



Driving Equity and Excellence

Improvement Action Plans

Session 2020-21

School:	Ravenswood Primary School
Cluster:	Greenfaulds High School

Improvement Plan Summary	
Cluster Priority:	Improve outcomes for children and young people via implementation of the refreshed GIRFEC Pathway for Planning and Support and the establishment of Integrated Cluster Wellbeing Teams and Bases.
School Priority 1:	Digital
School Priority 2:	Recovery Curriculum
School Priority 3:	Literacy



SCHOOL AIMS



We will enable all staff to work together effectively to create a positive working and learning environment by:

- Providing strong, supportive leadership/management
- Building a strong school team where all staff are valued and effective communication strategies are in place
- Ensuring school policies are clear and consistently applied
- Providing staff development for all
- Responding to educational change through the use of a consultative School Improvement Planning process

We will enable all children to be successful learners by:

- Ensuring they are challenged to achieve their full potential
- Providing a safe and caring learning environment
- Providing a broadly balanced, clear and progressive curriculum, incorporating an interdisciplinary approach
- Delivering well-planned and resourced lessons considering a variety of teaching and learning styles
- Providing a 'can do' problem-solving ethos to encourage the transfer of skills and knowledge
- Using a variety of assessment techniques to meet the needs of individuals

We will enable all children to be confident individuals by:

- Building their self-esteem and self-respect by encouraging them to develop emotionally, physically, mentally and morally to their full potential
- Encouraging them to take pride in themselves and our school
- Developing an appreciation of people and property through controlled and responsible behaviour
- Promoting healthy eating and an active lifestyle

We will enable all children to be responsible citizens by:

- Fostering an environment of mutual respect
- Encouraging responsible, meaningful participation in all aspects of school life
- Developing knowledge and understanding of the world and Scotland's place in it
- Providing experiences of different beliefs and cultures to promote tolerance and respect
- Enabling them to make informed choices and decisions
- Ensuring they think through the rights and wrongs of difficult situations
- Encouraging environmental awareness

We will enable all children to be effective contributors by:

- Providing experiences which prepare them for a modern technological society and by encouraging enterprising attitude
- Utilising a wide range of resources which encourage problem-solving and thinking skills
- Providing opportunities for cooperative working through which they will develop their self-esteem, resilience and an appreciation of others
- Providing them with opportunities to use their initiative and develop leadership skills

We aim to involve parents/carers, the local community, commerce and industry for the benefit of the individual pupil by:

- Establishing effective communication systems
- Respecting, listening and incorporating the views of parents/carers, partner agencies and industry and encourage their involvement in the life of the school
- Working in partnership with parents to promote life-long learning
- Supporting parental organisations
- Promoting healthy lifestyle choices and awareness of environmental issues

2020- 21 Cluster Improvement Plan

IMPROVEMENT PRIORITY:	Improve outcomes for children and young people via implementation of the refreshed GIRFEC Pathway for Planning and Support and the establishment of Integrated Cluster Wellbeing Teams and Bases.				
Person(s) Responsible Who will be leading the improvement?		Cluster Chair and CIIL, supported by Education and Families Manager			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ RRS Article(s)
QI: 1.3 QI: 2.4 QI: 3.1 QI: 3.2		1.School Leadership 2.Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's progress	3. Improvement in children's and young people's health and wellbeing	Improvement in children and young people's health and wellbeing	Article 12: Right to express views. Article 24: Right to health care

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
<p>HWB Hub</p> <p>a. A clear vision is established for cluster working which places positive outcomes for children at its heart and the HWB team is established.</p> <p>b. The physical Integrated Cluster Wellbeing Base will be fully formed and providing support to children and their families.</p>	<p>a. Cluster Chair led session (involving all key cluster stakeholders/ integrated wellbeing team) to establish shared vision and cluster protocols in terms of partnership working.</p> <p>b. Removal of pipe including building warrant Move of SfL to First floor (boxes collected and resources packed).</p> <p>Deployment of CSTs across the cluster for improvement of lit, num and HWB for identified learners. GHS - establishment of small S1 class 3 x a week Woodlands Eastfield</p>	<p>Evaluations from all cluster stakeholders in February and May.</p> <p>Information posted into Teams channel</p> <p>Mins of Cluster HTs meetings to reflect development of vision</p> <p>Statement of Vision is completed and shared</p> <p>Children and their families accessing the base and receiving appropriate support as identified via the GIRFEC pathway.</p> <p>Short term - Measures used by CSTs to measure impact of working with both Primaries and GHS Aug – Oct including</p>	<p>Teams – Cluster HTs team</p> <p>Furniture for the teaching space and family room (currently an interview room – to be multi-functional).</p> <p>Cluster Support Teachers</p> <p>Admin resources - visuals, ABC chart</p>	<p>By Christmas 20</p> <p>Base to be fully functional by April, 2021</p>

	<p>Condorrat and after October, Ravenswood To be reviewed</p> <p>Meeting with primary teacher and ASNAs</p>	<p>5 steps of EAL, Yarc, Talking Mats for pupil voice, Red reading box to show impact on reading.</p>		
<p>All practitioners across the cluster are familiar with the GIRFEC refresh to ensure:</p> <ul style="list-style-type: none"> • identification • assessment • planning • implementation <p>of interventions are in place for those children and young people who need more assistance.</p> <p>The revised Support Around the School system (SAS) is implemented to strengthen the staged intervention mechanisms in the refreshed GIRFEC pathway.</p>	<p>Staff training (including HWB team) on the GIRFEC refresh (including the revised Support Around the School model) to support practice improvement with effective assessment and planning for children and young people.</p>	<p>100% of staff trained and implementing the GIRFEC pathway.</p> <p>Data on revised staged intervention approach will show decreasing numbers as stages escalate.</p> <p>Staff responses/evaluations will show familiarity with GIRFEC refresh and pathways</p> <p>Cluster Wellbeing Team fully formed and supporting children and families via the GIRFEC pathway – regular SAS meetings are being held and access to support in place.</p>	<p>GIRFEC refresh</p> <p>Documentation around the new Support Around the School system.</p>	<p>November 2020 Inset Day</p> <p>Training- November 2020 Inset Day Implementation of Support Around the School System- from October 2020.</p>
<p>All establishments in the cluster are supporting families experiencing poverty via a robust 'Poverty Proofing Our School/ Centre' policy.</p>	<p>All heads of schools and centres will produce a 'Poverty Proofing Our School/ Centre' policy for their own establishment.</p>	<p>Policies are written and shared.</p> <p>Increased number of referrals from schools to the Financial Education Team.</p>	<p>Guidance paper for policies.</p>	<p>Policies to be written by the end of February, 2021.</p>

2020-21 School Improvement Priority 1

IMPROVEMENT PRIORITY 1:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.				
Person(s) Responsible Who will be leading the improvement?		Jacklyn Purdon, Acting Head Teacher Lorna McLean, Digital Leader and Class Teacher			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.5 Family Learning 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 6. Performance Information	1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people	1.Improvement in attainment, particularly literacy and numeracy 2.Closing the attainment gap between the most and least disadvantaged children 4.Improvement in employability skills and sustained, positive school leaver destinations for all young people	Article 17 – The right to reliable sources of information Article 28 – The right to an education Article 29- The right to develop personality, talents and abilities

Outcome(s) / Expected Impact Detail targets, %, etc. <i>Impact to be completed by establishments to be specific to need.</i>	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
All children and young people have access to a device which enables them to engage with digital learning at home.	SLT and Pupil support staff to evaluate and review learner access needs. Digital Learning Policy to be created and implemented across the school to ensure a consistent approach. Establish a contingency plan for school device use during a period of self-isolation. Review learning plans to ensure an alternative to digital tasks. All learners and staff to be involved in the 'Acceptable use agreements' paperwork.	Engagement Tracking Parental Consultation Staff evaluations of need Establishment Contingency planning	Education and Families Deployment of devices Guidance COVID-19 Re-opening of schools guidance	December '20

<p>Children and young people to have ease of access to digital learning platforms, which develop curricular needs.</p>	<p>All staff to issue children and young people with usernames and passwords to access online learning.</p> <p>Create an online learning overview, which is regularly reviewed.</p> <p>Issue online learning overview to children/young people and parents.</p> <p>JP and LMcL to develop a digital learning policy.</p> <p>Teams is used for Homework purposes.</p>	<p>Learner feedback and Golden Book comments</p> <p>Parental Consultation</p> <p>Planning Overviews will track use and inform overview</p>	<p>Refreshed Curriculum Narrative</p> <p>Ed Scot – What Digital Learning might look like.</p> <p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Glow Information</p>	<p>November '20</p>
<p>A clear communication strategy, which ensures all stakeholders know expectations of remote learning.</p>	<p>Review universal approaches to communication across the school.</p> <p>Develop a strategy to digital communication for learners and parents.</p> <p>Review and update school website, ensuring digital learning overview and links displayed.</p> <p>Launch and promote parents portal.</p> <p>Establish developed use of Groupcall for all stakeholders.</p> <p>Develop consistent approaches to digital home learning.</p>	<p>Parental Consultation</p> <p>Staff Evaluation</p> <p>Digital tracking and monitoring</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Digital School</p>	<p>April '21</p>
<p>Develop use of digital data to inform tracking of learner engagement and the digital curricular requirements.</p>	<p>All staff to be involved in the evaluation of digital platform engagement data.</p> <p>Insights to be used in all learner Team groups to track use.</p> <p>Develop approaches to evaluate and track learner progress using digital platforms and learning.</p> <p>JP and LMcL to develop an overview of digital platforms and their use across stages.</p>	<p>Planning tracking and monitoring</p> <p>Professional judgement</p> <p>Digital Tracking and monitoring - use of Insights on Teams</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p> <p>Digital School</p>	<p>February '21</p>
<p>Embed digital learning experiences across the curriculum, through development of staff digital knowledge and skills.</p>	<p>Staff engage with digital learning CLPL</p> <p>All staff to have access to Education and Families Bulletin on Glow</p> <p>All staff to know their login for Login to Learn/Learning Management System</p>	<p>Planning tracking and monitoring</p> <p>Digital Tracking and monitoring - use of Insights on Teams</p> <p>Staff PRD</p>	<p>NLC - Digital Learning and Teaching Guidance (August 20)</p> <p>Microsoft Educator site in Glow</p> <p>NLC - Digital Solutions to enhance Learning and Teaching.</p>	<p>December '20</p>

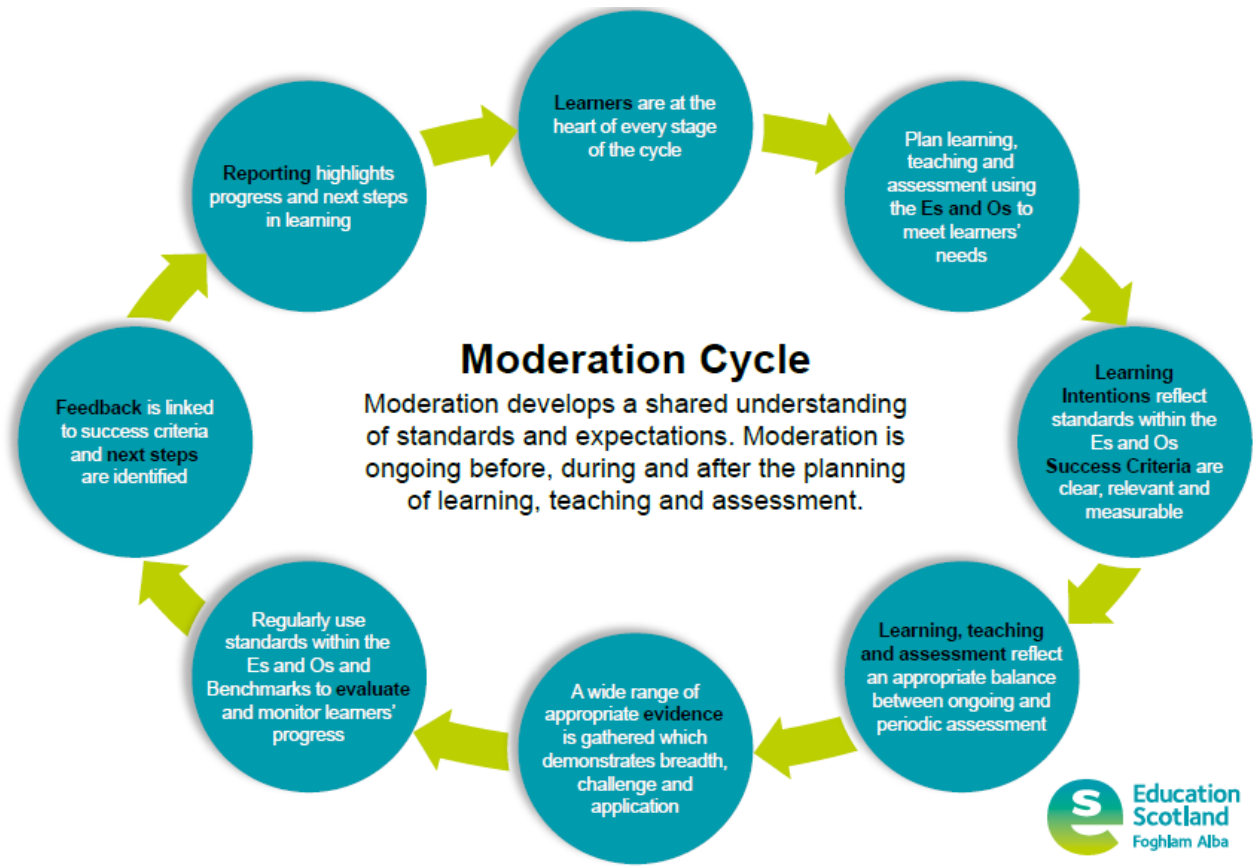
			Glow information Professional Learning - Ed Scot	
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2020-21 School Improvement Priority 2

IMPROVEMENT PRIORITY :	To ensure continued equity of access and opportunity for maximising learning in the broad general education. To continue to improve attainment through equity and maximising learning in the broad general education.				
Person(s) Responsible Who will be leading the improvement?		Jacklyn Purdon, Acting Head Teacher			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.3 Leadership of Change 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising Attainment and Achievement	<ol style="list-style-type: none"> 1. Promoting a high quality learning experience 2. Differentiated support 3. Using evidence and data 4. Engaging beyond the school 5. Partnership working 6. Professional learning and leadership 	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	<p>Priority 2: Closing the attainment gap between the most and least disadvantaged children</p> <p>Priority 4: Developing the Young Workforce- Improvement in employability skills and sustained, positive school-leaver destinations for all young people</p>	Article 28 – right to education Article 29 – goals of education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Refreshed curriculum rationale which reflects curriculum advice in line with COVID-19 guidance to reduce virus transmission.	<p>All staff to take part in curriculum review following Education Scotland and NLC curriculum guidance. Curriculum Rationale will be continually reviewed as guidance changes.</p> <p>Consultation and communication with all stakeholders.</p> <p>Refreshed Curriculum Narrative used to support and reflect in line with the four capacities of CfE.</p>	<p>Curriculum Rationale to be updated to reflect changes in line with COVID-19 guidance.</p> <p>Teachers planning will reflect changes to curriculum rationale.</p>	<p>Education Scotland Curriculum Advice</p> <p>NLC Curriculum Guidance</p> <p>COVID-19 Re-opening of schools guidance</p> <p>Refreshed Curriculum Narrative</p> <p>Moderation Cycle</p>	November '20
Children are supported through well-planned experiences and approaches which demonstrate knowledge and understanding, skills and learning across the curriculum.	<p>Sustained focus in planning and delivery of learning across core areas of Literacy, Numeracy and HWB.</p> <p>Ensure a consistent and shared understanding of IDL.</p> <p>Opportunities for outdoor learning are identified, maximised and embedded in the curriculum.</p>	<p>Teachers planning will reflect core focus, planning IDL and outdoor learning experiences, with increased focus on HWB for pupil return to school.</p> <p>Golden Book and professional dialogue will reflect focus in core areas, outdoor learning and understanding of IDL.</p> <p>Teachers planning will demonstrate shared understanding and show increased connections across learning.</p>	<p>NLC Curriculum Guidance</p> <p>COVID-19 Re-opening of schools guidance</p> <p>Refreshed Curriculum Narrative</p> <p>SSERC advice</p> <p>CfE Outdoor Learning Guidance</p> <p>Healthy Schools Website– COVID Recovery section</p>	December '20

	<p>Practical investigations and activities are reviewed in line with COVID-19 guidance.</p> <p>Reflect pedagogical approaches to support engagement and active learning.</p>	<p>Regular monitoring and tracking will show that almost all children are progressing and engaging in their learning.</p> <p>Golden Book, Attainment Tracking Meetings and professional dialogue will reflect range of teaching and learning approaches.</p>	<p>https://healthyschools.scot/</p> <p>Moderation Cycle (learning, teaching and assessment)</p>	
<p>Robust arrangements are in place to support continued learning for children who are unable to attend school.</p>	<p>All children have equity of access to remote learning experiences.</p> <p>Ensure equity of access to technology and connectivity for all families.</p> <p>Promote and familiarise staff with Digital School.</p> <p>Review contingency planning for blended learning approaches.</p>	<p>Audit of digital access for all families. Request device and deploy to the list of identified families through NLC.</p> <p>Staff engage in ongoing CLPL related to digital learning and teaching.</p> <p>Pre and post staff self-evaluation of training and awareness of digital resources available.</p> <p>Monitoring and tracking data/information will show that almost all children are accessing and engaging in learning for blended learning.</p>	<p>Digital School</p> <p>NLC Bulletin:- Digital Learning and Teaching Approaches</p> <p>NL Continuity Resource http://tiny.cc/5otklz.</p> <p>NLC Learning Hub</p> <p>Microsoft Educator Training</p> <p>Links with NLC Digital Pathfinder Team</p> <p>Guidance to support families during self-isolation.</p>	<p>Ongoing throughout school session 2020-2021</p>
<p>Gaps in learning will be addressed through careful planning and links across services.</p>	<p>Identify gaps in learning through careful consideration of assessment approaches.</p> <p>Cost of the school day considered in planning learning experiences.</p> <p>Ongoing and periodic assessment used effectively to track attainment and depth in learning.</p> <p>Interventions effectively utilised to close attainment gaps.</p>	<p>Termly Attainment Tracking Meetings</p> <p>Appropriate assessment approaches are identified and used to measure gaps: observations, data, learner conversations etc.</p> <p>Teacher planning will reflect information gathered from assessments to plan next steps.</p> <p>Monitoring, tracking and attainment reviews will show that children identified progress in their learning.</p> <p>Interventions tracked and reviewed on a termly basis to ensure maximum effectiveness.</p> <p>JP to track all interventions across all ages/stages.</p>	<p>Assessment and Moderation cycle</p> <p>Assessment resources (POLAAR, MALT, YARC, etc.)</p>	<p>Ongoing throughout school session 2020-2021</p>



2020-21 School Improvement Priority 3

IMPROVEMENT PRIORITY 3:	Improvement in Attainment in Literacy at Early, First and Second Level <ul style="list-style-type: none"> • Robust understanding of experiences and outcomes, benchmarks and achievement of a level for learners. • First year implementing a wide range of Literacy Interventions, providing the school with skilled practitioners for further development in stages across the school in future years. 				
Person(s) Responsible Who will be leading the improvement?		Jacklyn Purdon, Acting Head Teacher Kelly Merrison, Literacy Co-ordinator and Class Teacher			
HGIOS/ HGIOELC Quality Indicators	PEF Interventions	NIF Drivers	NIF Priorities	Education and Families Priorities	Developing in Faith/ UNCRC Article(s)
1.2 Leadership of Learning 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 3.2 Raising, attainment and achievement 3.3 Increasing creativity and employability	4. Targeted approaches to literacy and numeracy 5. Promoting a high quality learning experience 6. Differentiated support 7. Using evidence and data	School Leadership Teacher Professionalism Assessment of Children's Progress Parental Engagement School Improvement Performance Information	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;	6. Improvement in attainment, particularly literacy and numeracy 7. Closing the attainment gap between the most and least disadvantaged children	Article 28 – right to education Article 29 – goals of education

Outcome(s) / Expected Impact Detail targets, %, etc.	Tasks/ Interventions to achieve priority	Measures What ongoing information will demonstrate progress? (Qualitative, Quantitative – short/medium/long term data)	Resources Please include costs and, where relevant, state where cost is being met from.	Timescale What are the key dates for implementation? When will outcomes be measured? Checkpoints?
Increased levels of teacher and support staff confidence and expertise in Literacy.	Whole staff Literacy Intervention Training in Sunnybank, Language Land and Colourful Semantics on September in-service day, led by KM. Whole staff Literacy Intervention Training in Sunny Bank Colour Coding, Reading and Talking to Improve Comprehension (RTIC), Read Write Inc and Lego Therapy on November in-service day, led by KM, Collegiate working opportunities with school colleagues in the same zone. Introduce a digital assessment and moderation system.	Teacher confidence levels to increase beyond 80% by June 2021 Teacher confidence and expertise survey (pre /post training) MTV Thinking routines used effectively and consistently throughout the school Attainment Tracking Meetings Teacher confidence with planning a Periodic Assessment using connecting Experiences and Outcomes, Learning Intentions and Success Criteria. Teacher confidence/ability to moderate literacy plans/programmes of work and	NLC Curriculum Guidance COVID-19 Re-opening of schools guidance Refreshed Curriculum Narrative Moderation Cycle (learning, teaching and assessment)	Ongoing throughout school session 2020-2021

		<p>make any adjustments/advice before implementation.</p> <p>Teacher awareness/understanding of reliable/valid/robust evidence to match/underpin the planned assessment.</p> <p>Teacher confidence around discussions with colleagues in relation to understanding the standard/Benchmarks for each level.</p> <p>Improving Teacher professional Judgement which in turn will lead to more robust/confident ACEL data over time.</p>		
Improved quality of learning experience in Literacy for pupils.	<p>Updated jotter policy to reflect the expectations for learning experiences in literacy.</p> <p>Introduce a digital assessment and moderation system across the school to further develop writing moderation.</p> <p>Consistent use of observational assessment gauge a pupils' engagement in learning as well as the quality of their learning experience. Observational Assessments include:</p> <ul style="list-style-type: none"> • Active Literacy Assessments • POLAAR • Ongoing assessment of reading • Assessment of daily and taught writing • PM Benchmarking • SNSA <p>Consistent use of adjusted teaching methods to improve pupil engagement and learning experience:</p> <ul style="list-style-type: none"> • Common word flashcards • Phoneme support • Cut up sentences • Individual fluency/accuracy/reading aloud support • NLC supporting children with literacy difficulties book <p>Rainbow reading Rapid readers Colourful semantics</p> <ul style="list-style-type: none"> • Hi/lo readers 	<p>Teacher confidence/implementation/ consistency of AiFL and MTV thinking routines strategies within the classroom.</p> <p>Golden Book discussions and quality of evidence provided.</p> <p>Jotter monitoring as an integral part of Golden Book sessions.</p> <p>Classroom observations.</p> <p>Leuvan scale of engagement used consistently in all Attainment Tracking Meetings, as well as in weekly teacher discussions.</p> <p>HOTS Questioning used in all classes to gauge pupil engagement with learning.</p> <p>Assessment and Moderation activities to ensure reliable/valid/robust evidence to match/underpin the planned assessments.</p>	<p>Active Literacy Assessments</p> <p>POLAAR resource</p> <p>PM Benchmarking kits (Blue and Red for multiple use)</p> <p>NLC supporting children with literacy difficulties book</p> <p>Laminated resources and support the use of adjusted teaching methods.</p> <p>HOTS Questioning resources</p> <p>Microsoft Teams used for collegiate working purposes, as well as a digital learning tool.</p> <p>To assess specific literacy need and track the progress of intervention: PM Benchmarking Early YARC Primary YARC PhaB Test</p>	Ongoing throughout school session 2020-2021

<p>Improved attainment in Literacy at early, first and second levels.</p>	<p>Consistently use the following list of interventions when adjusted teaching does not achieve the desired outcomes:</p> <p><u>Primary 1-3</u> Languageland Sunnybank Colour Coding Wave 3 P2 onwards Rainbow reading P3</p> <p><u>Primary 4-7</u> Reading and talking to improve comprehension (RTIC) Lego therapy Colourful semantics Rainbow reading Read, Write Inc (Fresh Start P5 onwards) Literacy box</p> <p>SMT developing robust conversations with all staff to identify ACEL data and predictions/projected levels.</p> <p>Assessment and Moderation Activities at school level will provide opportunity to build capacity through Professional Dialogue.</p> <p>SNSA testing and additional standardised testing as and when necessary.</p>	<p>SNSA results</p> <p>Attainment Tracking Meetings and the associated documentation.</p> <p>Impact Meetings</p> <p>JP and KM to track all interventions across all ages/stages.</p> <p>Literacy Assessment Results across all aspects of Literacy:</p> <ul style="list-style-type: none"> • Phonics and Spelling Assessments at the end of a block and/or Stage in the Active Literacy Programme. • Reading Assessments (both formal and informal assessments, as well as teacher judgement based on oral reading). • Taught Writing Assessments. <p>Assessment and Moderation activities to ensure reliable/valid/robust evidence to match/underpin the planned assessments.</p>	<p>Resources associated with each of the following interventions:</p> <p><u>Primary 1-3</u> Languageland Sunnybank Colour Coding Wave 3 P2 onwards Rainbow reading P3</p> <p><u>Primary 4-7</u> Reading and talking to improve comprehension (RTIC) Lego therapy Colourful semantics Rainbow reading Read, Write Inc (Fresh Start P5 onwards) Literacy box</p> <p>Data information from SNSA downloaded and compiled.</p> <p>Data linked to SIMD 1-3 highlighted.</p> <p>Addressing attainment gaps with appropriate and timeous interventions</p>	<p>May '21</p>
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