



Renfrewshire Council Children's Services

Brediland Primary School

Improvement Plan

2021-2022



Planning Framework

As part of Children's Services, Brediland 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. 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.

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

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

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

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

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

Our school's Vision, Values and Aims

Our Vision is that every child will
enjoy coming to

Brediland Primary

and have the support and challenge to maximise their
personal potential, to continue to develop as Successful
Learners, Confident Individuals, Effective Contributors and
Responsible Citizens.

Aims:

HONESTY

- be honest with yourself be honest with others
- always tell the truth
- do the right thing, even if no-one is watching

Aims:

RESPECT

- respect yourself
- show respect to others respect property
- respect the environment
- be polite
- use good manners

DETERMINATION

Aims:

- always try to do your best try to be confident
- believe in yourself
- use the power of 'yet'

FREEDOM

Aims:

- to be myself
- to learn and play
- to make choices to be safe
- to have my own opinion
- to take part
- to show my emotions

KINDNESS

Aims:

- treat other people the way you want to be treated be kind towards others
- show others that we care
- try not to leave others out

Whom did we consult?

To identify our priorities for improvement, we sought the views of pupils, school staff, parents and friends.

We used a variety of methods of collecting the views of those who are involved in the life and work of Brediland Primary School such as questionnaires, staff views (termly), pupil views (termly), parental views (both termly and continuously through school app), newsletter returns, group discussions, individual interviews with children, staff, parents, pupil, teacher and parent conferencing, focus groups, working parties, satisfaction surveys using QR codes, written responses and minutes of meetings.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities.

REPS, Parent, Teacher and Friends Association (PTFA), Gleniffer High School, Community Police, FE establishments: Glasgow Caledonian University, The Royal Society, business and industry: Doosan Babcock, Dr. Stephen Hendry and Dr. P Munoz.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

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: evaluations against HGIOS 4, using both a 3 year cycle of review of all QIs, and core QIs annually. We also audit and evaluate using HGIOURS 4, NIF, BtC and other salient educational reports. We review our curriculum and analyse all school attainment data. We follow a planned calendar of quality assurance activities including monitoring of assessment, planning, learning and teaching, learning conversations, moderation and verification activities, reporting progress and achievement, homework activities and submissions via Google classroom, pupil jotters and classwork, working in classrooms, pupil profiles, monitoring individualised education programmes, attendance (monthly), behaviour (weekly), health and safety checks (continuous during Covid), progress towards targets in SIP (termly), LA self-evaluation cycle, with grades (termly),

Each year we also complete a Standards & Quality Report and a self-evaluation document, both of which are monitored by Renfrewshire Council Children's Services' staff.

Improvement Priority 1: further reduction in the attainment gap with a focus on Literacy and Numeracy.

<p>HGIOS/HGIOELC QIs</p> <p>1.1, 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 3.2</p>	<p>NIF Priorities</p> <ul style="list-style-type: none"> 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 		<p>NIF Drivers</p> <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures		Intervention
<ul style="list-style-type: none"> Latest Renfrewshire Council attainment data (2019) indicated that we are closing the attainment gap in Literacy (P1-7 combined holistically) following a 3-year period of progression. With the 30% most deprived attaining 3% below the 70% least deprived in comparison to a 14% gap in 2017. We aim to continue this trend with high aspirations for all through the purposeful strategies outlined. 	<ul style="list-style-type: none"> attainment data showing reduction in gap in all literacy at all stages by the end of session 2021/22. Evidence of school data being in line with, or above, the quartile and the local authority at the end of next session 2021/22. <p>We expect to see an increase in attainment in Reading in:</p> <p>Primary 2 from 91% to 100%</p> <p>Primary 3 from 69% to 88%</p> <p>Primary 4 from 67% to 79%</p> <p>Primary 5 from 83% to 92%</p> <p>Primary 6 from 54% to 85%</p> <p>Primary 7 from 62% to 93%</p>	<p>Qualitative:</p> <ul style="list-style-type: none"> observation and interaction, with notes as record AIFL Strategies Miscue Analysis Teacher Judgement Moderation and Verification <p>Quantitative data:</p> <ul style="list-style-type: none"> GL Suite PTE 3-6 LASS and Rapid Tests SNSA IDL Reading Blackwell Spelling Placement Test Big Writing Criteria 		<ul style="list-style-type: none"> Use PEF to increase staffing by 1.0FTE to target improvement in writing and reading, numeracy & mathematics, with targeted/differentiated approaches we plan to innovatively deploy staff to increase learning support across the school. Pupils will be recognised for receiving learning support or challenge, based upon interrogation of assessment evidence/data and ongoing teacher judgement. Apply pedagogy based in theory that shows strong evidence of success: <ul style="list-style-type: none"> Formal and informal miscue analysis by HT and CT, followed by moderation. Teach mechanics of reading.

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<ul style="list-style-type: none"> • Following lockdown, all school data shows a reduction in attainment compared to last session. • Use of 'Interventions for Equity Support Framework', Education Scotland, resulted in identification of the most appropriate interventions and approaches, that are based on including robust measures of impact and progress. • Moderation and Verification arrangements need to be more robust to improve impact on Teachers' judgement in Reading, L & T and Numeracy. <p>Latest school attainment data (2021) in Literacy indicates that attainment at P.2, P.3, P.5, P.6: lowered during lockdown.</p> <ul style="list-style-type: none"> • SNSA data indicates attainment in reading, writing, is good at P.1, P.4 and P.7 and significantly reduced at P.2, P.3, P.5, P.6: I believe this shows inconsistent teachers' judgement. • To drive up Numeracy attainment following the impact of lockdown and COVID-19. Research from the Education Endowment Fund has described a 3.2 month 	<p>We expect to see an increase in attainment in Writing in:</p> <p>Primary 2 from 77% to 100% Primary 3 from 81% to 88% Primary 4 from 64% to 82% Primary 5 from 83% to 92% Primary 6 from 38% to 73% Primary 7 from 38% to 93%</p> <p>We expect to see an increase in attainment in Talking & Listening in:</p> <p>Primary 2 from 90% to 100% Primary 3 from 88% to 92% Primary 4 from 63% to 87% Primary 5 from 75% to 94% Primary 6 from 69% to 85% Primary 7 from 39% to 93%</p> <p>We expect to see an increase in attainment in Numeracy in:</p> <p>Primary 2 from 91% to 100% Primary 3 from 77% to 92% Primary 4 from 56% to 79% Primary 5 from 75% to 86% Primary 6 from 42% to 82% Primary 7 from 36% to 72%</p> <ul style="list-style-type: none"> • Attainment data showing reduction in gap in all Numeracy at all stages by the end of session 2021/22. • Evidence of school data being in line with, or above, the quartile and the local authority at the end of next session 2021/22. • Further improvement in teaching and learning in Numeracy and Mathematics: 	<ul style="list-style-type: none"> • Phonics Screening at P.1-3 • Triangulation of the above data to provide an in depth understanding of pupil progress and in turn, bespoke strategies of support. <p>Impact assessed via the detailed interrogation of assessment data:</p> <ul style="list-style-type: none"> • Analysis of SNSA assessment data. • Analysis of teacher judgement based upon ongoing formative assessment • Analysis of Sumdog Diagnostic tool. • Analysis of the Renfrewshire Pathway Assessments • Collegiate moderation of attainment of a level – measuring breadth, challenge and application throughout. • Triangulation of the above data to provide an in depth understanding of pupil progress and in turn, bespoke strategies of support. • Robust quality assurance in line with the HGIOS 4 challenge questions for teaching and learning. Purposeful learning observations in line with the new GTCS standards (August 2021) that informs strategies for improvement in attainment. • GIRFEC conversations: staff meet with PSC three times per year and use the SHANARI indicators to audit and focus upon the needs of the child. This leads to a SMART action plan, which is implemented, reviewed and updated regularly. • SHANARRI questionnaires will detail pupil confidence in 'achieving'. 	<ul style="list-style-type: none"> ○ <i>Teach using most of Dive Into Reading approach (not choral reading).</i> ○ <i>Paired Reading with older children.</i> ○ <i>Teach Bloom's Taxonomy used with reading roles methodology – The Thinking Reader, Reciprocal Reading Roles and whole class Reciprocal Reading, to further develop comprehension strategies and develop metacognition skills.</i> ○ <i>Teach specific skills for reading and understanding non-fiction.</i> ○ <i>Reading practice for homework.</i> ○ <i>Reading to an adult, at least daily.</i> ○ <i>Broaden reading materials.</i> ○ <i>CAPTtAG to increase capacity within home</i> • Staff training will improve effective use of data – assistance from F Wright to interpret data. • Training from SNSA to assist staff to interpret data. • CLPL in AifL to ensure improved judgement and planning of next steps in teaching and learning in talking and listening. • Improve and refine moderation and verification arrangements, to ensure there is positive impact from the agreed activities across Literacy. • Build upon strengthened parental capacity and partnership, following lockdown, to support all elements of Literacy. • Improve effectiveness of dyslexia resources through staff training. • Purchase Clicker and introduce, following staff training. (PEF)
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<p>gap in numeracy skills following lockdown.</p> <ul style="list-style-type: none"> • Latest Renfrewshire Council attainment data (2019) indicated that we closed the attainment gap in numeracy (P1-7 combined holistically) in that session following a 3-year period of progression. With the 30% most deprived attaining 1% higher than the 70% least deprived. We aim to continue this trend with high aspirations for all through the purposeful strategies outlined. • Self-evaluation conversations have demonstrated that staff are engaging in Stages of Early Arithmetic Learning (SEAL) practice but there is scope to develop this pedagogy further. • Self-evaluation, using the EEF has also illuminated that pupil confidence in Numeracy following lockdown is low. • Staff evaluation of 2.3, 3.1 & 3.2 identified Numeracy learning outdoors as an area for development. 	<p>audit currently being undertaken through the use of diagnostic assessment.</p> <ul style="list-style-type: none"> • Mastery of Numeracy concepts across the stages. Evidence of transferrable understanding of concepts from SNSA data at P1, P4 and P7. • Targeted interventions across the school; identified by use of SEAL concept pathways – pupils will be identified from interrogation of data and teacher judgement. • Increased learner confidence in numeracy aligned with a greater learner understanding of growth mindset throughout numeracy experiences. 		<ul style="list-style-type: none"> • Introduce Oral to Written Narrative at P.2 and 3, to follow on from success at P.1 (PEF) • Review pedagogy of talking and listening and align with best practice in the use of ICT, following development of skills during lockdown. • Following refresher training in Literacy approaches during May 21; staff will re-double efforts to tackle the dip in attainment in Writing. • Continue to refresh reading resources to maintain the high engagement and interest across stages.
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<p>https://webarchive.nrsotland.gov.uk/20201021075530/http://www.gov.scot/publications/review-additional-support-learning-implementation-executive-summary/pages/4/ Review of ASL, Scotland June 2020 recommendations – see below:</p> <ul style="list-style-type: none"> • 1.2 Measurement • 2.1 Mainstreaming and Inclusion • 3.1 Leadership and Strategic Planning • 5.1 Teacher Education and Development <p>• The Refreshed Narrative (CfE, 2019) has detailed the need to realign our practice with the 4 capacities.</p> <p>The refreshed GTCS standard needs to be shared and used to evaluate teachers' practice, to ensure best outcomes for children.</p>	<p>We will see and hear that our pupils:</p> <ul style="list-style-type: none"> • are learning successfully and making expected or above expected progress through the levels of CfE. • have increased confidence and self-esteem, and enjoy opportunities to share and celebrate successes • are engaged and involved in and contribute to the life and work of the school and its community • more informed transition process • greater focus on the experience of pupils • experiences and achievements of pupils will be more visible and celebrated through accreditation • staff training continues to be at the forefront of improving best practice 	<ul style="list-style-type: none"> • Evidence of planning, records and transition meetings • JASS Award • Improved practice, observed during learning observations, team teaching and learning walks. • CLPL Records 	<ul style="list-style-type: none"> • Development of sharing information between mainstream schools and the ACE Base; specifically, children's attainment across Literacy. (ACE, PT, TBC) • High quality liaison meeting between class teacher and ACE Base staff will take place prior to child's placement in ACE Base. (ACE, PT, TBC) • Methods and frequency of information sharing between ACE Base and mainstream class teacher will be agreed in advance of the child attending the ACE Base. (ACE, PT, TBC) <p>• Professional learning and leadership/Early intervention through SEAL: Staff to regularly engage in professional development and CLPL opportunities offered throughout the year and identified at PRD meetings. Refresher SEAL training for those who require it. Refresher Concrete - Pictorial – Abstract/Number Talks where required also. Sumdog help team available for individual staff support. CLPL led by the Numeracy Attainment Team will also be offered to staff.</p> <p>• Promoting a high-quality learning experience/Social and Emotional Wellbeing: Implement Limitless Learning Numeracy practice following staff training (completed June 2021) to develop Growth Mindset in numeracy. This practice considers growth through challenge and multiplicity in learning.</p>
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			<ul style="list-style-type: none">• Promoting a high-quality learning experience: develop Numeracy in the outdoors.• Engaging beyond the school: we aim to incorporate cluster moderation of Numeracy into our plans next session as part of our robust quality assurance of attainment strategies - restriction permitting. The new GTCs standards will be shared, discussed and used to evaluate practice and to create individual staff action plans.
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Improvement Priority 2: promote the positive health and wellbeing of children, staff & school community.

HGIOS/HGIOELC QIs 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1	NIF Priorities <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Following the disruption due to the pandemic, we recognise the importance of ensuring all staff feel safe and secure in school and are up-to-date with changes to policy/ guidelines. We will ensure that time and space is provided to actively promote staff health and wellbeing.</p> <p>Following the disruption to school due to the pandemic, we recognise the importance of ensuring all children feel safe and secure about transitioning to the next stage, particularly those at key transition stages and those who are in our vulnerable/targeted groups. These groups include:</p> <ul style="list-style-type: none"> key groups (EY to P1, P7 to S1) internal transitions (e.g. P2 to P3) Vulnerable children and those with ASN 	<ul style="list-style-type: none"> In August 2021, all staff will continue to implement policies and procedures in relation to social distancing, hygiene and use of outdoors, based on Government guidelines to protect themselves and our children. By December 2021, all children in the target groups (new P1s and ASN children) will have successfully transitioned and will feel safe, confident and engaged in their new surroundings. By October 2021, almost all children have increased knowledge and understanding of the supports available to them within school. Begin to realise RNRA, starting with awareness raising from August. Improved teaching and learning of Health and Wellbeing across the school. Improved participation in sport and levels of physical activity for all pupils. all children will have the opportunity to participate in a range of challenging, progressive and creative outdoor learning experiences. As we further develop our policy regarding bullying in our school, pupils, parents and all staff are fully informed of what to do when 	<ul style="list-style-type: none"> Local and Government policies and school-based risk assessments will be on the agenda to be issued and discussed on the August INSET days. Minutes of INSET/collegiate meetings show that time is set aside to allow for full discussion of policies and procedures to alleviate any staff concerns. Participation rates show that all staff have engaged in Mental HWB eLearning modules. Collegiate/INSET programme shows that a range of staff wellbeing activities opportunities are being provided. Staff questionnaires show that they feel less anxious and more confident in relation to their own wellbeing. Teachers' planning will demonstrate a focus on developing the Wellbeing indicators. Wellbeing indicator results demonstrate that almost all children in target groups, score green in all SHANARRI indicators by Jan 22 (P1 – P3). Wellbeing indicator results demonstrate that almost all children in target groups, score 8 or above in all SHANARRI indicators by Jan 22 (P4 – P7). GIRFEC minutes show how children scoring red or amber (P1 – P3) or below 8 (P4 – P7) are being supported to improve outcomes. 	<ul style="list-style-type: none"> Plan the collegiate calendar/INSET in collaboration with staff to include dedicated time for staff wellbeing activities. All staff will complete Renfrewshire's 'Understanding the mental HWB of CYP' and eLearning modules 'Psychological First Aid' and SAMH (Scottish Association for Mental Health) module 'We all have mental health'. Health and Wellbeing as a standing item at every staff meeting to ensure that staff are fully informed of policies, procedures and arrangements during, and post Co-Vid 19. Engage with RNRA to promote staff wellbeing in a nurturing environment. DHT will cover classes to allow teachers to have regular health and wellbeing conversations with their children. DHT will plan and organise Mental Health Awareness Week and a Focus on Health Week based on the needs of our children. Information re mental health supports available to children in school will be discussed at GIRFEC meetings and at collegiate sessions, and any relevant information sent via email. Emotional literacy will be explicitly taught e.g. RNRA, Seasons for Growth, PATHS, Emotion Works.

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

<ul style="list-style-type: none"> • lockdown experiences have resulted in mental health issues. Supporting the health and wellbeing of all children will continue to be of paramount importance. • we recognise the importance of being a nurturing establishment to improve Health and Wellbeing for the whole school community. • in line with the curriculum refresh, teaching and learning of Health and Wellbeing has been audited. • outdoor learning undergoing transformation, requires further development • review of our anti-bullying policy has highlighted the need to promote a stronger anti-bullying ethos across the whole school 	<p>an incidence of bullying occurs and that staff are confident in dealing with it.</p> <ul style="list-style-type: none"> • positive behaviour and respectful relationships in our school. 	<ul style="list-style-type: none"> • GIRFEC meeting minutes and referral statistics evidence that staff understand and actively use the supports available to support children. • Learner conversations will demonstrate that almost all children are happy at school and know and understand the supports available within school. • Conversations with children following 6 sessions of The Exchange counselling will demonstrate that they have benefitted from the support. • Emotion works displays will show how each class are using Emotion Works effectively across the curriculum to develop emotional literacy. • Pupil questionnaires demonstrate that children feel happy at school and supported by school staff. • Participation rates in INSET/CPD sessions will show that most or all staff have engaged in RNRA training. By January 2022, pupil SHANARRI questionnaires will show that all children feel nurtured in school. • Minutes of meetings with pupil support co-ordinator/teacher show that nurturing approaches are understood and are being used consistently. • Staff and pupil feedback will demonstrate that they have suitable equipment to teach high quality PE lessons and that the equipment is easily accessible. • Learning conversations will show that children are enjoying high quality PE lessons with enough equipment for everyone. • Working party minutes and planning will show how developments in Health and Wellbeing will be taken forward. • Termly forward plans will highlight opportunities for outdoor learning. 	<ul style="list-style-type: none"> • CLPL will be offered to staff on using the Emotion Works programme. • Emotion Works will be embedded in the school curriculum using a proposed development programme in the first term, revisiting the cogs followed by a weekly focus on categories of emotions; positive, negative, calm, scared, angry, etc. • DHT trained in RNRA and leading the roll out of this in the school during session 2021/22. • Staff will participate in INSET/CPD sessions on RNRA. • Nurturing approaches will be developed with all staff and shared across the school community. • Improved displays in the Gym Hall, including a whiteboard for learning intentions and success criteria. • Organise a range of Active School Clubs and after school sports/health clubs. • RSHP CLPL offered to all staff. • Sharing knowledge of quality online resources. • Outdoor learning to be embedded into planning. • School to engage with parents and members of our wider community who have skills that can support us in enhancing outdoor learning. • We will revisit our school's anti-bullying policy through planned lessons with a focus on bullying. • A pupil anti-bullying group will be set up and led by one of our ASNAs. • Participate in anti-bullying week. • We will introduce friendship benches in the playground. • Posters and literature will be displayed around the school.
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		<ul style="list-style-type: none"> • Weekly planning will show how staff are using the outdoor areas to provide high quality learning experiences. • Pupil feedback will demonstrate that all children have more opportunities to learn outdoors in purposeful ways. • Pupil group established to take forward an anti-bullying campaign. Minutes will show planned action. • Pupil feedback will show that all children feel safe in school. • Parental feedback will demonstrate that they feel that the school takes action against bullying and is promoting anti-bullying across the establishment. • Reduction of reporting of bullying incidents. 	<ul style="list-style-type: none"> • Emotion Works playground cogs will be used effectively to resolve situations. • Use of social stories to help promote positive behaviour. • Apply for the Diana Award.
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Improvement Priority 3: DYW, Citizenship and LfS

HGIOS/HGIOELC QIs 1.1, 1.2, 2.4, 3.1, 3.2, 3.3	NIF Priorities <ul style="list-style-type: none"> 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 <i>Highlight as appropriate</i>		NIF Drivers 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
Rationale for change	Outcome and Expected Impact	Measures		Intervention
<ul style="list-style-type: none"> Evaluation against: HGIOURS 4, Theme 5, Our Successes and Achievements and DYW, Career Ed. Standard 3-18. During lockdown opportunities for Citizenship and Enterprise were curtailed, due to restrictions and mitigations. During lockdown, learning opportunities in the Arts were curtailed due to restrictions and mitigations. The provision in Brediland currently lacks opportunities for accreditation. 	<p>The children will:</p> <ul style="list-style-type: none"> experience a curriculum through which they learn about the world of work and job possibilities and which makes clear the strengths and skills needed to take advantage of these opportunities develop skills for learning, life and work as an integral part of their education and be clear about how all their achievements relate to these have opportunities to engage in profiling that supports learning and the development of skills for work and future career choices enjoy a learning environment that recognises and promotes diversity and supports them to understand that it is everyone's responsibility to challenge discrimination develop understanding of enterprise, entrepreneurship and self-employment as a career opportunity know where to find information and access support making effective use of online sources such as My World of Work (P.6 and 7). have opportunities for achievement in school and community, being able to achieve the best possible progress, awards and qualifications, skills for employment and lifelong learning, 	<ul style="list-style-type: none"> Evaluation against: HGIOS 4, HGIOURS 4; Theme 5, Our Successes and Achievements DYW Career Ed. Standard 3-18. JASS Award Status Case Study Pre and post MALS questionnaires Health and Wellbeing Tracker 		<ul style="list-style-type: none"> Curriculum refresh currently underway – to be continued. Re-instate Citizenship Groups across school, HT, Date to TBC. Re-start PELiCAN Hold a careers event, P.T of ACE Base, Date to TBC. Work towards Diana Award by undertaking anti-bullying and pro friendship activities, led by ASNA, E. Martin, August 2021 Begin to raise awareness among pupils of JASS Award, P.T of ACE Base, Date to TBC.

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<p>Use of LfS audit tool has stimulated discussion and identified actions that will start the journey towards a whole school approach to Learning for Sustainability.</p>	<p>developing the competences of Responsible Citizen, Effective Contributor, Effective Learner and increase in personal confidence and self-esteem.</p> <ul style="list-style-type: none"> • enjoy opportunities for Citizenship and Enterprise • have opportunities for the Arts when restrictions and mitigations allow. • have the option to participate in achieving The Diana Award accreditation. • have the opportunity to work towards accreditation through the JASS Awards Scheme. <p>Features of Learning for sustainability (LfS) as an approach to learning, life and work will enable learners, educators, schools and their wider communities to begin a journey to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS will weave together global citizenship, sustainable development education, outdoor learning and children's rights to create coherent, rewarding and transformative learning experiences.</p>	<ul style="list-style-type: none"> • Use of LfS audit tool 	<ul style="list-style-type: none"> • Use the LfS audit tool to begin development of whole school approach to Learning for Sustainability.
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(PEF) denotes interventions/activities funded through Pupil Equity Funding