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Renfrewshire Council Children’s Services

**Barsail Primary School**

**Improvement Plan 2022-23**



##### Planning framework

As part of Children’s Services, Barsail Primary School 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. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children’s health and wellbeing; and**
5. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on the next page.

**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.

**Renfrewshire’s Council Plan 2017-2027**

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Creating a sustainable Renfrewshire for all to enjoy

Building strong, safe and resilient communities

Working together to improve outcomes

Tackling inequality, ensuring opportunities for all

**Renfrewshire Council’s Values**

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

**Children’s Services Vision**

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

**Renfrewshire’s Education Improvement Plan Priorities**

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments

**Our Vision, Values and Aims**

**OUR VISION, VALUES AND AIMS**

**Inspiring the Barsail family to:**

**‘Dream Big, Aim High, Achieve More!’**

We want all of the Barsail family to hold these **VALUES** in their **HEARTS**:

**H**onesty

**E**mpathy

**A**mbition

**R**espect

**T**eamwork

**S**uccess

We aim to:

* Create a welcoming, inclusive ethos which encourages, challenges and supports all learners to realise their potential

*Reworded by P4-7  –  Work to our limits and beyond, having fun as we go.*

* Provide an environment where pupils, parents and staff are respected and valued, partnerships are fostered and success is celebrated

*Reworded by P4-7  –  All of the Barsail family get involved and when we do well we share and celebrate our achievements.*

* Support and encourage high quality leadership at all levels ensuring forward thinking, creativity and innovation through a shared vision of excellence

*Reworded by P4-7  –  We can lead and improve our school*.

* Create a safe, stimulating environment which is well resourced and organised with skilled, motivated staff who have high expectations and standards for all

*Reworded by P4-7  –  Everyone and everything in our classrooms and playgrounds should help us do our best.*

* Provide a broad, balanced, coherent and progressive curriculum which offers challenge and enjoyment appropriate to each learner’s needs

*Reworded by P4-7  –  Learning should be fun and just right for each one of us.*

* Develop confident, resilient, independent thinking learners who can work effectively on their own and in a team using effective Literacy, Numeracy and IT skills

*Reworded by P4-7  –  We can work together or on our own using skills we are learning.*

* Ensure high levels of attainment and achievement for all through the best quality learning and teaching experiences

*Reworded by P4-7  –  All of the boys and girls should have a go and reach for the stars.*



Who did we consult?

In developing this plan, we sought the views of the children, parents, staff and partners. We also used a variety of methods of getting the views of those who are involved in the life and work of Barsail Primary School by consulting our stakeholders in the following ways:

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| School Consultation Procedures | |
| **Staff**   * SIP progress review with SMT, teaching and support staff * Staff questionnaires annually * HGIOS self-evaluation * Staff and stage meetings * Support staff meetings * Professional review and development process * Professional dialogues * TAC meetings * Working parties * Review and update of policies / practices | **Parents**   * Regular questionnaires/discussions in response to school events, concerns and SIP progress * Annual Education Scotland questionnaire * Report feedback * Parent Council * TAC meetings * Website / Twitter * Parental meetings * Focus Group discussion * Informal discussions * Mentimeter and voting tubs |
| **Pupils**   * Pupil Group meetings * P1-7 multi-stage house groups using ‘How Good is OUR school?’ * Class discussions * Discussions with SMT * Values visits by HT * Voting tubs * Annual Pupil Questionnaire * Wellbeing profiling * Active assemblies | **Partner agencies/ cluster schools/ local business/ local community**   * Cluster meetings and quartile 4 meetings * Columba 1400 team * Liaison/planning with Active schools/Educational Psychologist/Home link/Exchange/health service * Social work * Engagement with local business * Good practice visits * SDO - budgets |

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* HT class values visits and peer observations
* Monitoring of pupil work and targets
* Regular attainment and tracking meetings
* Professional dialogues
* Pupil ‘Barsail Blethers’
* Regular self – evaluation sessions using HGIOS 4
* Analysis of Teacher judgement data and standardised assessment data
* P3 screening results
* Pupil attendance and late coming figures scrutinised monthly with parents contacted as necessary
* Bullying and racist incidents monitored
* Annual parent/child/partner audits to gather the views of stakeholders, including views on improvement
* Regular discussions with all stakeholders to establish opinions on improvement

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

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| **Improvement Priority 1 Promote health and wellbeing for all and ensure Barsail is an inclusive and supportive environment.** | | | | |
| **HGIOS/HGIOELC QIs**  *2.1-2.4*  *2.7*  *3.1* | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| United Nations Convention on the Rights of the Child (UNCRC) is incorporated into Scots law and educating children about their rights is a council and school priority.  Although stakeholders have an awareness of UNCRC, it is not embedded in our practice and requires further development. | By June ’23 almost all children will have understanding of the UNCRC. By September ‘22 a few children will be part of a whole school steering group.  Education Scotland’s ‘Children’s Rights Whole School Evaluation’ will demonstrate an increase in ongoing developments and consistent practice from August ’22 to May ‘23 in at least 5 self-evaluation statements. | Education Scotland’s ‘Children’s Rights Whole School Evaluation’ audit.  Rights Respecting Schools Bronze Award received.  Barsail Blethers highlight pupil awareness and understanding of UNCRC. | | Education Scotland’s publication ‘Recognising and Realising Children’s Rights’ (Feb. 2022) and UNICEF resources used to share the current context and plan whole school improvements. Lead practitioner – Miss Forbes.  Work towards and apply for Bronze status within the ‘Rights Respecting Schools Award.’ June 2023. |
| We continue to focus on the nurture principle ‘Environment Offers a Safe Base’ through our Renfrewshire Nurturing Relationships Approach (RNRA). This principle supports us in exploring the classroom, playground and school environment, making changes to better support sensory and regulatory needs.  There have been major improvements in our school Relationships policy and restorative approach however a few children struggle emotionally and display behaviours which they require support with, resulting in time away from learning or outwith the classroom to support co-regulation.  On the pupil questionnaire, ‘Other children in my class behave well’ was the joint lowest response with 78% agreeing.  Analysis of self-evaluation data for QI 3.1 in May ’22 asked how successfully we have established an inclusive learning environment. 31% of teaching staff thought we were ‘good’ and not ‘very good’ or ‘excellent’. In relation to how well children show consideration for others and demonstrate positive behaviour and relationships, 19% of teaching staff thought we were ‘good’ and not ‘very good’ or ‘excellent.’ These statements were comparatively lower than other aspects of QI 3.1. | Each class and open area will have a physical environment that enhances and promotes opportunities for communication and relationships. Our classrooms will be inclusive, responsive to the needs of the children in the class and they will support wellbeing and readiness to learn for all (August ‘22- June ’23).  By June ’23 almost all children in the Nurture target intervention group (NTIG) will have improved scores on the NTIG baseline assessment. Teacher judgement will demonstrate improvements in social and emotional regulation, a reduction in escalated behaviour in which an adult needs to intervene and an overall positive impact on the children’s readiness to learn and ability to focus in class.  By June ’23 almost all families of NTIG will state that they are aware of strategies that we use in school and will feel confident using these strategies at home.  By June ’23 GMWP data will show an improvement in wellbeing and self-esteem for almost all NTIG from the children’s viewpoint. | Driver diagram for the nurture principle ‘Environment offers a safe base’ will be evaluated, updated and shared with staff periodically.  Pupil Glasgow Motivation and Wellbeing Profile analysed termly by class teachers. PT to collate and analyse for whole school.  Class teachers will complete an audit of good practice for their classroom to support inclusion on a termly basis.  Teaching staff NTIG survey (this is similar to PAThS teacher survey) will show that NTIG pupils are more included within their year groups.  Parent evaluation through Glow Forms. | | Nurture target intervention group (NTIG) identified. This will be predominantly children who require support regulating their behaviour. June ’22  Core group will be formed and led by the PT. They will meet at least once per term to take forward change ideas in relation to the nurture principle throughout the year.  All staff trained in Renfrewshire’s Inclusive Communication Environments (RICE) at August in-service by EPS. Strategies used with target children and universally for class environment.  Time provided for staff training / curriculum development where needed.  Break and lunch support will be provided for NTIG. PEF - this will be run by our Assistant Active Schools Coordinator (£14 466.41) and PEF funded Classroom assistant hours (£15 360.82). In relation to equity, 33% of the NTIG are impacted by poverty. 67% live in SIMD 1-5 (*SIMD 1-3 numbers are too low so we look at SIMD 1-5)*.  EPS provide NVR information session for families identified through team around the child meetings / NTIG.  Safe spaces/sensory boxes available for specific children to support regulation. Hearts Hubs timetabled for NTIG children (My Time).  Use of Hearts Hubs to support family learning for NTIG children, including NVR, RICE & co-regulation strategies. |
| Attendance data demonstrates that our overall school attendance percentages have declined during the global pandemic. Data from May ’22 – 94% compared to 96% in session 2018/19 (the last full school session prior to the pandemic) this is a 2% drop.  Late coming has become more prevalent this session. 12 pupils have a combined total of 408 late registrations, ranging from 20-61 instances. This group will become our late coming targeted intervention group (LTIG)  Pupils with less than 90% attendance were analysed to ascertain the justification for low attendance and to take account of the impact of COVID19 isolation requirements. The attendance patterns of a group of 14 children (4% of the school roll) are a cause for concern. This group is our attendance targeted intervention group (AttendanceTIG)  *N.B. Late coming and attendance data accurate on 18/5/22.*  LTIG  50% not on track for Reading and Writing. 33% not on track for Numeracy.  67% meet PEF criteria.  Attendance TIG  71% not on track for Reading. 79% not on track for Writing. 64% not on track for Numeracy.  93% meet the criteria for PEF. | By June 2023 overall school attendance will have improved by 2% to 96% which is the pre-pandemic figure.  Late coming for the LTIG will be reduced from an average of 34% to 20% by June 2023.  By June 2023 attendance of the Attendance TIG will be increased from an average of 74% to an average of 88%.  By June 2023 the LTIG and Attendance TIG will have, at least, made the expected progress for an academic session halting any growth in the attainment gap. | Individual late coming / attendance data and TIG averages to be analysed fortnightly and compared with previous session.  Record of attendance at pre-school clubs tracked against attendance of those invited monthly to inform home/school communications.  Tracking data in numeracy and literacy attainment analysed in relation to attendance/late coming statistics on school tracking spreadsheet. | | Two tracking spreadsheets to be set up. HT will analyse fortnightly attendance and late coming data for both TIGs. Targeted interventions to suit the needs of the family will be actioned by HT where appropriate.  Pre-school soft start club run by our PEF funded Assistant Active Schools Coordinator (£14 466.41) for both TIGs.  Develop info-graphic to inform school community of expectations/impact in relation to attendance/late coming.  SLT/homelink worker building relationships further with TIG families to identify source of difficulties and remove barriers.  Attendance/late coming data discussed & recorded in relation to academic attainment in literacy and numeracy at termly tracking meetings, raising teacher awareness and improving early intervention. |

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| **Improvement Priority 2 Develop high quality learning and teaching leading to improved attainment.** | | | | |
| **HGIOS/HGIOELC QIs**  *1.2*  *2.2, 2.3, 2.4*  *3.2* | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Writing attainment was notably impacted by school closures. Interventions and practitioner enquiries have led to improved attainment for target children and classes. Writing remains a whole school priority with attainment in Writing:   * lower than Reading in 4 stages * lower than Listening and Talking in all stages * lower than Numeracy in 5 stages.   Professional dialogue and learning conversations indicate a need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure.  Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy. Greater links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum. | Target year groups will demonstrate increase in teacher judgement data:   * P4 Writing – 21-22 P3 data shows 75% on track, 25% off track. Target range based on children who could reach expected level with intervention is between 81-89%. * P7 Writing – 21-22 P6 data shows 78% on track, 22% off track. Target range based on children who could reach expected level with intervention is between 83-87%.     By December ‘22, almost all teachers will be more confident and skilled in the learning and teaching of writing. Almost all support staff will be more confident and skilled in providing in-class support for writing.  By June ‘23, almost all children will demonstrate increased engagement, knowledge and skill in the writing process.  By June ‘23, a clear, structured, progressive, consistent approach to writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies. | Pre/post teacher judgement data, Writing assessment scores and SNSA data will validate improvement.  Pre/post writing engagement surveys, pupil learning conversations with class teacher, class visits and Barsail Blethers with SLT will demonstrate increased engagement.  Tracking meetings, evaluation meetings and staff meetings will provide ongoing evaluation of the implementation and confidence of staff.  Trio visit feedback – refer to SIP priority 3 Assessment and Moderation. | | Professional learning for all teaching and support staff (Talk for Writing) in March ’22 & Oct ’22.  Calendar of writing CLPL and moderation (in-service, collegiate activities, trio visits, project lead training etc.) will be finalised by Sep ‘22 and implemented throughout the session.  Project Leads will be appointed and will undertake CLPL on leading effective implementation of Talk for Writing.  Project Leads will participate in quartile working groups to support implementation, collaboration and moderation of the Talk for Writing approach.  All classes will undertake a minimum of 5 Talk for Writing projects by June ’23.  By August ’22, all staff will be part of a Talk for Writing authority Team and will be provided with evidence-based research relating to writing via the CLPL ‘What We Know Works: Writing in Primary Schools’ research document [What We Know Works: Writing in Primary Schools](https://clpe.org.uk/research/writing-primary-schools-what-we-know-works) |
| Pupils leading their own learning is a national priority. During an authority support for inspection visit, this was an aspect that was highlighted as a potential area for improvement. During the same visit, pupil leadership groups and class enterprise were recognised as good practice.  In the teaching staff questionnaire, ‘Children and young people are involved in setting their learning targets’ saw 88% agree and only 12% strongly agree. Almost all other statements are stronger.  In the pupil questionnaire, ‘My teacher asks me what I would like to learn about in school’ was the joint lowest response with 78% agreeing. ‘I feel my school work is hard enough’ had 81% of pupils agreeing which is also comparably low.  Cluster schools are focusing on skills development within the broad general education (BGE).  A participatory budgeting grant provided funding to begin to develop the upper school open area to provide flexible seating and resources to encourage pupil led learning and autonomy in their learning. This was particularly important given the extremely small class environments we work within. | By June ’23, P3-7 pupils will have increased opportunity to lead their own learning in a variety of ways depending on the context of the class and focus of the small tests of change.  By June ’23 teachers will be more confident in facilitating pupil led learning within their class.  By June ’23, there will be an increased importance placed on the development of pupil skills (e.g. creativity, organisation, leadership, communication etc.) across curricular areas and contexts for learning.  By October ’22, pupils will have opportunities to choose aspects of their learning as well as where / how they undertake learning within the class and newly developed open area. | Teaching staff questionnaire will show an improvement with more strongly agreeing with the statement, ‘Children and young people are involved in setting their learning targets.’  Pupil survey will show an improvement with regards to, ‘My teacher asks me what I would like to learn about in school’ and ‘I feel my school work is hard enough.’  Teacher evaluation meetings and pupil Barsail Blethers will highlight ways in which the open area has been used effectively and how the children have led their own learning  Reviewing Seesaw profiles will demonstrate pupil target setting.  Cluster agendas and minutes will reflect a focus on skills for the BGE. | | Encourage P3-7 staff to consider whether pupil led learning could form the basis for a practitioner enquiry.  Professional learning opportunities and research will be undertaken to inform future planning within practitioner enquiries. Small tests of change will be encouraged and undertaken during this session.  Brendan Duffy (Education Scotland Attainment Advisor) will provide input to staff on pupil led learning and differentiation. August 2022  Arrange good practice visits to Arkleston and Fordbank within Renfrewshire and look for opportunities across the West Partnership (Term 1-2).  Pupils will be actively involved in setting their own targets in Literacy, Numeracy and Health and Wellbeing which will be shared with parents.  Work with Park Mains High School and cluster primaries to develop and begin to implement a strategy for skills development.  Creative use of the open area and classroom spaces will be encouraged and used as a flexible learning space with breakout areas. |
| Outdoor learning was developed through a P1 practitioner enquiry in 20-21. Following this, staff identified outdoor learning as an aspect they wanted to develop last session through the SIP.  Several outdoor learning training sessions took place last session and resources were purchased to support this. All classes visited / utilised at least two community spaces.  Staff confidence varies and this was evident in the range of responses to the following question: Self-evaluation of QI 2.3 asked ‘How well do we use our community spaces to deliver high quality outdoor learning?’   |  |  | | --- | --- | |  | May ‘22 | | Satisfactory | 6% | | Good | 56% | | Very good | 31% | | Excellent | 6% |   62% felt we were satisfactory or good this year compared with 74% last year. This is an improvement as there is an increase in Very Good and Excellent this session. However, it remains the only question relating to QI 2.3 where the majority of staff felt we were good and not either very good or excellent. | By May 2023, staff skills and confidence in delivering high quality outdoor learning experiences will have significantly increased. This will be evident through the HGIOS 4 self-evaluation of 2.3 which will demonstrate improved teacher evaluation of how well we use our community spaces to deliver high quality outdoor learning. There will be a 20% increase in the staff percentage rating this statement very good / excellent.  By May 2023, pupil outdoor learning experiences will include more of a curricular focus e.g. Literacy, Numeracy, STEAM across the whole school.  By March 2023, all learners will have an improved experience in outdoor learning which is meaningful and relevant to our locality and has a positive impact on wellbeing and attainment. | HGIOS 4 Self- evaluation of 2.3.  Learning conversations with pupils and HT values visits evidence increased engagement in the outdoors and development of relevant skills.  Ongoing dialogue (formal and informal) with staff, AASC and parent helpers. | | Parent helpers reintroduced post Covid and trained to support outdoor learning experiences.  Research training providers and books to support curricular outdoor learning in Literacy and Numeracy.  Literacy and Numeracy outdoor learning kits purchased in consultation with staff.  Literacy and Numeracy Champions will undertake online training course – Primary Literacy Outdoors / Primary Numeracy Outdoors. They will disseminate good practice to staff. (Term 1)  Book Week Scotland (14th – 20th Nov) and Maths Week Scotland (26th Sept – 2nd Oct.) will have a focus on outdoor learning.  British Science Week will be promoted for the first time in Barsail and there will be an outdoor focus (10-19 March 2023).  Good practice visits encouraged and facilitated. |

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| **Improvement Priority 3 Focus on moderation and assessment of Writing resulting in shared standards and increased attainment.** | | | | |
| **HGIOS/HGIOELC QIs**  **2.3**  **2.7**  **3.2** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people   *Highlight as appropriate* | | **NIF Drivers**  School Leadership Assessment of Children’s progress  Teacher Professionalism School Improvement  Parental Engagement Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Intervention** |
| Opportunities to provide quality moderation activities within school and across establishments has significantly reduced as a result of the Covid19 pandemic.  Moderation was discussed during a support for inspection authority visit at Barsail and it was agreed to be a priority.  IOC participants last session felt that trio visits were extremely beneficial. Providing opportunities for trio visits linked to moderation activities for all class teachers will build on this small test of change.  Annual teaching staff questionnaire, ‘Moderation activities are helping me make sound professional judgements’ 35% of teachers strongly agreed and 65% agreed. Almost all other statements have a higher percentage of staff strongly agreeing.  Annual parental questionnaire, ‘I understand how my child’s progress is assessed.’ 6% of parents disagreed which is comparatively high. | **See SIP Priority 2 – Talk for Writing for attainment target groups. These priorities link.**  By March ’23, children will have a higher quality learning experience in writing as a result of moderation activities before, during and after the planning of learning, teaching and assessment.  By March ’23, learners will benefit from improved staff confidence in the teaching and assessment of writing as class teachers will be more skilled in planning, teaching and identifying progress and accurate next steps.  The percentage of teachers strongly agreeing that moderation activities support their professional judgements will increase to over 50%.  Learners will benefit from the collation of a bank of high quality, well moderated examples of a Talk for Writing fiction projects.  By June ’23, parents/carers will be more able to support their child/ren’s understanding of their achievement and attainment in writing with almost all parents/carers more confident in how their child/ren are assessed. | Monitoring and quality assurance activities will evidence improved standards e.g. Barsail Blethers, HT values visits, peer observations, trio visits, evaluation meetings.  Pre/post class teacher confidence bands will demonstrate an improvement.  Annual parental survey.  HMIe staff survey.  Analysis of whole school attainment tracker and SNSA results at P1/4&7 to ascertain targeted and universal improvements in attainment in writing (links with Priority 2). | | We will agree a calendar of moderation events with colleagues in a variety of Renfrewshire quartile schools by August 2022.  Collegiate sharing of data dashboard attainment information for writing across the participating schools to facilitate dialogue around comparative data.  Staff will collaborate with stage partners within the school to plan, deliver and assess a Talk for Writing Fiction project.  Staff will collaborate with colleagues teaching the same year group across partner schools to moderate planning, delivery and assessment of a Talk for Writing fiction project. SLT member from Barsail / partner schools to mentor and support each group.  We will facilitate staff inter-school trio visits to observe teaching and learning within Talk for Writing fiction projects. Time allocated in working time agreement.  Sharing of moderated projects across establishments will support teachers and reduce bureaucracy.  We will generate high quality communications and learning events for parents/carers to support their understanding of assessment procedures. |

N.B. Raising attainment - PEF teacher employed 1 day per week (£8 651.67) to work with targeted pupils in P1-4 who are not on track with Literacy and / or Numeracy.