to underpin approaches to teaching and learning.</i></p> <p><i>Set targets for pupils will be better matched to individual needs, as a result, specific needs of individual learners will be better met.</i></p> <p><i>Pupils will experience a curriculum tailored to their needs which will support pace and promote challenge.</i></p> <p><i>Children will experience achievement through SMART targets.</i></p> <p><i>Pupils will benefit from greater consistency in approaches to teaching and learning.</i></p> <p><i>Children will be better supported in all aspects of their social and academic development.</i></p> <p><i>Pupils will receive appropriate input and support from key adults / agencies, dependent on their level of need.</i></p> <p><i>Pupils will experience a consistent approach to support which will be responsive to their needs.</i></p> <p><i>Pupils Health and Wellbeing will sit at the centre of all plans and will</i></p>	<p><i>Teachers planning will reflect use of data in response to pupil need.</i></p> <p><i>Increased attainment observed across all stages.</i></p> <p><i>Reduced gap in attainment observed for SIMD 1& 2.</i></p> <p><i>Staff will demonstrate increased confidence and improved consistency in completion of staged intervention documents.</i></p> <p><i>Moderation of documents will demonstrate improved consistency and better matched SMART targets.</i></p> <p><i>Moderation of quality across cluster planning and implementation will demonstrate improved consistency and impact of the Staged Intervention process.</i></p>
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			<p><i>PLA Interventions and Teacher CLPL</i></p> <p><i>Staff will work on analysing data; GL assessment, attendance data etc. and develop skills in identifying high level messages.</i></p> <p><i>Teachers will work alongside North Ayrshire's Professional Learning Academy staff on a number of interventions to enhance pupil literacy and numeracy skills and improve teacher pedagogy.</i></p> <ul style="list-style-type: none"> ➤ <i>Note making skills for P6-7</i> ➤ <i>Instructional writing P6</i> ➤ <i>Procedural writing P6</i> ➤ <i>Non-fiction/factual writing for sharing information P7</i> ➤ <i>Phonological awareness P3 and P3/2</i> ➤ <i>Lost words P5</i> ➤ <i>Maths through block play P1</i> <p><i>Consistent use of NAC's Early, First and Second Level Numeracy Progression framework, and</i></p>	<p><i>form the commonality across planning documents.</i></p> <p><i>Key documentation shared between professionals will be consistent, ensuring all aspects of pupil development are considered and appropriately supported.</i></p> <p><i>Pupil attainment will increase due to increased pupil confidence and an increase in the quality of teaching and learning based on the improvement cycle formulated through staff peer observation. The school's data will demonstrate our learners are making very good progress.</i></p> <p><i>Pupils will report an increase in confidence in their reading, writing and numeracy skills (using reading and listening and talking strategies to understand, analyse and evaluate texts.)</i></p> <p><i>Sample pieces of writing will demonstrate pupil skill in writing related to interventions. Pupils will be able to discuss writing pieces confidently.</i></p>	<p><i>Diagnostic assessments will reveal key aspects for focus.</i></p> <p><i>Pupil pre and post assessment at start and end of interventions as will evidence improvement for all.</i></p> <p><i>Robust programme of school planned assessment will evidence improvement for all learners:</i></p> <ul style="list-style-type: none"> ➤ <i>Leuven scale for P1 block play,</i> ➤ <i>GL SWST, NGRT, PTE and PTM</i> ➤ <i>SSNA at P1, P4 and P7</i> <p><i>Tracking meetings and data analysis will show increased attainment.</i></p> <p><i>Teacher professional judgement recorded on Seemis will show improvement in attainment for individual pupils.</i></p> <p><i>SLT and Pupil jotter audits and Learning Walks to observe</i></p>
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			<p><i>associated resources, to enhance learning and teaching- staff to become familiar with Leckie and Leckie textbooks.</i></p>			<p><i>consistency in learning and teaching. SLT.</i></p> <p><i>Record of analysis of pupil performance, professional judgement and scrutiny of focus group results which demonstrates improvement in performance.</i></p> <p><i>Pupil focus group with SLT will reveal that pupils, of different abilities, will be able to discuss their learning and progress including next steps, across all stages of the school.</i></p>
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