



## ***Driving Equity and Excellence***

### **Improvement Report – Checkpoint (3)**

#### **Session 2021-22**

<b>School:</b>	New Monkland Primary School & Nursery Class
<b>Cluster:</b>	Airdrie Academy

## Guidance on completing the School/Centre Improvement Report

Schools and Centres must provide an annual school improvement report (SIR) as a record of the progress made with the annual improvement plan. The SIR should be based on the results of on-going self-evaluation, which is rigorous, effective, and based on consideration of impact. This self-evaluation should be informed by How Good is our School? 4<sup>th</sup> edition (HGIOS?4) and/or How Good is our Early Learning and Childcare? (HGIOELC?). It should give a clear indication of where the school is now in relation to its process of continuous improvement.

It should state clearly and briefly the progress towards the National Improvement Framework (NIF) priorities and drivers and North Lanarkshire Council's priorities for Education and Families.

The report should be written using evaluative language. The report should also be shared in an accessible way with all relevant stakeholders - pupils, parents, staff, etc.

***The National Improvement Framework's 4 key priorities are:***

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

***The 6 key drivers of improvement identified by the NIF are:***

- 1. *School leadership*
- 2. *Teacher professionalism*
- 3. *Parental engagement*
- 4. *Assessment of children's progress*
- 5. *School improvement*
- 6. *Performance information*

***North Lanarkshire's Education and Families' priorities are:***

- 1. *Attainment and Achievement: improvement in attainment, particularly in literacy and numeracy*
- 2. *Equity: closing the attainment gap between the most and least disadvantaged children and young people*
- 3. *Health and Wellbeing: Improvement in children's and young people's health and wellbeing with a focus on mental health and wellbeing*
- 4. *Developing the Young Workforce: Improvement in employability skills and sustained, positive school-leaver destinations for all young people*
- 5. *Vulnerable Groups: Improved outcomes for vulnerable groups*

## Review of progress for previous session

*This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*

## Cluster Improvement Report

### Review of progress for previous session

*This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*

**Cluster priority:** To develop a shared approach to targeting support towards young people and their families.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	2. Teacher Professionalism	2. Closing the attainment gap between the most and least disadvantaged children	1.3 Leadership of Change	1 Early Intervention and Prevention	Choose an item.	Article 28 - right to education
2. Closing the attainment gap between the most and least disadvantaged children	4. Assessment of Children's Progress	Choose an item.	2.3 Learning, Teaching and Assessment	2. Social and Emotional Wellbeing	Choose an item.	Article 29 - goals of education
3. Improvement in children's and young people's health and wellbeing	5. School Improvement	Choose an item.	2.4 Personalised Support	3. Promoting healthy lifestyles	Choose an item.	Choose an item.

### Evaluative Statement – June

**Progress and impact (based on outcomes for learners): (How are you doing? And how do**

## **you know?)**

Community Children and Young People Mental Health bids successfully passed and funded granted for a range of projects for phase 2 from VANL.

10 x P7 pupils from across the cluster took part in the Odyssey project to support their transition to Airdrie Academy. This had input from Miracle Foundation and Make and Create Arts, alongside Active Schools, CST and CIIL. Pre and post questionnaires were completed which showed an 100% enjoyed the sessions and over 60% felt more confident and ready for secondary school.

Come Dine with Me project was set-up and ran across the cluster for 50 identified families. This is still ongoing, however pre, mid and post questionnaires are being completed with families and pupils.

Hope for Autism project has been set-up to run over the summer and into the new session, supporting early years children with transitioning from nursery to P1 or into their new class for next session and providing peer support. This will support 5 families across the cluster.

Without Walls project starting, supporting 20 children and young people from across the cluster with an alternative, outdoor curriculum that allows them to achieve success. Quantitative and qualitative feedback was recorded by individual schools and returned to Scottish Government, showing the majority felt more confident and less anxious because of this intervention.

YMCA funding secured for 1-2-1 befriending for identified children and young people at intensive level of support. This is due to begin in the coming weeks and will run over summer and into the new school session, supporting 6 children/young people in total.

Family Support Worker recruited as part of Carers Together to work across the Airdrie Cluster to support tier 1 and tier 2 families which CAMHS do not have the capacity to work with currently. At present, 11 referrals from across the cluster have been received and made to the service.

The wellbeing base was fully resourced from cluster funding before Easter and plans have been submitted for funding for a range of interventions and family supports to take place within the Wellbeing base next session.

The CIIL has supported or been involved in planning for 32 children/young people or families across the cluster since February, this has included supporting requests to Core Group, linking with external agencies, multi-agency meetings, home visits, observations, and support around GIRFEC planning for schools.

CST support has been delivered across secondary and primary sectors, with individual tracking and monitoring data provided to schools. CSTs continue to work with a range of pupils providing literacy support across the cluster schools and targeted wellbeing support for identified pupils.

Airdrie CAP has been in place, working in partnership with Community Police as a local priority and an application has been submitted to bring Street Soccer over the summer to the Airdrie Cluster.

### **Next Steps: (What are we going to do now?)**

ACEL data from May Snapshot has been downloaded and CIIL is currently analysing this to inform CIP writing for next session and where CSTs can be deployed for support.

CSTs will be deployed to support schools with attainment in partnership with Cluster Attainment

Teachers (CATs), however it will be important to ensure that there is no overlap and careful planning around the support and intervention being offered will be essential. A referral process for CSTs and other cluster supports will be introduced, with CSTs support based on a maximum of 2 terms to ensure that they are capacity in their role to support across the cluster. Alongside this, CST tracking, monitoring, and evidencing of impact will be streamlined.

Applications for Phase 3 funding from the Community Children and Young People's Mental Health funding has been applied for, a range of providers have been contacted to make bids to VANL and CILL has engaged in this full process to ensure that cluster receives as much funds for next session as possible. These funds will be used to provide cluster additional resources to support attendance, exclusion, disengagement, employability and provide family supports.

Cluster Improvement Planning (CIP) for next session will include attendance, health and wellbeing and local priority of Community Alcohol Partnership, in addition to improvement around attainment through the work of CSTs, Family Engagement officers and partners based on equity in the cluster.

## School Improvement Report

**School priority 1:** Examine and justify data from ongoing assessment evidence in reading to support raising attainment in writing.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	2.2 Curriculum	4. Targeted Approaches to Literacy and Numeracy	Choose an item.	Article 3 - best interests of the child
2. Closing the attainment gap between the most and least disadvantaged children	4. Assessment of Children's Progress	2. Closing the attainment gap between the most and least disadvantaged children	2.3 Learning, Teaching and Assessment	5. Promoting a high quality learning experience	Choose an item.	Article 28 - right to education
Choose an item.	Choose an item.	Choose an item.	Choose an item.	7. Using Evidence and Data	Choose an item.	Article 29 - goals of education

### Evaluative Statement & Actual Impact/Evidence (May)

Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)

During term 1, staff identified 2 children per class to baseline assess in order to track and monitor progress and attainment over the school session. Staff has used results to scaffold learning, inform enhanced class planning and provide interventions to support these learners. Benchmark assessments have been repeated with these learners on a termly basis to evaluate the impact universal support and interventions which were put in place. This data has been used in conjunction

with SNSA, CEM and ACEL data and our own assessment data tracking tool to record teacher professional judgement which is then collated and used within our New York model looking at data use for equity across each of the stages.

Reading for Enjoyment sessions have been implemented within most classes daily/weekly routines, using a variety of books, novels, and digital reading platforms e.g., Epic reader from dialogue with learners and during learning rounds, pupil motivation and engagement has increased through participation in these sessions. To further motivate and engage learners regarding reading and some classes signed up to live meet author sessions via MS Teams and participated in live read along sessions. Most learners enjoyed these sessions, by further seeking out opportunities to read similar genres or books by the same authors.

Reading Buddies were introduced within our Primary 1 and 3 classes. These reading sessions have been used to further increase motivation and engagement with identified learners. From dialogue with learners, all pupils are enjoying the sessions and feel that their confidence is improving.

Read Write Inc (RWI) is now well established within all classes as following dialogue there was a need to bridge the gap across reading and writing. From data obtained from regular RWI assessments it has highlighted that this targeted intervention is having a positive impact on most learners. As a result, groupings continue to be fluid within classes and staff use data to further support and/or challenge, where necessary and can now make comparisons with national and local data.

To further support individuals and groups, Rainbow Reading and Colourful Semantics has been used in some classes where gaps have been identified. These interventions are providing additional support within reading and writing and the progress and impact on attainment is being monitored and tracked and we have already seen a positive shift in our data.

Within Taught Writing lessons, all P.4-7 classes have been provided with opportunities to choose themes and titles within the focus genre each month. This has developed an increased enthusiasm for writing across these classes.

To support raising attainment within reading, comprehension has been a focus across the school with staff implementing a range of high-quality learning experiences and weekly Reading and Talking to Improve Comprehension (RTIC) sessions within P.5-7. Termly tracking meetings with class teachers and HT monitor the impact of the comprehension focus in regard to attainment in reading. In class observations and teacher professional judgment data has indicated an increase by more than 5% in attainment within across the school and key stages.

Learners who receive Free School Meals (FSM), (CG) and/or are within SMID 1 and 2, who have been identified, and worked with the cluster support teacher twice a week over a ten-week period to provide further support within aspects of Literacy. Through class observations, termly Tracking & Monitoring dialogue and assessment evidence, staff have observed an increase in confidence and progress.

Our pre-school learners participated in a refreshed and enhanced P.1 transition programme as part of a **Collaborative Action Research (CAR) project**, supported by the West Partnership and the Robert Owen Research Centre. The pre-school children participated in weekly sessions focusing on nursery rhymes to develop learners' knowledge and understanding within rhyme to narrow the gap within reading. Learners worked with the PT and Nursery lead on a weekly basis. Learners were baseline assessed and will be reassessed at the end of the transition process to gauge levels of progress and attainment. This research project will continue as this group of children move into

Primary 1 and through the school.

Airdrie Academy, our cluster high school have supported the launch of the Reading Schools initiative with our learners by providing book gift bags to the children in Primary 1 and nursery by delivering story sharing sessions to engage and motivate. These sessions will be used as a springboard to initiate the implementation of the principles from the Reading School award that we will start next school session.

Roald Dahl novels and Dandelion readers were purchased this school session to supplement reading materials. The novels were chosen through pupil consultation and are being enjoyed by upper school classes, which has increased pupil motivation in most learners. Dandelion books have been used effectively by some classes and the cluster Support for Learning teacher as an alternative reading resource to further support identified learners. Ongoing teacher observations have identified an increase in progress for the targeted individuals.

The SumDog subscription has been used consistently as part of the class daily routine across the school. The digital platform is being used effectively by most staff to practice and consolidate knowledge and understanding within spelling and grammar. Almost all staff have effectively utilised the program's assessment features to obtain further evidence and data to support ongoing professional judgement.

**Next Steps: (What are we going to do now?)**

Continue to utilise YARC, CEM and ACEL data, observations, ongoing teacher professional judgement, High Quality Assessment evidence and achievement of a level evidence to support tracking and monitoring of attainment, and to further measure the impact and progress in reading/comprehension skills across the school and with a particular focus also on refreshing our spelling programme.

Timetable and safeguard Reading for Enjoyment sessions across the school, to allow us to fully embed the ethos and principles, and to motivate more learners next school session. Staff will model positive reading habits during these sessions by reading alongside learners. Class and school libraries will be updated to provide a wider variety of texts, thus further promoting motivation within sessions.

Reading Buddy sessions will be rolled out across all classes next school next session, to help to continue to promote reading and increase motivation and engagement to further support raising attainment within reading.

Teaching staff are now trained and along with the Literacy Coach they will continue to support staff in implementing RWI, Rainbow Reading and Colourful Semantics to support identified learners as part of a universal offer, in order to bridge the gap between reading and writing, as per the recommendation and advice from the NLC Literacy Team, and as an intervention to support progress and attainment within Literacy.

Refresh and adapt our Taught Writing/spelling programme to provide high quality learning experiences to increase knowledge, understanding and skill set and to further raise attainment. Increase learner's stamina within writing to allow them to have the tools/skills to produce written work across a range of genres and subject areas.

Continue to provide high quality learning experiences to further embed and develop comprehension skills where at least, almost all children are attaining in reading and writing. We anticipate this focus

on reading will be taken through into year 2 of this plan.

Continue to implement targeted support and interventions with learners who receive Free School Meals (FSM), (CG) and/or are within SMID 1 and 2, who have been identified to work with the cluster support teacher, throughout term 3 and into next school session. These learners will continue to be tracked and monitored to identify impact and next steps.

Begin implementing the principles from the Reading Schools award across all classes to develop positive attitudes and enthusiasm for reading. This should help provide opportunities to motivate and engage our learners, which will, in turn, support raising attainment in reading.

Review and update reading materials/resources to provide more choice and books which are current and relevant to our learners and involve pupil choice (keeping in mind the principles that underline Active Literacy) to increase pupil engagement, motivation, and progress in attainment.

**School priority 2:** Examine and justify data from ongoing assessment evidence in Numeracy and Mathematics to build on raising attainment for all.

NIF Priority	NIF Driver	Education and Families Priority	HGIOS 4 QIs	PEF Intervention	Developing in Faith	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	2.2 Curriculum	4. Targeted Approaches to Literacy and Numeracy	NA	Article 3 - best interests of the child
2. Closing the attainment gap between the most and least disadvantaged children	4. Assessment of Children's Progress	2. Closing the attainment gap between the most and least disadvantaged children	2.3 Learning, Teaching and Assessment	5. Promoting a high quality learning experience	NA	Article 28 - right to education
Choose an item.	5. School Improvement	Choose an item.	Choose an item.	7. Using Evidence and Data	NA	Article 29 - goals of education

**Evaluative Statement & Actual Impact/Evidence (May)**

Progress and impact (based on outcomes for learners): (How are you doing? and how do you know?)

Baseline assessments were implemented in term 1 for 2 children per class who were identified for focused tracking and monitoring of progress and attainment over time. MALT assessments were used to gather data and identify gaps which was used to provide further support, scaffold learning, inform enhanced class planning and to provide interventions where necessary. MALT assessments were repeated in term 3 with the identified learners, where data is beginning to highlight the gap in attainment is narrowing.

Dynamo Math's has been used as a universal intervention to support learners where gaps have been identified by staff using data gathered from teacher professional judgement, MALT, SNSA and High-Quality Assessments. This intervention is being accessed by the identified learners as part of the universal offer of support. Term 3 tracking and monitoring dialogue, class observations, teacher professional judgement and recent MALT data has indicated that Dynamo is proving to be a positive support intervention.

The new textbooks purchased last session are being used consistently in most classes and Primary 1 learners are recording within the associated record books. The impact of the implementation of this new resource will continue to be tracked and monitored across year 1 and into year 2 to measure the full impact of this resource.

Samson Math's is fully embedded as part of the daily class routine across all stages and focuses on building up the mastering of the skills of the 4 basic concepts through interactive learning involving explicit teacher instruction. Most learners across the school are making connections and applying the knowledge learned from the Samson strategies within their daily Numeracy work.

SumDog subscription has been used consistently as part of the class daily routine across the school. The digital platform is being used effectively by all staff to revise and consolidate knowledge and understanding across all concepts within Math's and Numeracy. Almost all staff have effectively utilised the programme assessment features to obtain further evidence and data to support professional judgement within attainment.

All staff created and implemented High-Quality Assessments (HQA) in term 2 which obtained a holistic view of each individual learner's knowledge and understanding within Math's and Numeracy. The HQA's were moderated in house, cross cluster and as part of the West Partnership for validity and reliability reassurance of the assessment evidence gathered. Feedback from these moderation sessions have been cascaded to all staff to guide and inform future (HQA) assessment planning across all classes.

Learners who receive Free School Meals (FSM), (CG) and/or are within SMID 1 and 2, who have been identified, have worked with a cluster Support for Learning teacher twice a week over a ten-week period to provide further support within targeted areas of Numeracy and Math's. Through in class observations, Tracking & Monitoring dialogue and assessments, staff have observed an increase in confidence and progress and data is moving in a positive direction.

P.3-7 classes participated in online workshops with from Money advice Scotland. These workshops effectively highlighted and explained money management within a real-life context. The workshops were used as a platform to effectively continue learning within this concept to explore the subject matter in more depth. Participation in further workshops will take place next school session 22/23.

### **Next Steps: (What are we going to do now?)**

Continue to use MALT assessments to inform planning and highlight learners who require further support and intervention. This will allow us to continue to further narrow the gap for identified learners within the next school session.

Continue to monitor and track progress in attainment of our learners using individual digital achievement of a level folder. Staff will continue to populate each learner's folder with end of concept textbook related assessments, MALT and SumDog assessments. This ongoing collation of data will continue to inform staff of learners requiring further support and/or challenge and will be discussed during termly Tracking and Monitoring meetings with SMT to gauge the impact of interventions implemented. Similar to the textbooks, the impact of assessments will be monitored across year one and two.

Continue to support learners, where a gap has been identified, by implementing and tracking interventions, e.g., Dynamo Math's, to further enhance learners' knowledge and skills. Continue to implement targeted interventions with identified learners through the implementation of Dynamo Math's, Catch-Up Numeracy and Number Box. Continue to use MALT assessment data, both pre and post intervention, to gauge and monitor the impact of this across the school year.

Continue to use the SumDog digital platform to support teaching and learning within each class and ensure all staff are utilising the programmes assessment features to provide additional evidence and to further support sound teacher professional judgment.

Continue to use High-Quality Assessments (HQA) next session to obtain robust, holistic evidence to further to track and monitor learner's knowledge and understanding within Numeracy. Continue to moderate the (HQA's) created in house and termly to ensure consistency and progression across all stages and to validate the evidence gathered to track progress.

Continue to implement the targeted support and interventions with learners, who receive Free School Meals (FSM), (CG) and/or are within SMID 1 and 2, who have been identified to work with the cluster support teacher, throughout term 3 and into next school session. These learners will continue to be tracked and monitored to identify the impact on attainment data.

Provide a regular focus session in relation to all aspects of the Math's curriculum next school session, through the implementation of a dedicated day per week across all classes, for example, to ensure that teaching and learning experiences for all learners are providing a balance between learning within Numeracy and Math's. This would be monitored and tracked across the school year to gauge the impact of this regular focus in relation to improving attainment.

Create a digital bank of supplementary resources to further support the use of the new textbooks across all classes, to provide depth across learning within all aspects of Numeracy and Math's.

Continue to develop learner's skills and knowledge, within money management, by participating in workshops delivered by Money Advice Scotland. Continue to monitor and track through in class observations, learning rounds and data gathering for equity use.

**School priority 3:** Fully utilise digital technology training and experiences to strengthen teaching and learning further for both staff and pupils.

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>Education and Families Priority</b>	<b>HGIOELCC QIs</b>	<b>UNCRC Article(s)</b>
<b>4. Improvement in employability skills and sustained positive destinations</b>	<b>5. School Improvement</b>	<b>4. Improvement in employability skills and sustained positive school leaver destinations for all young people</b>	<b>2.2 Curriculum</b>	Article 2 - non-discrimination
Choose an item.	Choose an item.	Choose an item.	<b>3.3 Developing Creativity and Skills for Life and Learning</b>	Article 17 - access to information from the media

**Evaluative Statement & Actual Impact/Evidence (May)**

Progress and impact (based on outcomes for learners): (How are you doing? and how do you know?)

The new digital pathways, which were created in collaboration with staff, are now being used across all stages, thus allowing teaching, and learning practices to be more progressive. Using the planners, teaching, and learning experiences are now covering a wider skill set, which, in turn, is providing higher quality learning experiences for all our learners. To fully gauge the impact of these pathway planners these will be monitored throughout year 1 and year 2.

All necessary paperwork and evidence have been gathered, collated, and submitted as part of the application for the Digital School Award accreditation which will take place on 14/6/22. The criterion for the award is being embedded within teaching and learning across all stages, which has further developed staff knowledge and has enhanced learning experiences across the school. This will be monitored across the remainder of year 1 and into year 2 to allow us to fully see the effect on progress.

App of the Month continues to be utilised to support and enhance high quality teaching and learning experiences in all classes and these are used to develop skills and confidence in both learners and staff. App of the Month is selected by the Digital Leaders during monthly meetings to allow for pupil choice. Digital Leaders support initial implementation of the apps within some classes by participation in learning experiences to assist groups and/or individuals. Staff have continued to build their own skill set and confidence through learning how best to utilise the chosen apps from the Digital Leaders who are leading learning within this area. This continues to be monitored to track the impact of this focus.

Code of Conduct for Acceptable Use agreements have been created for early through to second level. All learners across the school have explored and discussed the rules and responsibilities detailed within the agreements and have signed corresponding contracts. These agreements have outline to all learners how to appropriately use digital technology to allow them to use their individual devices to support and enhance their own learning.

All staff are now familiar with principles contained within the Digital Learning and Teaching Strategy. This document has supported staff by promoting consistency and continuity across digital teaching and learning across all stages. Staff have used the content of the strategy to guide and seek out CLPL opportunities to further enhance and develop their own skills. The effectiveness of the strategy will continue to be monitored to gauge impact across the remainder of year 1 and into year 2.

Digital skills are built into almost all learning experiences across all classes, where most staff are now more confident in incorporating this after participating within in-house staff training from the Digital Lead and by being supported in class by the Digital Leaders. All most all staff are supporting and enhancing learning experiences through the regular use of QR codes to access or share information and learning. Some classes have participated in online digital workshops to build upon skills and knowledge and the upper school classes have participated in a "Scratch" coding pilot and introduction of Spheros, where knowledge has been cascaded to some classes.

A Digital Library has begun to be established, where books are being recorded by staff and QR codes created to allow learners to independently access these recordings. The books currently within the digital library are being used by identified children requiring additional support during in class reading sessions and to improve fluency. The digital books are being used by some classes as extension tasks and used during reading for enjoyment sessions, where learners are

enjoying the opportunity to hear a familiar voice reading the texts. The impact of learners accessing the digital library will be tracked and monitored across the school session to gauge impact.

All iPads across the school have been collated and configured to update to the new systems to ensure that all devices provide the best platform to support and enhance learning across all classes.

### **Next Steps: (What are we going to do now?)**

Continue to utilise the digital progression pathway planners to ensure consistency, breadth, and progression of skills within all teaching and learning experiences for all learners across the school. Teacher professional judgment, in class observations and tracking and monitoring dialogues will gauge the impact of these pathway planners throughout year 2.

Continue to embed the criteria and principals for the digital award and the “Digital Learning and Teaching Strategy” within teaching and learning across all stages, as this will further develop staff knowledge and continue to enhance learning experiences across the school. This will continue to be monitored across year two to allow us to fully gauge the impact on progress.

Continue to have a focus App of the Month to further develop skills and confidence in learners and staff to support, challenge and enhance learning opportunities. Continue to share focus apps with all learners and ensure that all staff across the school are familiar with each month’s focus through the implementation of a Digital Leaders calendar of events. Digital Leaders will launch each month’s focus apps during assemblies and use this platform to demonstrate and showcase the app’s use. Digital Leaders will create a list of apps and detail how these can be best utilised to support teaching and learning across all stages and demonstration videos will be created and uploaded to Teams to allow both learners and staff to access for reinforcement.

To further embed the importance of digital technology across the whole school, assemblies will be used to share and cascade learner’s knowledge with their peers and awards will be given to highlight digital success. This will continue to motivate and engage learners in the development and application of their skills within digital learning. This will be monitored throughout year 2 to gauge impact.

Include within the whole school and nursery calendar and the Digital Leaders calendar of events, termly reviews of the “Code of Conduct for Acceptable Use” to reinforce learner’s responsibilities when using digital technology.

Continue to embed digital skills and use of technology within teaching and learning experiences to further develop and enhance knowledge within this area for both learners and staff. Include within Progressive Pathway termly planning records, aspects of digital learning which could be supported through participation in class workshops delivered by the Digital Leaders.

Continue to build upon the bank of digital books within the Digital Library to provide additional reading opportunities across all stages. The impact of the digital library will continue to be monitored into year 2 to gauge the impact of this resource.

## **Nursery Class**

**Review of progress for previous session**

*This section should evaluate the impact of the current School Improvement Plan (SIP) priorities. It is structured to reflect the ongoing evaluation process, with agreed timescales for review (October, Jan (PEF) and May). The links to the NIF priorities and drivers and the authority's priorities should be clearly stated. For each priority, there should be a statement of progress made and its impact expressed as outcomes for learners. High level messages should be used to summarise progress made. Additionally, there should be clearly defined next steps which may inform future priorities.*

**Nursery Class Priority:** Promote and develop Planning in the Moment by applying the Curiosity Approach.

NIF Priority	NIF Driver	Education and Families Priority	HGIOELCC QIs	UNCRC Article(s)
1. Improvement in attainment; particularly in literacy and numeracy	1. School Leadership	1. Improvement in attainment, particularly literacy and numeracy	1.1 Self Evaluation for Self Improvement	Article 2 - non-discrimination
3. Improvement in children's and young people's health and wellbeing	2. Teacher Professionalism	2. Closing the attainment gap between the most and least disadvantaged children	1.2 Leadership of Learning	Article 3 - best interests of the child
Choose an item.	3. Parental Engagement	4. Improvement in employability skills and sustained positive school leaver destinations for all young people	1.5 Management of Resources to Promote Equity	Article 12 - respect for the views of the child

**Evaluative Statement & Actual Impact/Evidence (May)**

Progress and impact (based on outcomes for learners): (How are you doing? and how do you know?)

Nursery staff have continued to make progress in the implementation of Planning in the Moment. Staff now have access to their own iPads which are used to support and enhance learning experiences for almost all children.

Staff continue to use effective questioning and provide appropriate provocations to facilitate Planning in the Moment, where they are responding to learner's interests and acting upon this to enhance learning opportunities.

Most children are responding well to this approach to planning and from conversations with learners and through observations they are enjoying being challenged and personal interests are being valued by staff to lead learning.

Planning in the moment reflects the school and nursery values and provides opportunities to promote the rights of the child in addition to the SHANARRI indicators.

**Next Steps: (What are we going to do now?)**

Update and purchase new iPads to allow all staff to use these effectively, as due to the age of some devices printing and uploading has posed issues.

Ensure all observations have photos or pieces of evidence to support learning, which will allow for more robust tracking and monitoring of learners next session.

Continue to facilitate high quality provocations and continue to plan responsively, considering the interests of the child to scaffold and lead learning opportunities. This will continue to be tracked and monitored next session to gauge impact. Make sure all staff are aware of what the intended learning will be.

Staff will engage in CLPL to allow them to implement the use of “Big Questions” to further scaffold and provide breadth and depth within all learning experiences. The impact of using this questioning technique will be monitored and tracked to gauge the impact this has on learners.,

Deliver Planning in the Moment workshops to parents and carers next school session to promote and strengthen parental engagement between nursery and home.

### Assigning levels using quality indicators

*Nurseries should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*

#### NIF quality indicators

Quality indicator	Nursery self-evaluation	HMIE Inspection evaluation ( <i>if appropriate</i> )
1.3 Leadership of change	<b>Very Good</b>	<b>Very Good</b>
2.3 Learning, teaching, and assessment	<b>Good</b>	<b>Very Good</b>
3.1 Ensuring wellbeing, equity, and inclusion	<b>Very Good</b>	<b>Very Good</b>
3.2 Securing Children’s Progress	<b>Good</b>	<b>Good</b>

## SAC/ PEF CHECKPOINT 1: MAY 2022

Intervention	Impact	Evidence
	Please include the following: Update on SAC/PEF allocation / distribution, impact to date (initial observations & assessments)	If possible, please outline any evidence you may have gathered which indicates impact / progress.

<p>Additionality of staffing (1 teacher – to release experienced teachers to work across 2 targeted classes)</p>	<p>PEF funding was allocated to pay for 1 full time teaching member of staff in the key stage of P4. This additionality to staffing then allowed 2 experienced, (1 full time &amp; 1 part time) staff members to be allocated to Primary 3 and Primary 6 to provide support to all learners across both these stages. Out of the whole school population these were the stages where most children were sitting in the ‘not yet attaining’ in terms of attainment data but could move to ‘attaining’ within an academic session with targeted universal offer in place.</p> <p>A range of assessment evidence/data, robust teacher professional judgement and ACEL/SNSA data has allowed us to firmly identify where gaps are across learning, which in turn allowed for specific targeted interventions. By using the NY model to break down our data across each class has allowed for learners to be split across 4 populations in each class based on where they sit against national expectations, e.g. (lots to do, not yet (could get to achieving within an academic year with the correct support in place), achieving and showing strengths. This has allowed the focus to be on attainment now and attainment over time with teachers being the main driver of data analysis, thus ensuring teacher agency and allowing staff to use all resources at their disposal.</p> <p>Additional staff in the targeted stages are being used to deliver a range of interventions and team teach so the focus remains on what we highlighted in our SIP across the areas of reading, writing, numeracy, and mathematics.</p> <p>Having this additionality throughout this academic session has allowed us to deliver quality interventions regularly, effectively and consistently which has also provided opportunities to further support/challenge targeted learners.</p> <p>Ongoing observations, dialogue across termly tracking and monitoring meetings along with high quality assessment evidence has allowed us to build a holistic picture this school session to monitor and measure the impact of what the additional staffing across the 2 stages has achieved.</p> <p>In term 2 and 3 the cluster learning support teacher collaborating with learners twice a week</p>	<p>Additional staff are in place in both Primary 3 and Primary 6 where high-quality interventions, e.g., Read Write Inc, RTIC, and Rainbow Reading continue to be implemented. This is providing further support to individual learners thus ensuring equitable outcomes. We are already starting to see the attainment data shift in the right direction due to having 2 teachers in both these classes delivering targeted interventions and team-teaching of smaller groups.</p> <p>From data gathered so far, most children are now attaining Last session 20/21 (30%) of our school population was impacted by the poverty related attainment gap and attainment data for both P3 &amp; P6 was down against national expectations. Last session (38%) of the school population was not on track for reading and (42%) was not on track for writing. Already this session (26%) of the school population is not on track in reading and (33%) for writing showing that the gap across the school in general is starting to narrow particularly in both classes mentioned as that’s where the biggest gap was highlighted.</p> <p>Two children across each class have also been base line assessed at the beginning of the session in Aug and we continue to track and monitor their progress within Literacy and Numeracy through utilising additional human resources in the best way possible, this will continue to be observed across this school session and into year two. Year 1 is already showing the gap narrowing for the</p>
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	<p>and over a 10-week period we aim to specifically focus on our learners who are not achieving and are in receipt of FSM/CG and/or live within SIMD 1 and 2 (poverty related attainment gap). The 8% of these learners across the school were baseline assessed at the beginning of the session and ongoing classroom observations and assessment data has allowed us to track and monitor progress over time.</p> <p style="text-align: center;"><b>Poverty Related Attainment 21/22</b></p> <p>12 children (7.8%) across the school population in SIMD 1 &amp; 2  27 children (17.8%) across the school population in receipt of FSM  31 children (20.4%) across the school population in receipt of clothing grant  24 children (15.7%) across the school population on GIRFMe plans</p> <p style="text-align: center;"><b>20/21</b></p> <p>12 children (8%) across the school population in SIMD 1 &amp; 2  35 children (22%) across the school population in receipt of FSM/Clothing Grant  21 children (13%) across the school population on GIRFMe plans</p>	<p>identified children and</p>
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