



Renfrewshire Council Children's Services

**Auchenlodment Primary School  
and ELCC**

**Improvement Plan**

**2019-2020**

## Planning framework

As part of Children's Services, Auchenlodment Primary School and ELCC has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

### National Priorities

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

1. **improve attainment, particularly in literacy and numeracy;**
2. **close the attainment gap between the most and least disadvantaged pupils;**
3. **improve children's health and wellbeing; and**
4. **improve children and young people's employability skills so that they move into positive and sustained destinations.**

### Local Priorities

- **Reshaping our place, our economy and our future;**
- **Building strong, safe and resilient communities;**
- **Tackling inequality, ensuring opportunities for all;**
- **Creating a sustainable Renfrewshire for all.**

### Renfrewshire's Education Priorities

Our priorities will also align with Renfrewshire Council's education strategic priorities listed below.

- **Develop high quality learning & teaching that leads to improved levels of attainment and achievement in all of our establishments;**
- **Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people;**
- **Support self-evaluation and performance improvement throughout our establishments;**
- **Develop high quality leadership for staff at all levels;**
- **Support high numbers of our young people to enter positive destinations and sustained post-school destinations.**

### Pupil Equity Funding

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

# VISION

At **Auchenlodment Primary School & Nursery Class** our vision is to provide an education of the highest quality within an environment where every child feels safe, happy, nurtured and included. We work together to ensure all of our children are **ACTIVE, POSITIVE, SUCCESSFUL** and that all relationships are based on a mutual **RESPECT**.

- **BE ACTIVE** ••• **BE POSITIVE** ••• **BE SUCCESSFUL** •
  - **BE RESPECTFUL** ••• **BE THE BEST** •
- BE YOU**

## Who did we consult?

### Consultation with Children

- Pupil Questionnaires
- Active Assemblies
- Pupil Council and other Citizenship Groups
- Learning conversations with their teacher and SMT
- Focus Groups
- Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods)
- Whole school and classroom rights based learning activities.
- Playroom discussion at small group times and during play.
- Playroom planning using mind mapping and floor books.

### Consultation with Staff

- Staff meetings
- Annual Professional Review and Development meetings
- Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes
- Identifying strategic actions for School Improvement Plan collegiately.
- Staff Questionnaires and HT 360 Questionnaire
- Regular children's progress/target setting meetings.
- Attainment and GIRFEC meetings
- Extended Support Team meetings
- Curriculum leaders and working parties.

### Consultation with Parents

- Induction Days
- Parent Workshops
- Team Around Child (TAC) meetings
- Family Learning Sessions
- Parent Council
- Parents' meetings
- Open days
- Questionnaires

- Weekly Newsletters
- One Question method
- Suggestion box

#### Consultation with Partners

- Local and Central Admissions Panel Meetings
- Questionnaires
- Cluster meetings

#### **How we will know if we are achieving our aims?**

We will monitor and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this by:

- Monitoring calendar for school and ELCC which ensures a rigorous monitoring approach
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Target setting for each child (regular reviews)
- Monitoring and tracking of children's learning and attainment at termly attainment meetings
- Termly GIRFEC meetings to monitor impact and/or identify early intervention and personalised support.
- Termly pupil learning conversations and individual target setting.
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
- Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
- Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
- Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
- Peer learning visits
- Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, Nurture) to ensure best provision for children.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff

## Action Plan

School priority 1: Raise attainment in literacy					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	1.1, 1.3 2.2, 2.3 3.1, 3.2	<p><b><u>Primary Literacy Coaching Programme &amp; Dive into Reading</u></b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• continue to embed &amp; extend evidence-based approaches to the teaching of reading as highlighted within the Primary Literacy Coaching Programme (P1-3) &amp; Dive into Reading (P4-7) strategies</li> <li>• all staff to participate in high quality CLPL to gain a deeper understanding of the Renfrewshire Literacy Approach</li> <li>• create a whole school Literacy policy which will include expectations for each stage</li> <li>• continue to embed aspects of the Primary Literacy Programme into the ELCC.</li> </ul>	<p>DHT</p> <p>2 x Literacy Champions</p> <p>Class Teachers</p> <p>Support Staff</p> <p>ELCC Practitioners</p>	<p><b><u>Learners</u></b></p> <ul style="list-style-type: none"> <li>• All pupils in P4-7 to be exposed to more challenging texts (novels)</li> <li>• All pupils in P1-3 to have improved confidence in using the reading strategies, resulting in increased performance by progressing through the reading bands</li> <li>• 70% of P1-3 pupils to move up 3 reading bands by December 2019</li> <li>• 80% of pupils from P3-7 will increase their reading age by one year by June 2020 (NGRT assessment)</li> <li>• All pupils from P1-7 will demonstrate increased engagement, confidence &amp; enjoyment of reading</li> <li>• For P1 to maintain or increase attainment in reading (90% for the previous 2 sessions)</li> <li>• For P4 pupils to maintain or increase attainment in reading (average of 82% for the previous 2 sessions)</li> <li>• For P7 pupils to maintain or increase attainment in reading (80% previous 2 sessions)</li> </ul>	<p><b>We will measure the impact of this intervention through:</b></p> <ul style="list-style-type: none"> <li>• Termly Running Reading Records</li> <li>• Children’s literacy targets linked to Renfrewshire Reading checklist</li> <li>• analysis of reader engagement surveys</li> <li>• quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>• P3 –P7 NGRT assessments – May/June 2020</li> <li>• Teacher judgement survey – June 2020</li> </ul>

NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children’s Progress, 5 = School Improvement, 6 = Performance Information

(PEF) denotes interventions/activities funded through Pupil Equity Funding

				<p><b><u>Staff</u></b></p> <ul style="list-style-type: none"> <li>• P1-3 staff will extend their range of formal &amp; informal reading strategies</li> <li>• P1-7 will demonstrate increased equity of provision through evidence-based interventions</li> <li>• All staff will be more confident about responsive comprehension teaching</li> <li>• 3-5 ELCC staff will be provide a literacy rich environment in the playroom with all children being read to everyday.</li> </ul> <p><b><u>Families</u></b></p> <ul style="list-style-type: none"> <li>• will have more enriched &amp; more relaxed conversations about reading with each other, their children &amp; school staff</li> </ul>	
5	1.1, 1.2, 1.3 2.2, 2.3 3.1, 3.2, 3.3	<p><b><u>Dive into Writing</u></b></p> <p>We will:</p> <ul style="list-style-type: none"> <li>• implement evidence-based approaches to the teaching of writing</li> <li>• establish clear links between reading &amp; writing using the 3 Domain Model</li> <li>• all staff to be trained in Dive into Writing approach (in house by Literacy Champions)</li> </ul>	<p>DHT</p> <p>2 x Literacy Champions</p> <p>Class Teachers</p> <p>Support Staff</p>	<p><b><u>Learners</u></b></p> <ul style="list-style-type: none"> <li>• All pupils will have increased opportunities for low stakes writing – daily for P1-3, and 3 to 4 times per week for P4-7.</li> <li>• Increase writing attainment in P5 from 76% to between 80% - 85% (equivalent of approx. 4 pupils) <b>PEF</b></li> <li>• Close the gap in writing attainment at P6. Group of 9 boys to move up 2</li> </ul>	<p><b>We will measure the impact of this intervention through:</b></p> <ul style="list-style-type: none"> <li>• Writing Journals</li> <li>• Children’s writing targets linked to benchmarks/ new assessment format</li> <li>• quality assurance activities - classroom visits, sampling of pupil work &amp; pupil</li> </ul>

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		<ul style="list-style-type: none"> <li>• develop a coherent writing curriculum which incorporates aspects of Dive into Writing supported by appropriate and purposeful assessment approaches.</li> <li>• Devise an assessment approach to writing incorporating the benchmarks</li> <li>• Children’s writing targets will be clearly linked to the benchmarks and the new assessment toolkit</li> </ul> <p><b><u>Learner Journey</u></b></p> <ul style="list-style-type: none"> <li>• Use the Learner Journey tracker for pupils to track their confidence, knowledge and understanding of the Numeracy skills and concepts</li> </ul>		<p>writing levels (Big Writing criteria) by Christmas. <b>PEF</b></p> <ul style="list-style-type: none"> <li>• Increase writing attainment at P7 from 74% to 80% (equivalent of approx. 3 pupils)</li> <li>•</li> </ul> <p><b><u>Staff</u></b></p> <ul style="list-style-type: none"> <li>• All staff in from P1-7 will extend their range of writing opportunities that maximise connections between reading &amp; writing &amp; promote children as writers</li> <li>• all staff will be more confident about the teaching of writing</li> <li>• all staff will be confident in the use of a revised assessment approach to writing which includes the benchmarks</li> </ul> <p><b><u>Families</u></b></p> <ul style="list-style-type: none"> <li>• will have increased engagement &amp; interaction with their child’s writing</li> </ul>	<p>learning conversations</p> <ul style="list-style-type: none"> <li>• P4 &amp; P7 SNSA Writing assessment (May/ June 2020)</li> <li>• P1 – P7 termly writing assessments</li> <li>• Teacher judgement survey – June 2020</li> </ul>
3	2.2 2.3	<b>Targeted Support in Literacy (PEF)</b> IDL (Indirect Dyslexia Learning)	HT	<b><u>Learners</u></b>	Termly IDL assessments

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5	2.4 2.5 3.2	<p>5 Minute Box Additional Writing Support</p> <p><b>Family Learning</b> Continue to provide opportunities for families to attend sessions which will develop their skills and knowledge of aspects of literacy, including reading strategies, writing, phonics and supporting homework</p> <p><b>Family Learning - ELCC</b></p> <ul style="list-style-type: none"> <li>Continue to improve the Family Learning focus on Literacy, through events and home learning bags</li> </ul>	DHT  CT  Support Staff   ELCC Staff	<ul style="list-style-type: none"> <li>Targeted children in P2 – P4 will increase their spelling attainment. Their spelling age will increase by 12 months between Aug – June 2020</li> <li>Targeted children in P2 – P4 will have increased confidence and engagement in spelling activities resulting in raised attainment in spelling and reading</li> <li>Targeted pupils in P5 ( 8 children) and P6 ( 9 boys) will increase their writing attainment over the year, moving up 3 writing levels (Big Writing criteria/ or new format) by May 2020</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>Families from ELCC – P4 feel more confident in supporting their child’s learning at home through active approaches to learning and teaching.</li> </ul>	<p>Monthly 5 Minute Box assessments or more regularly if appropriate Termly Writing assessments</p> <p>Children’s class work (writing journals/ jotters)</p> <p>Attendance at Family Learning sessions</p> <p>Parent Evaluations from Family Learning sessions</p>
2  5	1.2 2.2 2.3 3.2	<p><b>P1 and P2 Pedagogy (PEF)</b></p> <ul style="list-style-type: none"> <li><b>Embed and improve P1 Pedagogy in the P1 classroom. Including:</b> <ul style="list-style-type: none"> <li>improved planning format</li> <li>improved differentiation</li> <li>Improve the processes for planning, observing, assessing and tracking progress</li> </ul> </li> </ul>	HT  Class Teachers   Support Staff	<p><b>Learners</b></p> <ul style="list-style-type: none"> <li>All P1 + P2 pupils are provided with challenging literacy and numeracy activities throughout the playroom</li> <li>all P1 + P2 pupils are provided with a balance of adult led,</li> </ul>	<p><b>We will measure the impact of this intervention through:</b></p> <ul style="list-style-type: none"> <li>monitoring of long &amp; short term planning – with an effective balance of adult led, child led, adult initiated activities</li> </ul>

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		<ul style="list-style-type: none"> <li>○ Staff to provide support to P2 and P3 staff</li> <li>● <b>Embed principles of Play Pedagogy into P2. This will include:</b> <ul style="list-style-type: none"> <li>○ improved environment</li> <li>○ increased staffing levels</li> <li>○ appropriate resources</li> <li>○ processes for observing, assessing and planning</li> </ul> </li> <li>● <b>Introduce aspects of Play Pedagogy into P3 and above</b></li> </ul>		<p>adult initiated and child led activities</p> <ul style="list-style-type: none"> <li>● 80% of P1 and P2 children achieve at least a score of 4 on the wellbeing and involvement Leuven Scale.</li> <li>● Maintain or increase current levels of attainment in P1(88% - 90% for all areas)</li> <li>● All P3 pupils will continue to develop their independence and lead their own learning as they learn through a Play Pedagogy approach in P3.</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>● P1+2 staff are more confident and skilled in planning and creating opportunities for ‘continuous provision ‘</li> <li>● P1 – P3 are more confident and skilled in supporting learners through observation, assessment and planning next steps in learning</li> </ul>	<ul style="list-style-type: none"> <li>● all learners to achieve their termly targets</li> <li>● progress/target setting/tracking meetings</li> <li>● quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>● national standardised assessments</li> <li>● teacher professional judgement</li> <li>● Leuven Scale</li> </ul>
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### Action Plan

School priority 2: Raise attainment in numeracy					
NIF key driver	HGIOS	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
	4 /				

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	HGIOE LC QIs				
2	1.3 1.4 2.2 2.3 3.2	<p><b>CLPL for staff</b></p> <ul style="list-style-type: none"> <li>• <b>SEAL</b> – <ul style="list-style-type: none"> <li>○ Working party will create a bank of resources for SEAL and Beyond SEAL.</li> </ul> </li> <li>• <b>Pictorial – Concrete – Abstract</b> <ul style="list-style-type: none"> <li>○ All school teaching staff will participate in CLPL on C-P-A, delivered by Mrs Scott, Numeracy Co-ordinator</li> </ul> </li> <li>• <b>Holistic Assessment</b> <ul style="list-style-type: none"> <li>○ All school teaching staff will participate in CLPL on Holistic Assessment, providing guidance on how to create and implement holistic numeracy assessments. This will be delivered by Numeracy Development Officers and Moderation Development Officer</li> </ul> </li> </ul>	<p>HT</p> <p>Numeracy Coordinator</p> <p>Class Teachers</p> <p>Support Staff</p>	<p><b><u>Learners</u></b></p> <ul style="list-style-type: none"> <li>• All children from P1-P7 will be able to use C-P-A approaches when using the 4 operations</li> <li>• All children from ELCC – P7 will have access to a wide range of SEAL resources resulting in improved experiences for improving mental calculations</li> <li>• All children will demonstrate increased engagement, practice and confidence when doing mental calculations</li> </ul> <p><b><u>Staff</u></b></p> <ul style="list-style-type: none"> <li>• all staff are more confident and skilled in the use of, C-P-A and holistic assessments approaches</li> <li>• all primary staff will receive a 4 operations booklet which clearly outlines the C-P-A strategies for each stage and the progression of strategies through each stage.</li> <li>• Planned learning experiences take fuller account of learning</li> </ul>	<p><b>We will measure the impact of this intervention through:</b></p> <ul style="list-style-type: none"> <li>• progress/target setting/tracking meetings</li> <li>• SNSA/G.L assessment data</li> <li>• Staff surveys, pre and post CLPL</li> <li>• teacher professional judgement surveys</li> <li>• PRD process for all staff</li> </ul>

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				<p>styles and strategies to support mental agility</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
4 5	2.2 2.3 3.2	<p><b>Planning, Assessment and Moderation</b></p> <ul style="list-style-type: none"> <li>• Holistic assessment at all stages</li> <li>• Use the Benchmarks in numeracy to plan for assessment and track attainment</li> <li>• Use the Learner Journey tracker for pupils to track their confidence, knowledge and understanding of the Numeracy skills and concepts</li> <li>• Incorporate the language of the benchmarks into learners' numeracy targets</li> <li>•</li> </ul> <p><b><u>Assessment &amp; Moderation</u></b></p> <ul style="list-style-type: none"> <li>• develop a detailed understanding of the moderation cycle through participation in cluster moderation processes linked to holistic assessment</li> </ul>	<p>HT</p> <p>DHT</p> <p>Numeracy Coordinator</p> <p>Class Teachers</p> <p>Support Staff</p> <p>Nursery Officers</p>	<p><b><u>Staff:</u></b></p> <ul style="list-style-type: none"> <li>• all teaching staff will have a shared understanding of approaches to learning, teaching and assessment within Numeracy</li> <li>• Increased confidence in making judgement on when a learner has achieved a level</li> <li>• ELCC and school staff will have increased confidence in using the benchmarks to assess achievement</li> <li>• all teaching staff will have increased confidence in bundling outcomes for holistic assessment purposes</li> </ul>	<p><b>We will measure the impact of this intervention through:</b></p> <ul style="list-style-type: none"> <li>• progress/target setting/tracking meetings</li> <li>• Bi-annual holistic assessments – Nov and May.</li> <li>• quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>• national standardised assessments</li> <li>• teacher professional judgement</li> </ul>
5	2.2 2.3 2.4 2.5 3.2	<p><b>Growth Mindset/ Winning Scotland</b></p> <ul style="list-style-type: none"> <li>• to foster a growth mindset approach in mathematics</li> <li>• to use growth mindset language and build resilience in children by adopting a positive can do attitude towards maths</li> </ul>	All staff	<p><b><u>Learners</u></b></p> <ul style="list-style-type: none"> <li>• All children from P1-P7 will have an improved mindset towards mathematics</li> <li>• All children in P1-P7 will have increased opportunities to participate in low floor – high ceiling tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post questionnaires on attitudes towards numeracy</li> <li>• Classroom visits</li> <li>• Group tasks – Observations of</li> </ul>

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		<ul style="list-style-type: none"> <li>to provide low, high ceiling activities for children in P1-P7</li> </ul>		<ul style="list-style-type: none"> <li>All children from ELCC – P7 will know and be able to explain that ‘it’s good to make mistakes’</li> </ul>	interactions and involvement
4	2.2 2.3 2.4 2.5 3.2	<p><b>Targeted Support in Numeracy (PEF)</b></p> <ul style="list-style-type: none"> <li>Effective deployment of support staff and learning support teachers to deliver targeted approaches/interventions to raise attainment for learners facing barriers to learning (SIMD, ASN)</li> </ul> <p><b>Family Learning</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for families to attend sessions which will develop their skills and knowledge of aspects of numeracy, including SEAL, real life maths, mental agility and problem solving</li> </ul>	All staff  Parents/ Carers	<p><b>Learners</b></p> <ul style="list-style-type: none"> <li>All classes will benefit from increased support staff time resulting in more support during numeracy activities</li> <li>all children on IEP SMART targets will achieve 80% of their targets in the associated timescale</li> <li>to raise attainment in numeracy across the school by an average of 6%-8% per class. Auchenlodment is currently on average 4% below the Renfrewshire average.</li> </ul> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>Families feel more confident in supporting their child’s learning at home through active approaches to learning and teaching.</li> <li>Reduced maths anxiety amongst families.</li> </ul>	<ul style="list-style-type: none"> <li>progress/target setting/tracking meetings</li> <li>Bi-annual holistic assessments – Nov and May.</li> <li>quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>Sumdog data</li> <li>End of Pathway assessments</li> <li>SNSA Numeracy assessment</li> <li>GL – PTM assessments</li> <li>teacher professional judgement</li> </ul> <ul style="list-style-type: none"> <li>Parents’ feedback through discussion, questionnaire and other self-evaluation processes</li> </ul>
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2 5	1.1 1.3 2.2 2.3 2.5 3.2 3.2	<p><b>NURSERY – Numeracy</b></p> <ul style="list-style-type: none"> <li>Plan numeracy across the playroom using the Renfrewshire Numeracy pathways for Early level</li> <li>Continue using the tracking process, using the benchmarks as a guide</li> <li>Continue to make improvements to the Playroom environment to ensure numeracy is embedded across various zones/ activities</li> <li>Build upon implementation of SEAL into the 3-5 room and introduce red SEAL planner</li> <li>Curricular leader of Numeracy</li> <li>Continue to improve the Family Learning focus on Numeracy, through events and home learning bags</li> <li>Target setting will be extended to all 3-5 children and will have a numeracy focus</li> <li>Early Years Graduate position to support the delivery of high quality experiences to help raise attainment in literacy and numeracy</li> </ul>	HT  SNO  Nursery Officers  EY Teacher  Graduate position	<p><b><u>Learners</u></b></p> <ul style="list-style-type: none"> <li>Children are provided with and engaged in quality learning experiences which promote and develop early numeracy skills</li> <li>Children are clear on their numeracy target and know what to do in order to improve</li> </ul> <p><b><u>Staff:</u></b></p> <ul style="list-style-type: none"> <li>Increased confidence when planning and implementing numeracy across the curriculum</li> <li>Increased staff confidence with SEAL strategies</li> </ul> <p><b><u>Families:</u></b></p> <ul style="list-style-type: none"> <li>Provided with opportunities to support their child’s learning at home and to be involved in the life of the nursery</li> </ul>	<p><b>We will measure the impact of these interventions through:</b></p> <ul style="list-style-type: none"> <li>GIRFEC and Tracking meetings</li> <li>Quality assurance activities – playroom visits, monitoring of floorbooks and tracking</li> <li>Staff audits of the playroom</li> <li>Self-evaluation procedures</li> </ul>
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**Action Plan**

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School priority 3: Improving wellbeing outcomes for all learners and their families					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5	3.1	<b>Emotion Works (ELCC – P7)</b> <ul style="list-style-type: none"> <li>• Further training to be delivered to all staff (ELCC – P7)</li> <li>• Create an Emotionworks overview of what is expected at each stage, from ELCC to P7</li> <li>• All staff will deliver Emotion Works as an approach to support health and wellbeing and develop emotional literacy for all</li> </ul>	All staff – nursery to P7	<b>Learners</b> <ul style="list-style-type: none"> <li>• Increased opportunities for all children to develop emotional literacy (ELCC – P7)</li> <li>• Improved emotional wellbeing for all children (ELCC –P7)</li> <li>• Targeted children from P2-P6 will use the Emotionworks process to be able to regulate their emotions and improve behaviour and overall wellbeing</li> <li>• There will be a reduction in playground incidents</li> <li>•</li> </ul> <b>Staff</b> <ul style="list-style-type: none"> <li>• More confident delivering aspects of the HWB curriculum</li> </ul>	<b>We will measure the impact of these interventions through:</b> <ul style="list-style-type: none"> <li>• Pupil – Teacher GIRFEC evaluations</li> <li>• SMT GIRFEC meetings</li> <li>• progress/target setting/tracking meetings</li> <li>• quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> </ul>
5	3.1	<b>RNRA</b>  <b>To be a trauma informed establishment</b> <ul style="list-style-type: none"> <li>• To develop all staff’s understanding of trauma informed practice</li> </ul>		<ul style="list-style-type: none"> <li>• For all staff to ask the question: ‘What has happened to you to make you act this way?’ Instead of ‘What’s wrong with you?’</li> <li>• All relationships between staff, pupils and parents are stable and nurturing relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Boxall Profiles</li> <li>• Classroom visits</li> <li>• RNRA questionnaires – start of year/ end of year</li> <li>• Recognition:</li> </ul>

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		<p><b>Nurture Principle: All Behaviour is Communication</b></p> <ul style="list-style-type: none"> <li>• To support children to settle and increase quality of engagement in learning experiences and teaching time. (P5 + P6) <ul style="list-style-type: none"> <li>○ Mindfulness – using mindfulness strategies to enable children to self-regulate and stay calm during times of stress. Use after lunchtime</li> </ul> </li> <li>• To build staff capacity to support co regulation, to encourage self-regulation and to be confident in the delivery of restorative practices. – all classes <ul style="list-style-type: none"> <li>○ Use of Emotionworks to develop children’s emotional literacy – be able to talk about their emotions, how they feel, why they feel like this and what has been the trigger. Children to be able to talk about how to regulate their emotions</li> </ul> </li> <li>• Building Relationships. Focus on positive choices rather than the negative – restorative conversations <ul style="list-style-type: none"> <li>○ To remove the Good to be Green behaviour system and replace it with a more consistent restorative approach</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• To develop all staff’s understanding of Rupture-Relate-Repair practices</li> <li>• Reduction in red/ yellow cards, specifically in P2-P5</li> <li>• Reduction in the amount of children being sent to SMT or to another classroom – specifically P2 (1 child), P3 (2 children), P5 (3 boys) and P6 (1 boy)</li> <li>• Increased engagement after interval/ lunch specifically, all classes and specifically in P5 class</li> <li>• Targeted children will receive nurture support from 2 classroom assistants (PEF) to help self-regulate emotions</li> </ul>	<ul style="list-style-type: none"> <li>○ Hot Chocolate Friday</li> <li>○ House System</li> <li>○ Passport to Success</li> </ul>
3	1.1 2.5	<p><b>Family Learning</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for families to develop their skills and knowledge of:</li> </ul>	All staff  Parents/ carers/ families	<p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Families feel more confident in supporting their child with various aspects of the HWB curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Parents’ feedback through discussion, questionnaire and other</li> </ul>

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		<ul style="list-style-type: none"> <li>○ Nurture Principle – All Behaviour is Communication.</li> <li>○ Social Media</li> </ul>		including Trauma Informed Practice. <ul style="list-style-type: none"> <li>● Families are more knowledgeable about the implications of Social Media and can support their child to use it appropriately</li> </ul>	self-evaluation processes <ul style="list-style-type: none"> <li>● Attendance at events including James Docherty event in September</li> </ul>
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### Action Plan

School priority 4: To develop collaborative leadership at all levels					
NIF key driver	HGIOS 4 / HGIOE LC QIs	What are we going to do?	Who will be responsible for implementation?	What is the expected impact? (on children & young people; staff; families etc)	How will we measure this?
5		<b>Implementation of 1140 in the ELCC</b> <ul style="list-style-type: none"> <li>● All children to receive 1140 hours</li> <li>● Strengthen relationships between staff in an increasingly larger team</li> <li>● Provide consistent and quality routines for lunch</li> <li>● Provide daily opportunities for outdoor learning</li> </ul>	<b>HT</b>  <b>Senior ELCO</b>  <b>ELCOs</b>  <b>EL Support Workers</b>	<ul style="list-style-type: none"> <li>● All children in the ELCC will receive 1140 hours of high quality Early Learning &amp; Childcare</li> <li>● All children will feel safe and secure and have a positive experience during their lunchtime routine</li> <li>● All children will have regular access to outdoor learning without barriers or restrictions on time</li> </ul>	<b>Consistent monitoring of children's / families' experiences</b>
5	1.1 2.2 2.3	<b>Finalise Curriculum Rationale</b> <ul style="list-style-type: none"> <li>● revise current rationale</li> <li>● seek views from children, staff , parents and the wider community</li> </ul>	<b>HT</b>  <b>DHT</b>	<b>All Stakeholders</b> <ul style="list-style-type: none"> <li>● Everyone within the school is clear about what they are aiming to achieve through the curriculum.</li> </ul>	Completed versions of Rationale and Vision, Values and Aims will be made available to all

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		<ul style="list-style-type: none"> <li>take account of the school's local context, local and national policy</li> <li>a flexible document which allows staff to introduce well-considered innovations to meet the needs and interests of all learners</li> </ul> <p><b>Finalise Vision and Aims</b></p> <ul style="list-style-type: none"> <li>collate information gathered throughout 18-19's consultation process and finalise the school's Vision and Aims</li> <li>disseminate to all stakeholders and launch the new Vision and Aims</li> </ul>	All staff	<ul style="list-style-type: none"> <li>All stakeholders know what they want for our learners and how we will work together to achieve this</li> <li>All policies and expectations will be built upon <b>Stable and Nurturing Relationships</b></li> </ul>	stakeholders and feedback requested from them
5	1.3 2.2 2.3 3.3	<p><b>Digital Schools Awards</b></p> <ul style="list-style-type: none"> <li>Continue to promote and encourage a whole school approach to the use of Digital Technology in nursery and school to enhance learning and teaching</li> <li>Provide a calendar of ICT CLPL for all staff delivered by staff and pupils</li> <li>Continue on the journey towards the Digital School Accreditation, using the following 5 criteria: <ul style="list-style-type: none"> <li>Leadership and Vision</li> <li>Digital Technology integration in the curriculum</li> <li>School digital technology culture</li> <li>Continuing professional development</li> <li>Resources and infrastructure</li> </ul> </li> </ul>	HT  DHT  ICT Coordinator  All staff	<p><b>Learners</b></p> <ul style="list-style-type: none"> <li>All children will be provided with a vast array of opportunities to enhance their learning through ICT</li> <li>Pupils in P5-7 will be provided with opportunities to lead professional learning activities with staff</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>Increased skills and knowledge to improve delivery of ICT across the curriculum</li> </ul>	<p><b>We will measure the impact of these interventions through:</b></p> <ul style="list-style-type: none"> <li>Accreditation</li> <li>Staff questionnaires</li> <li>Attendance at CLPL opportunities</li> <li>Classroom visits</li> </ul>

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1	1.2 1.3 2.2 2.3 2.7 3.2	<p><b>Distributed leadership</b></p> <ul style="list-style-type: none"> <li>• Continue to develop leadership at all levels through:</li> <li>• <b>Teachers</b> <ul style="list-style-type: none"> <li>○ Literacy Champions (Cassandra + Helen)</li> <li>○ Numeracy Coordinator (Tracy)</li> <li>○ P1 and P2 Pedagogy (Caroline, Helen + Charlene)</li> <li>○ MFL (Barbara Ann)</li> <li>○ STEM (Ann)</li> <li>○ Family Learning (PEF)</li> <li>○ RNRA (Caroline)</li> <li>○ Emotionworks (Louise)</li> <li>○ Outdoor Learning (Sam)</li> <li>○ Citizenship Groups (All)</li> </ul> </li> <li>• <b>ELCC Staff :</b> <ul style="list-style-type: none"> <li>○ Literacy leader (Janis)</li> <li>○ Numeracy leader (?)</li> <li>○ Outdoor/ Forest leader (Karen)</li> <li>○ HWB (Emotionworks) leader (Laura)</li> </ul> </li> <li>• <b>Support Staff</b> <ul style="list-style-type: none"> <li>○ Literacy and Numeracy clubs</li> <li>○ Fine and gross motor skills</li> <li>○ Nurture</li> <li>○ Yoga</li> <li>○ Classroom Assistants' Training</li> </ul> </li> <li>• <b>Pupils</b> <ul style="list-style-type: none"> <li>○ P7 Responsibilities</li> <li>○ Providing CLPL for staff</li> <li>○ Playmakers</li> <li>○ Leading clubs</li> <li>○ Paired readers</li> <li>○ Citizenship Group facilitators</li> </ul> </li> </ul>	All staff	<p><b>Learners:</b></p> <ul style="list-style-type: none"> <li>• Benefit from increased opportunities across the school, including targeted support in literacy and numeracy</li> <li>• Benefit from highly skilled teaching and learning</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• are equipped with relevant knowledge and training materials to then disseminate best practice and development. Increased awareness, knowledge and skills in each area of development will impact upon pedagogy over time and impact positively on achievement, attainment and confidence.</li> </ul>	<p><b>We will measure the impact of these interventions through:</b></p> <ul style="list-style-type: none"> <li>• quality assurance activities - classroom visits, sampling of pupil work &amp; pupil learning conversations</li> <li>• PRD Process</li> <li>• Informal and formal discussions between staff and SMT</li> <li>• Learners' evaluations of Pupil Participation activities</li> </ul>
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