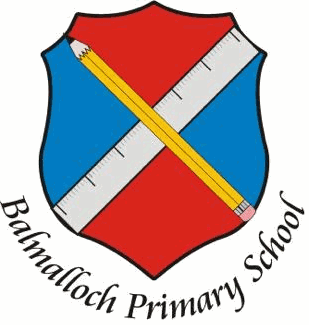
**Balmalloch Primary School and Nursery Class**

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**Parent Council Meeting – 1st February, 2023**

**6-7pm (in school)**

**A PLACE OF ENTHUSIASTIC LEARNING AND ACHIEVEMENT**

ResponsiBility

**Cost of Living**

**The NLC webpage for information and signposting to benefits and supporting agencies.**

<https://www.northlanarkshire.gov.uk/benefits-and-money/cost-living?utm_source=hootsuite&utm_medium=&utm_term=&utm_content=&utm_campaign=Talk+Money+Week+2022>

gr**A**titude

**BELIEVE IN YOURSELF**

huMility and forgiveness

persever**A**nce

**L**ove

**Self-Help for Parents/Carers**

[www.solihullparenting.com](http://www.solihullparenting.com)

Free online course ‘understanding my child’

[www.opfs.org.uk](http://www.opfs.org.uk/)

Support and advice for single parents

[www.relationships-scotland.org.uk](http://www.relationships-scotland.org.uk/)

Advice and resources for parenting apart

[www.sleepscotland.org](http://www.sleepscotland.org/)

Help with children’s sleep issues

[www.sdsscotland.org.uk](http://www.sdsscotland.org.uk/)

Guidance on your child’s health and education

[www.enquire.org.uk](http://www.enquire.org.uk/)

Advice for parents about additional support for learning

[www.youngminds.org.uk](http://www.youngminds.org.uk/)

Mental health charity for children, young people and their parents

[www.familiesoutside.org.uk](http://www.familiesoutside.org.uk/)

Support to families affected by imprisonment

[www.sfad.org.uk](http://www.sfad.org.uk/)

Scottish Families Affected by Alcohol and Drugs

**ACHIEVE YOUR GOALS**

h**O**nesty and generosity

Compassion and respe**C**t

friends**H**ip

**PARENT COUNCIL MEETINGS**

07.09.22/09.11.22/01.02.23/03.05.23

**AGENDA**

* Focus group and learning session on snapshot jotters
* Health sessions you are partnering on Diane
* Staff turnover
* Deputy head recruitment
* School Improvement Priority – Partnerships/Family Learning

**\*\*\*HOPE for Autism Monthly Community Drop-ins’**

After the success of last year, HOPE for autism is continuing to host monthly **‘Community Drop-in’** events across North Lanarkshire in 2023. This is a place where a family member or professional can come and seek information to help support an autistic child or young person either diagnosed, waiting to be diagnosed or considering an autism diagnostic assessment.  There will be a range of staff from HOPE staff available to speak with as well as other professionals who work in the field of autism who can share support /advice and signpost families to appropriate services. Please note that our Community Drop-ins are open to members and non-members of HOPE for Autism and will run 10.30-12.30.

|  |  |  |  |
| --- | --- | --- | --- |
| Joe McKay Community Centre Main Hall - Bellshill | 10:00 | 22/02/2023 | 13:00 |
| Garrell Vale Community Facility Games Hall - Kilsyth | 10:00 | 29/03/2023 | 13:00 |
| The Pivot Community Facility Main Hall -Moodiesburn | 10:00 | 26/04/2023 | 13:00 |
| Cumbernauld New Town Hall Beechwood Suite Main Hall | 10:00 | 31/05/2023 | 13:00 |

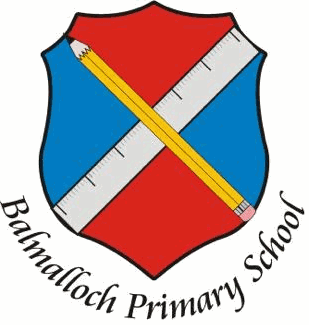
**SNAPSHOT JOTTERS AND LEARNING LOGS**

* End of Term 2 colleagues monitored the Snapshot Jotters and Learning Logs of other colleagues. (Monitoring sheet below)
* Staff Meeting – January – Snapshot Jotters/Learning Logs – Discussion on consistency/expectations.

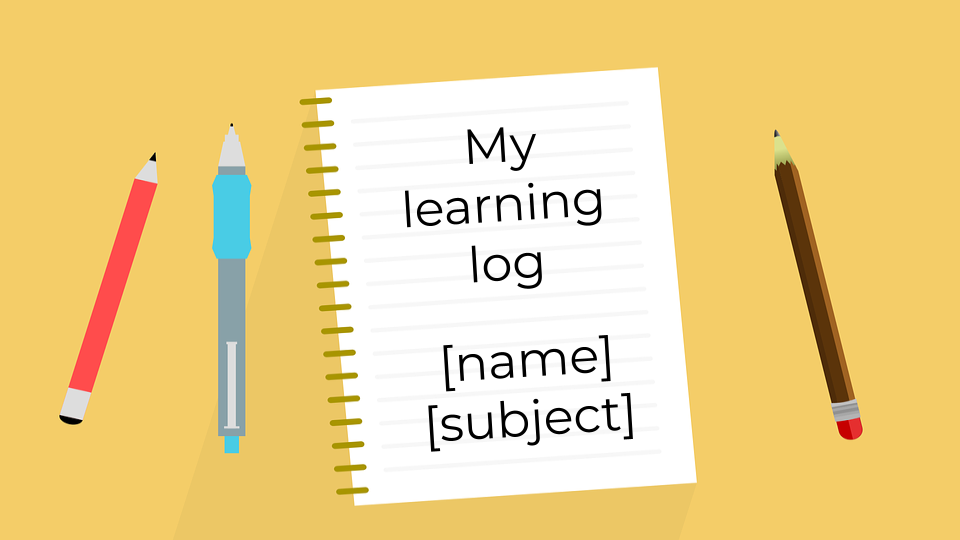
(Policy below)

* Term 3 – Monitor progress in line with updated policy.
* Term 4 – Consultation group - parents

Balmalloch Primary School and Nursery Class



Learning Logs & Snapshot Jotters





responsi**B**ility

gr**A**titude

**BELIEVE IN YOURSELF**

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**ACHIEVE YOUR GOALS**

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

**A Place of Enthusiastic Learning and Achievement!**

**LEARNING LOGS & SNAPSHOT JOTTERS**

**Principles of Curriculum Design**

**BREADTH DEPTH PROGRESSION RELEVANCE**

**CHALLENGE & ENJOYMENT COHERENCE PERSONALISATION & CHOICE**

**Aims of the Learning, Teaching and Assessment Policy**

* To ensure consistently quality learning experiences in line with the aims of Curriculum for Excellence, National Improvement Framework, HGIOS 4 and Building the Curriculum guidelines.
* To develop a community of learners where learning is valued, enjoyed, supportive, challenging and structured to ensure that the needs of our children are recognised and addressed.
* To help children, staff and families to work together to ensure a positive attitude to school, our community and the wellbeing of all school users.
* To ensure that every teacher and partner plans, assesses/moderates learning, supports and challenges our children appropriately and consistently.

**Effective Learning and Teaching Components**

* There are high expectations of learners for presentation and target setting.
* Learners’ prior knowledge is used as a foundation on which to begin.
* All lessons are clearly differentiated to enable all pupils to access learning and to be given appropriate levels of challenge and support.
* An ‘I Can’ attitude and ‘Growth Mindset’ is part of the learning culture and learners use ‘I can’ statements to emphasise this.
* All learners receive regular and clear verbal and written feedback which enhances progress – linked to Success Criteria.

**Research and data confirm that learners do best when;**

* Clear Learning Intentions and Success Criteria are shared and understood;
* They are given feedback on the quality of their work in relation to Success Criteria and given opportunities to celebrate their strengths and understand how to improve through clear next steps;
* They are fully involved in decisions about what needs to be done and what can help them to get better at what they do. The staged intervention process and learner dialogues support this.

**All staff working in classrooms/bases will embed the following in their practice:**

• Ensure planning builds upon children’s prior learning using information from appropriate assessments (including professional judgement where possible).

• Provide a balanced range of stimulating and motivating approaches to learning and assessment which should include active, collaborative, independent and written tasks.

• Provide clear Learning Intentions, Success Criteria and quality feedback on how to improve.

• Use a range of strategies to meet and assess the needs of all children, including those with additional needs and highly able children requiring challenge.

• Use a range of assessment approaches which will allow children to demonstrate their knowledge and understanding, skills and abilities. (Staff will refer to Professional Papers for each curricular area and make opportunities for skills to be transferred to unfamiliar contexts and different curricular areas).

• Provide opportunities for children to be involved in reflection, planning and evaluating their own learning and that of peers.

• Provide opportunities to involve parents/carers in the learning of every child.

• Support out of school learning through varied, stimulating and enjoyable homework tasks and activities.

• Maintain and regularly review records of children’s progress.

• Provide parents/carers with clear information on their child’s targets and progress and how they can support their child’s learning.

• Regularly evaluate the impact of learning and teaching to inform next steps in planning to meet the needs of every child.

* All planning starts with assessment evidence which will be included in the Learning Logs and Snapshot jotters.

**What will this achieve?**

1. Supports effective transition from Nursery to P1, stage to stage and P7 to high school ensuring learning across and within a level is progressive, builds on prior learning and provides clear evidence of learner’s strengths and development needs, supporting the Principles of Curriculum Design.
2. Learners develop a clear knowledge and understanding of the level they are working at and at what stage in the level they are working.
3. Develop consistency of teacher judgments across stages, confidence in teacher judgements and reliability of teacher judgements against the national benchmarks, supported by evidence in the Snapshot Jotters linked to the assessment.
4. A clear overview of the learner’s progress is provided, supported by snapshot evidence, giving teachers confidence in projecting end of year levels.
5. Consistency of approach across the school in generating Success Criteria.
6. Assessment of progress focuses on learners as individuals.
7. Learners’ targets change with the learner’s progress within and across the level.
8. Learners’ assessment vocabulary increases, enabling them to be more confident in self and peer assessment based on Success Criteria/Benchmarks/Targets.
9. Success Criteria/Benchmarks are not assessed in a vacuum, they are linked and highlight learner’s progress towards the Learning Intention/Outcome.
10. Supports learners in identifying, linking and creating Success Criteria linked to the Learning Outcome/Learning Experience.
11. Learners are supported in identifying the key skills, knowledge and understanding developed through the learning experience – Four Capacities through the Four Contexts for Learning.
12. Parents/carers are provided with continuous feedback on their child’s progress and can clearly identify their child’s strengths and next steps through the traffic light system in the Learning Log, supported by the evidence in the child’s Snapshot Jotter. It is essential that clear strengths and next steps are included in the Snapshot Jotter linked to Success Criteria and their progress towards achievement of the Learning Intention. The ‘traffic light’ box at the bottom of each page of the Snapshot Jotter should be used to write comments beside. This allows parents/carers to work in partnership with the school to support their child in achieving their next steps. The +/=/- box in the Snapshot Jotter can be discussed with the learner through dialogues, deciding if they have used feedback to improve progress.
13. Learning Logs promote discussion between the teacher and member of the Senior Leadership and Management Team in Professional Dialogues, focusing on Personalised Support for all learners – Universal/Additional/Intensive to positively impact on learners’ progress.
14. Learning Logs promote discussion between the teacher and the learner through Learner Dialogues with a focus on individuals/groups.
15. Supports evidence submitted to the local authority (e.g.) ACEL data, ensuring accountability.
16. Learning Logs and Snapshot Jotters support the triangulation of evidence.

**Learning Logs**

* The child’s **full name** should be clearly written on the Learning Log together with their class/stage and session.
* Our Values and the ‘Four Capacities’ (Key Principles) should be referred to regularly as a School of Character, allowing learners to make clear links.
* Learning Logs should be used as part of daily learning experiences. Children should refer to these to support learning (e.g.) Hundred Square/Homophones/Connectives and Conjunctions/Parts of Speech …
* Word lists can be assessed using a traffic light. Words the child needs to work on can be included in the child’s individual ‘Word List’.
* Novel Studies can be highlighted in the colour for the term, dated to encourage learners to keep a record.
* Self/Peer assessment sheets for each term allow learners to reflect on their learning experiences and progress in each area. A traffic light should be used by the child – Green/Amber/Red to show their assessment of learning (e.g.)

Ability to apply core targets

* Traffic lights are also included in the Snapshot Jotter. The traffic light should be a circle in the box provided. Children can also record the level they are working at to ensure clear focus each term, highlighting to the child their progression. Children should be able to speak confidently with both their teacher and member of the SL&MT about their current working level in dialogues and their targets in the core areas of Literacy and English, Numeracy and Maths and Health and Wellbeing.
* The targets/benchmarks/Success Criteria – ‘I can statements’ at the end of the Learning Logs should be completed by/with the teacher and discussed with learners during Learner Dialogues. The stage/date/traffic light should be included in the box. There is no need to include the level as the column shows what level the child is working at in that area. Space should be left within the box to allow that target to be reviewed at another time if the child is amber or red as they may not achieve this until they are in another term or stage.
* The learner can be working between levels, therefore progress towards benchmarks may be recorded in different columns. For example, a learner may be working at 1.1 – 2d Shapes and 3d Objects but at 1.2 – Number Processes.
* Progress assessed towards the benchmarks should be clearly shown in the Learning Log, highlighting the areas of focus for the term. Planning for Learning and Teaching in Term 1, for example - Fractions/Decimals/Percentages, Angle/Symmetry/Transformation and Data Analysis. It would be expected that progress towards the benchmarks for those Curriculum Organisers would be assessed over the term and learners would fully understand their progress in each area. Progress in other areas may also be assessed where learners show ability to transfer/apply skills and make links. Evidence may not always be written, it may be through a picture but the ‘I can …’ statement should be included to show what the picture relates to and a ‘self-assessment’ of the child’s progress, which will vary depending on their age and stage (e.g.) P1 – Traffic Light/Written comment by support staff or class teacher or P7 – Traffic Light/Independent written comment about their progress which may be a few lines. In addition, Evidence iPads may also be used to gather evidence of a child’s progress and this can be referred to in the Snapshot Jotter.
* All members of staff working with the child should include assessment evidence in the Snapshot Jotter and assessment in the Learning Log should be completed. For example, work completed in a Read, Write, Inc. module could be included as part of the learning support the child receives in that term. The adult completing the assessment in the Learning Log should include their initials, date and colour for the term.
* When completing the profile, children should be encouraged to complete the school’s address. Learners should have regular opportunities to practise their home address in their jotters to support progress. This can also be completed at home as a homework activity with their families. Addresses should be written in the correct format to ensure this becomes ‘normal’ practice:

Balmalloch Primary School and Nursery Class

Number and Street Kingsway

Town Kilsyth

County North Lanarkshire

Country Scotland

Postcode G65 9UJ

* SHANARRI webs should be completed each term in the colour for the term:

Orange – Term 1

Blue – Term 2

Green – Term 3

Yellow – Term 4

* The SL&MT will look at SHANARRI webs in Learning Logs and discuss with children if they score themselves 7 or below. The member of the SL&MT will discuss this with the child and record the information at the back of the Learning Log to ensure children are listened to and any support necessary is provided. If the child discloses something of a delicate nature (e.g.) child protection, the information will be included on the child’s pastoral notes rather than in the Learning Log. In the section for the indicator this refers to it will state – Information recorded on pastoral notes with the date and member of staff who recorded the information. The member of the SL&MT will know about any child protection concerns and these will be reported to the named person – Head Teacher.
* Time should be taken each term to add to each section of the Pupil Profile (e.g.) Other achievements throughout the term, topics and clubs they attend. The Four Capacities section should be completed over the term to allow children to make the links between their learning experiences and the Attributes and Capabilities (e.g.) Confident Individuals – Pursue a healthy and active lifestyle – Participation in Hockey/Successful Learners – Use Technology for Learning – Prepared a Pupil Representatives Powerpoint.
* The SL&MT will sign all Progress Reports and clerical staff will insert attendance each term.

**Snapshot Jotters**

1. The child’s full name should be clearly written on the Snapshot Jotter together with their class/stage and session.
2. Each term, work in the Snapshot jotter should link to planned learning and teaching through Progressive Planners in the Forward Plan. There should be a variety of work linked to each of the curricular areas. Assessment of progress in Numeracy and Maths and Literacy and English should be recorded in the Learning Log (as outlined above). For example, if the Curriculum Organisers focused on for the term are 3D Objects and 2D Shapes/Time and Number Processes/Ideas of Chance and Uncertainty, these will be highlighted in the Forward Plan and Newsletter to parents/carers. Therefore, evidence of children’s progress in these areas should be evidenced in the Snapshot Jotter and assessment should be completed in the Learning Log. As above, learning does not happen in a ‘vacuum’ and progress linked to other benchmarks may also be included, showing the child’s ability to apply/transfer skills. Teachers, NCCT Teachers and Learning Support Teachers should include evidence as part of the process.
3. Evidence from the Four Contexts for Learning should be included in the Snapshot Jotter and Learning Logs. Examples:

* **Opportunities for Personal Achievement**

Pupil Profile – what the child wants to achieve, what they feel they have achieved which should be linked to their targets, additional achievements including Star Writer/SL&MT Award

* **Interdisciplinary Learning**

Pupil Profile – Clubs/Outdoor Learning/Digital Learning/Pupil Voice Groups - STEM/RRS/DYW/Pupil Council etc.

* **Ethos and Life of the School as a Community**

Values and Key Principles (Four Capacities)/Civic Virtues/Charity Work

* **Curriculum Areas and Subjects**

Expressive Arts – Dance/Art & Design/Music/Dance Health and Wellbeing – Health/PE Technologies

Literacy and English – Reading/Writing/Talking & Listening Modern Languages – French

Numeracy and Maths Religious and Moral Education

Science and Investigation Social Studies

At least one piece of work should be included each week, in some weeks this may be an assessment piece, providing clear evidence over the term. For example, a Reading to Write task focusing on Metalinguistics may be included together with a Reading Assessment. This will form part of the reporting process to parents, where there is clear evidence of the progress their child is making.

Evidence from Pupil Voice participation can also be included, which will support the group’s journey towards the targets set out in their Pupil Improvement Plan. Pupil Voice is key to positive improvements but we must ensure we have evidence of impact from discussions/ participation.

1. Work should be completed on the lined and squared paper in the jotters. Discretion is required when sticking sheets into the jotters, deciding if this the only way to include that evidence (e.g.) analogue clocks to record time. Sheets stuck into the jotter should be kept to a minimum with the aim of a 75%:25% split written work/worksheets. There are exceptions (e.g.) Primary 1 – Teacher discretion is essential.

To develop reading to write skills, learners should record their answers on the lined paper in the jotter, using the sheet with the

questions as a reference rather than writing directly onto the sheet. The children should continue to be encouraged to follow the

presentation code at the start of the jotter. It is more important to have quality of work than quantity. With the focus on

quality, quantity will be improved but that will take time.

To develop numeracy and maths skills, calculations should be recorded on the squared paper in the jotter, following presentation

guidelines. Again, it is important for children to record work on the squared paper provided which will support progress (e.g.) Place

Value, carrying digits (Four Operations)

1. Assessed writing should be completed in the jotter on the lined paper and the assessment grid should accompany that. This will allow children, parents/carers and the Senior Leadership and Management Team to refer to this when looking at the child’s strengths and next steps.
2. Feedback should link to the Learning Intention and Success Criteria – please refer to the Learning, Teaching and Assessment policy. This includes assessed work in other areas of the curriculum including Health and Wellbeing and RME. There should be a **Kind, Specific, Helpful/Two Stars and a Wish/Traffic Light Red, Amber, Green or Sentence Starter** comment, for example, for each piece of work included in the Snapshot Jotter, linking to the Success Criteria and the learner’s progress towards the ‘outcome’.

**Sentence Starters**:

"I like the way you…"

"You did an excellent job of…."

"I thought it was very effective when you…"

"I think it would be clearer if…"

"Perhaps you could…"

1. There must be evidence of ‘moderation’ in different curricular areas over the term, with time for this being agreed in the Working Time Agreement.
2. Learners should be encouraged to write their title, date and Learning Intention – please see Learning, Teaching and Assessment policy linked to stages.
3. Feedback –Senior Leadership and Management Team/Parents and Carers

There is a section at the beginning of the Snapshot Jotter for comments from the Senior Leadership and Management Team and one section for Parents/Carers. The Senior Leadership and Management Team will take a percentage of the jotters each term, with a focus on groups. There will be a comment linked to Literacy and a comment linked to Numeracy. The focus group will be the learners focused on in the professional dialogue. Other pupils can for part of the discussion at the dialogue meeting if either the teacher or member of the SL&MT have any concerns or points for action. Teachers will share feedback from Parents/Carers with their allocated member of the Senior Leadership and Management Team.

1. The member of the SL&MT will include a kind comment – something the child has done well, a specific comment – a target the child should focus on based on the evidence included and the teacher/learner’s assessment and a helpful comment, which will give an example of how the child can improve. For example, if the child does not show understanding of multiplying by 10/100/1,000, the rule for this would be given with an example:

When multiplying by 10, the digits move one place to the left.

10 x 95.00 = 950.00

1. Traffic light boxes are included to allow the child to show their progress towards this target. This can be done in class or with their parent/carer at home. This will ensure the learner is using and responding to feedback to support progress.
2. The +/=/- box in the Snapshot Jotter can be discussed with the learner through dialogues, deciding if they have used feedback to improve progress.

**Jotter Monitoring**

**Member of Staff: Stage/Class: Date: Member of SLMT/PEER:**

|  |  |  |
| --- | --- | --- |
|  | **SNAPSHOT JOTTERS** |  |
| **1.** | **Name/Stage/Class/Session** |  |
| **2.** | **Evidence in the Snapshot Jotter linked to Forward Planning/ Newsletter** |  |
| **3.** | **At least one piece of evidence each week – Curriculum Areas and Subjects** |  |
| **4.** | **Evidence from the 4 Contexts for Learning**   * **Curriculum Areas and Subjects** * **Interdisciplinary Learning** * **Ethos and Life of the Schools as a Community** * **Opportunities for Personal Achievement** |  |
| **5.** | **Assessments to support Teacher Professional Judgement** |  |
| **6.** | **Balance of written work/worksheets (75:25)** (Age/Stage Appropriate) |  |
| **7.** | **Evidence of Learning Intentions and Success Criteria** |  |
| **8.** | **Teacher comments relate to Success Criteria, highlighting clear strengths and next steps.** |  |
| **9.** | **Evidence of …**  **Kind/Specific/Helpful**  **Two Stars and a Wish**  **Traffic Light Red, Amber, Green**  **Sentence Starter** |  |
| **10.** | **Evidence of pink and green highlighters.** |  |
| **11.** | **Evidence of Peer-Assessment (including traffic light)** |  |
| **12.** | **Evidence of Self-Assessment (including traffic light)** |  |
| **13.** | **Teacher/Self/Peer Assessment graded +/=/- based on progress made** |  |
| **14.** | **Presentation guidelines are being followed** |  |

|  |  |
| --- | --- |
| **LEARNING LOGS (Learning Logs should be used daily in class to support progress)** | |
| **Name//Class//Stage/Session** |  |
| **Flexibility to allow transition between levels** |  |
| **Progress towards Benchmarks assessed, linked to planned learning and teaching, supporting consistency of teacher judgements.** |  |
| **Assessed Benchmarks/Success Criteria are the comments which support the levels on the Progress Report and evidence in Snapshot Jotters.** |  |
| **Progress in Reading/Writing/Talking and Listening/ Numeracy and Maths towards benchmarks should be assessed over the term:**  **August to October**  **October to December**  **January to April**  **April to June** |  |
| **Prior knowledge should always be built upon to ensure progress is made by all learners.** |  |
| **Sections of the Learning Log completed in the appropriate term**   * **Profile – all sections** * **SHANARRI Web** * **Four Capacities** * **Word Bank** * **Novel Studies** * **End of Term Assessment – Pupil** |  |
| **SHANARRI Web** |  |
| **Progress Reports (Termly)**  **(Attendance/Levels/Progress/Signature)** |  |

**RELATIONSHIPS, SEXUAL HEALTH AND PARENTHOOD WORKSHOP**

**BBV and Sexual Health team NHS Lanarkshire Online Training 2023**

Please find below details of future training dates being offered and how to register for a place.

Sessions are online, nonclinical and previous knowledge is not required. They are introductory in nature and aim to spark further discussion/interest.

* **Sexual Health and Relationships Education** **(90mins)** –focusing on current issues for children and young people, CSE, child development, key messages on consent and healthy relationships, RSHP in schools, local service provision and BBVs/STIs
* **Relationships, Sexual Health and Parenthood Education (RSHP) in schools** **(1hr)** – focusing on RSHP Education and what children and young people are being taught, why and how

**When will sessions take place?**

* **Sexual Health and Relationships Education** –*March 13, May 31 and November 22****10-1130***
* **RSHP in schools**–*March 27, June 12 and November 14****10-11am***

**STAFFING TURNOVER**

Session 2022-23 – Actual Staffing 17.84

* 4 members of management. A further Principal Teacher has been allocated due to continuous increase in the school roll.
* 13.84 Teaching Staff (Full-time and Part-time) (Temporary and Permanent)
* Pupil Equity Fund – We have used PEF funding to support school improvement/learner progress.
* In the year 2021/22, 7 members of staff had maternity leave, resulting in supply staff from NLC providing cover for requirements.
* In the year 2022/23, 2 members of staff require maternity leave.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | TEACHER | STAGE | TEMPORARY/  PERMANENT | FULL-TIME/  PART-TIME | COMMENTS |
| 1 | Mrs Davidson | Primary 1 | Permanent | Full-time |  |
| 2 | Mrs MacFarlane | Primary 1 | Permanent | Full-time |  |
| 3 | Miss McCarthy | Primary 2 | Temporary | Full-time | Pupil Equity Fund |
| 4 | Mrs Duff | Primary 2 | Permanent | Part-time |  |
| 5 | Miss Martin | Primary 2 | Permanent | Part-time |  |
| 6 | Mrs Emslie | Primary 3 | Permanent | Part-time |  |
| 7 | Miss McNeil | Primary 3 | Permanent | Part-time |  |
| 8 | Miss Steel | Primary 3 | Temporary | Part-time | 2 days School  3 days Cluster Resource Teacher |
| 9 | Miss McGill | Primary 3 | Permanent | Part-time | Retiring February 2023 |
| 10 | Miss Paterson | Primary 3 | Permanent | Part-time | Job-share with Miss Steel – P3 |
| 11 | Mrs Hutchinson | Primary 4 | Temporary | Full-time | Maternity Leave from Easter |
| 12 | Miss McDonnell | Primary 4 | Temporary | Full-time | Pupil Equity Fund |
| 13 | Miss Arbuckle | Primary 5 | Temporary | Full-time | Maternity Leave from June |
| 14 | Mrs Grant | Primary 5 | Permanent | Full-time |  |
| 15 | Mr Clark | Primary 6 | Permanent | Full-time |  |
| 16 | Miss D Wright | Primary 6 | Temporary | Full-time |  |
| 17 | Mrs Vernett | Primary 7/6 | Permanent | Full-time |  |
| 18 | Miss A Wright | Primary 7 | Permanent | Full-time |  |
| 19 | Miss Hay | NCCT/  Learning Support | Temporary | Full-time | Pupil Equity Fund |
| 20 | Mrs McDaid | NCCT | Temporary | Part-time |  |
| 21 | Mrs Patrick | Nurture/  Learning Support | Permanent | Full-Time |  |
| 22 | Vacancy | Principal Teacher | Permanent | Full-time | Interviews for PT provisionally planned prior to Easter following DHT interviews. |
| 22 | Mrs Murphy | Acting PT | Permanent | Full-time | Mrs Murphy wished took the opportunity to work in a promoted post.  Interviews for PT provisionally planned prior to Easter following DHT interviews. |
| 23 | Mr Paterson | Acting DHT | Permanent | Full-time | Acting Post  Interviews for DHT – February |
| 24 | Miss McCarthy | Head Teacher | Permanent | Full-time |  |

Staff members – New Roles

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Miss Baker | Nursery | Permanent | Full-time | New promoted position |
| Mrs Convery | Principal Teacher | Permanent | Full-time | Family Commitments  Required reduced hours/Part-time  Promoted role not suitable |

**School Improvement – HGIOS?**

**Small Test of Change - Partnerships**

**Themes:**

This indicator aims to capture the school’s success in developing and maintaining strong partnership approaches which improve outcomes for learners and continued self-improvement for the school and community. All partnerships are based on mutual trust and respect for the particular contribution each partner brings. Partnerships are integral to the way a highly effective school works.

The development and promotion of partnerships

Collaborative learning and improvement

Impact on learners

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Features of Highly Effective Practice** | **Traffic Light** | | | **What we do now** | **What we do next** |
|  |  |  |
| Partnership work with stakeholders, including parents and carers, the local community, third sector, public sector and business organisations, is based on mutual trust and respect. |  | | |  |  |
| The school consistently involves parents and carers in shaping policy and services to improve impacts. |  | | |  |  |
| Staff support parents/carers to actively engage in their children’s learning, attainment and achievement. |  | | |  |  |
| All parents/carers are fairly represented by the Parent Council and any views or complaints are acted upon in an effective and timely manner. |  | | |  |  |
| The school’s learning pathways take account of key features of the local community. |  | | |  |  |
| The school understands and plays a significant role in the life of the local community. |  | | |  |  |
| Partnerships have clear agreements where the purpose, aims, roles and responsibilities are clear and understood by all involved. |  | | |  |  |
| The school jointly plans and evaluates shared projects with partners. |  | | |  |  |
| The school and partners share skills, knowledge and experience and take part in joint professional learning opportunities. They learn from effective partnership practice elsewhere. |  | | |  |  |
| Feedback from partner organisations indicates strong and effective relationships with the school. |  | | |  |  |
| The school engages effectively with partners to promote a coherent whole school approach to learning for sustainability. |  | | |  |  |
| The school can demonstrate the impact of partnerships through improved outcomes for learners. |  | | |  |  |

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| **Challenge Questions** | **Traffic Light** | | | **What we do now** | **What we do next** |
|  |  |  |
| How do we ensure that relationships with parents, carers and families, the local community and partners are characterised by trust and respect? |  | | |  |  |
| How well do we enable parents, carers and families and the local community to contribute to the life of the school and be involved in school improvement? |  | | |  |  |
| How effectively do we support parents and carers to participate in, contribute to and understand their child’s learning? |  | | |  |  |
| How effectively do we communicate about progress, attainment and achievement? |  | | |  |  |
| Is our Parent Council representative of all the parents and carers in the school and their social, economic and cultural backgrounds? If not, what are we doing to address this? |  | | |  |  |
| How well do we understand our local community? |  | | |  |  |
| Are the key features of the local community reflected in our learning pathways? |  | | |  |  |
| How well do we seek out and respond positively to potential partnerships which will lead to better outcomes for the children and young people we work with? |  | | |  |  |
| How clear are the partnership agreements we enter into? Do we involve partners at the earliest stages of planning? |  | | |  |  |
| How well do we identify priorities, communicate, plan, monitor and evaluate our work with partners? Are we clear what added value each partnership brings? |  | | |  |  |
| How well do we share skills, information, knowledge and experience across partners and partnerships? How well do we learn from successful partnerships? |  | | |  |  |
| Do we engage in shared professional learning opportunities with partners? |  | | |  |  |
| What opportunities do our learners and staff have to work with other to contribute effectively to their communities as active citizens? |  | | |  |  |

**School Improvement Partnerships – HGIOS?**

**Small Test of Change – Family Learning**

**Themes:**

This indicator focuses on increasing the positive impact of working with families to improve learning and achievement. The emphasis is on schools working in partnership with others in the community to support families to secure better outcomes through programmes which enable them to improve literacy, numeracy and health and wellbeing.

Engaging families in learning

Early intervention and prevention

Quality of family learning programmes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Features of Highly Effective Practice** | **Traffic Light** | | | **What we do now** | | **What we do next** |
|  |  |  | |  |  |
| Creative approaches are used to engage families. |  | | |  | |  |
| Almost all those engaged in family learning courses are highly motived and actively involved in their own learning and development. |  | | |  | |  |
| Almost all the children and their parents are included, participating, achieving and progressing very well in their learning. |  | | |  | |  |
| There is clear evidence that the life changes of those families experiencing particular challenges are being improved as a result of their engagement in family earning. |  | | |  | |  |
| Almost all learners report improvement in their health and/or wellbeing. |  | | |  | |  |
| Family learning is responsive to identified needs. |  | | |  | |  |
| Staff have an appropriate shared understanding of Getting It Right For Every Child (GIRFEC) and use these approaches to meet the needs of families. |  | | |  | |  |
| Family learning promotes equality, fairness and diversity. |  | | |  | |  |
| There is evidence that family learning is supporting families to minimise the impact of poverty on learning and achievement. |  | | |  | |  |
| Participation in family learning courses are monitored robustly to highlight trends and support effective early intervention strategies. |  | | |  | |  |
| Families are matched into the right programme which is negotiated and addresses identified needs. |  | | |  | |  |
| Families know that whatever their needs they will be able to access the right support that will enable them to reach their full potential as individuals and as a family. |  | | |  | |  |
| Family learning is leading to stronger home=school links which are improving outcomes for learners. |  | | |  | |  |
| **Challenge Questions** | **Traffic Light** | | | **What we do now** | | **What we do next** |
|  |  |  | |  |  |
| To what extent are we sure of what meaningful engagement with families looks like? |  | | |  | |  |
| What evidence do we have that family learning is improving the life changes of the families involved? |  | | |  | |  |
| Are outcomes for children improving as a result of their participation in family learning? How do we know? |  | | |  | |  |
| How is family learning improving their capacity to learn? |  | | |  | |  |
| How can we demonstrate that families are feeling included and that they are participating, achieving and progressing? |  | | |  | |  |
| Ow is our family learning helping promote the wellbeing indicators? How do we know?  SHANARRI - SAFE/HEALTHY/ACHIEVING/NURTURED/ACTIVE/RESPONSIBLE/RESEPECTED/INCLUDED |  | | |  | |  |
| How are we ensuring that provision is responsive to the needs of families? |  | | |  | |  |
| How effectively do we use current available data about levels of poverty in our community to help us target interventions? |  | | |  | |  |
| How are we actively promoting equality, fairness and diversity? |  | | |  | |  |
| How effectively do we monitor participation? |  | | |  | |  |
| How well do we match the right programme to the right families? |  | | |  | |  |
| To what extent do all staff understand GIRFEC (Getting It Right For Every Child), the Wellbeing Indicators (SHANARRI) and how these can have a positive impact on children and their families? |  | | |  | |  |
| How well are families supported in developing strategies which lead to positive relationships, better learning and better behaviour? |  | | |  | |  |