



Glencoats Primary School
School Improvement Plan
2023/24

Planning framework

As part of Children's Services, Glencoats 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 pages 3 and 4.

Pupil Equity Funding

Our school receives 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 Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

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

<p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p>	<p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p>	<p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p>	<p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p>	<p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p>
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Our Vision, Values and Aims

Our vision at Glencoats Primary School is to provide an education of the highest quality within a happy, safe, nurturing and inclusive environment that enables all of our children to learn, grow and succeed and in which everyone is equal and all achievements are celebrated.

Our School Aims:

1. To promote a happy, nurturing and safe environment that meets the needs of all learners
2. To continually embrace current educational thinking to enable life-long learning
3. To develop our children's social and emotional skills to support a caring, resilient school community
4. To foster a sense of identity and pride in our school and to develop positive partnerships with parents, agencies and our community

Our School Values:

We work together at Glencoats Primary School to reach the stars!

Supporting our children, families and each other

Teamwork

Achievement and **a**ttainment

Respect, **r**esponsibility and **r**elationships

Success for all our children

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils, parents and carers. We also used a variety of methods to gather the views of those who are involved in the life and work of Glencoats Primary School such as:

Self-Evaluation using HGIOS4
Parental, Pupil and Partner Questionnaires
Parent Council Meetings/Discussions
Staff Meetings and collegiate sessions

How will we 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 -

- Monitoring pupils' work
- Monitoring of Pupil Learning Targets (Pupil Profiles and Pupil Tracking Records in literacy, numeracy and health & wellbeing)
- Monitoring of Learning & Teaching and Pupil Experiences
- Monitoring of Forward Planning & Assessment
- Learning Conversations
- Regular Attainment Tracking Meetings
- Personalised Support Meetings
- Staff Self Evaluation using HGIOS4
- SEEMIS Data
- Collegiate Sessions
- Moderation sessions

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

Improvement Priority 1 – To improve our children’s attainment in writing

HGIOS/HGIOELC QIs 1.3 2.3 3.2	NIF Priorities <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children’s Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>We introduced a new approach to writing last session (22/23) and learning visits and evidence of children’s work shows that, although our attainment data continues to show less than half of children on track in writing, the approaches are having a positive impact on the progress, quality and attainment of children’s writing across almost all stages.</p> <p>There is a clear need to continue to build on improved consistency in writing and to embed new approaches across the school as well as a need continue to moderate learning, teaching and assessment processes for writing.</p> <p>Children’s work, teacher assessment and spelling data demonstrates an ongoing need to improve spelling across the school and to embed newly introduced approaches to spelling (North Lanarkshire Spelling) to ensure consistency across all stages. Cluster Primary Schools report an evident improvement in spelling through the use of NL approaches.</p> <p>Our GIRFEC tracking and personalised support demonstrates a continuing need to plan interventions to support children with dyslexic needs.</p>	<p>By June 24 –</p> <p>The majority of children will achieve national standards in writing across P1 – 4 and less than half of children in P5 – 7.</p> <p>Our current attainment data shows expected outcomes as follows –</p> <p>P1 – 65% – 68% P2 – 65% – 68% P3 – 45% – 50% P4 - 45% – 50% P5 - 30% – 40% P6 - 20% – 30% P7 - 20% – 30%</p> <p>There will be a shared and consistent approach to the learning, teaching and assessment of writing across all stages in line with the school Writing Policy.</p> <p>Teachers’ confidence in implementing new learning, teaching & assessment approaches to writing will improve.</p> <p>Almost all children P3 – 7 will be able to use Writing Stepping-Stones and evidence of work to discuss their learning in writing and next steps for improvement.</p>	<ul style="list-style-type: none"> Pupils’ work – Chot Jot/ Marvellous Writing jotters + examples of writing across learning Pupil tracking P3 – 7 in writing (Stepping-Stones to Success) Attainment and Planning Meetings data Termly Writing planners Cohort Milestone and whole school tracking data Pupil Support Plans and Support Meeting data Monitoring of pupil experiences – learning visits Learning conversations with pupils Moderation of writing planning information and evidence of work Peer learning visits feedback 	<ul style="list-style-type: none"> Continued CLPL – The Write Stuff – all staff to engage in continued CLPL including focus on non-fiction writing (collegiate calendar/WTA) Continued CLPL in North Lanarkshire Spelling (collegiate calendar/WTA) Implementation of NL spelling approaches from Aug 23 Peer observations/learning visits with focus on writing – Glencoats, St Fergus, Kilbarchan (WTA) Moderation with St Fergus Primary & Kilbarchan Primary– planned writing experiences (collegiate calendar/WTA); Implement Writing Engagement survey to gather Pupil Voice with St Fergus & Kilbarchan SMT to lead and support peer learning visits with focus on effective learning and teaching in writing HT to update Writing Stepping-Stones for P3 – 7 to reflect new writing assessment criteria All teachers to use new cohort writing trackers to track learners’ progress termly to inform attainment tracking meetings + plan next steps (collegiate calendar/WTA) All teachers to plan for writing experiences and planned assessments using new termly planning format Introduce IDL spelling for targeted children across the school led by support staff – HT to create

	<p>Teachers will be able to use assessment and tracking data effectively, including new cohort milestone trackers to identify key writing milestones to inform next steps for learners.</p> <p>Teacher confidence in judging children's attainment of a level in writing will continue to improve through planned moderation sessions and peer learning sessions with St Fergus and Kilbarchan Primary School, informed by assessment criteria and use of cohort milestone trackers.</p> <p>There will be a consistent approach to the learning and teaching of spelling across all stages.</p> <p>Assessment of children's spelling (Single Word Spelling Assessment) will demonstrate steady improvement over time for most learners.</p> <p>IDL data will demonstrate improvement in spelling over time for targeted children with dyslexic needs.</p>		<p>timetable/system to ensure consistency of implementation</p> <ul style="list-style-type: none"> Acting PT to lead CLPL for teachers/support staff on use of IDL (collegiate calendar/WTA)
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Improvement Priority 2 – To improve our children's attainment in numeracy

HGIOS/HGIOELC QIs 1.3 2.3 3.2	NIF Priorities <ul style="list-style-type: none"> 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 <ol style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Learning visits and evidence of pupils' work demonstrate a need to develop a consistent approach to the learning, teaching and assessment of numeracy across the school in line with national best practice and Renfrewshire's new approaches to planning and assessment.</p> <p>The New Renfrewshire Maths Planners have been devised to incorporate key methodologies (including SEAL), streamline skills across a level, and support effective teaching by using high-quality rich tasks that provide breadth and depth. There is a need for a progressive and consistent approach across the school in relation to the implementation of the new planning and assessment processes.</p> <p>Although Number Talks is being used as an approach in the majority of classrooms, we have identified that there is a need for a more consistent and planned approach throughout the school to raise attainment. There is clear evidence to support the use of the Number Talks programme, which focuses on sharing reasoning and strategies for mental maths, can have a positive impact on children's mathematical abilities, particularly their fluency, flexibility and confidence. It can also provide valuable formative assessment information.</p> <p>Teacher judgement of a level demonstrates that there is a need to raise</p>	<p>By June 2024 –</p> <p>Most children are expected to achieve national standards in numeracy in P1 & 2 The majority of children are expected to achieve national standards in P3, 4 & 5 At least less than half are expected to achieve national standards in P6 Less than half of children will achieve national standards in P7</p> <p>Our current attainment data shows expected outcomes as follows -</p> <p>P1 – 75 – 85% P2 – 75 – 85% P3 – 55 – 65% P4 – 70 – 80% P5 – 70 – 80% P6 – 45 - 60% P7 – 30 – 35%</p> <p>Full transition to the new Renfrewshire Maths Progression Planners and assessments will be evident at all stages by June 24 to ensure a structured, progressive and consistent approach to maths and numeracy.</p> <p>Almost all teachers will be more confident and skilled in the learning and teaching of numeracy and will</p>	<ul style="list-style-type: none"> Pupils' work – Numeracy jotters + journals Pupil tracking P3 – 7 in numeracy (Stepping-Stones to Success) Attainment and Planning Meetings data Cohort Milestone and whole school tracking data Numeracy recovery data – pre and post assessment information Pupil Support Plans and Support Meeting data Monitoring of pupil experiences – learning visits Learning conversations with pupils Moderation of numeracy planning information and evidence of work Peer learning visits feedback Professional dialogue and feedback at collegiate sessions Numeracy Policy Parent/carer feedback/surveys will demonstrate improved understanding in new approaches to numeracy 	<ul style="list-style-type: none"> CLPL – Renfrewshire Numeracy Planners & Assessments (collegiate calendar/WTA) Introduce & implement Numeracy Journals consistently P4 – 7 supported by CLPL (collegiate calendar/WTA) CLPL – teachers to attend authority led CLPL on numeracy approaches (collegiate calendar/WTA) Numeracy Champion to lead Numeracy Recovery for targeted children 2 x weekly; time planned for teacher feedback and provision of follow up learning pack (PEF supported – teaching additionality) HT to update numeracy Stepping-Stones in line with new planners for Aug 23 Numeracy Lead, and SMT to create Numeracy Policy that reflects best current practice nationally and locally (PEF supported – teaching additionality) Sharing of Good Practice visits to Mossvale Primary School with focus on pedagogy and effective use of resources (collegiate calendar/WTA) Moderation sessions with Mossvale Primary School with focus on planning and evaluating shared numeracy across learning experience (collegiate calendar/WTA) Come Count with Me parental engagement/family learning sessions planned (collegiate calendar/WTA) Numeracy lead to create numeracy home videos to support family learning (PEF supported – teaching additionality)

<p>attainment and achievement for all in maths and numeracy. Most children are currently on track to achieve national standards in numeracy in P1 & 4.</p> <p>The majority of children are on track to achieve national standards in P2, 3 & 5.</p> <p>Less than half of children are on track to achieve national standards in P6 & 7.</p> <p>There is a need to implement robust approaches to Maths Recovery that monitor and track the impact of interventions on pupils' progress and attainment and to provide teachers and support staff with the necessary tools to implement effective interventions using research-based strategies and activities.</p> <p>Feedback from parents/carers shows that there is a need to share new approaches to learning and teaching of numeracy to support family learning and develop parental engagement which have been recognised as important factors in raising attainment.</p> <p>Forward Planning evidence/ discussions and pupils' work demonstrate a need to improve planned experiences for the application of numeracy across learning.</p>	<p>consistently use numeracy assessment and cohort milestone trackers in numeracy to identify and plan next steps and inform teacher judgement of attainment of a level.</p> <p>Through engagement in Maths Recovery CLPL, our numeracy lead will have further developed her understanding of the diagnostic and formative assessments to identify the exact level of the conceptual understanding and will be able to plan bespoke interventions to close identified gaps in numeracy for our targeted learners.</p> <p>Teachers' confidence in planning experiences for the application of numeracy across learning and through IDL will improve through joint planning and moderation with colleagues in other school.</p> <p>Almost all children P3 – 7 will be able to use Numeracy Stepping-Stones and evidence of work to discuss their learning in numeracy and next steps for improvement.</p> <p>Through engagement in Come Count with Me sessions and through access to numeracy home learning videos, parents will have an improved understanding of new approaches to learning in numeracy.</p>		<ul style="list-style-type: none"> Teacher (Mrs Tarburn) to provide weekly targeted support sessions in numeracy to identified children (tracking information) and assess/track progress over time (PEF supported)
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Improvement Priority 3 – To improve our children's attainment and achievement including the development of progressive skills for LLW

HGIOS/HGIOELC QIs 1.3 2.2 2.5 3.1	NIF Priorities <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Research shows that adults with fewer skills, particularly in literacy and numeracy, experience much higher levels of social and economic poverty than other adults. Our school context, attainment tracking & data and monitoring of pupil experiences demonstrate that, in addition to a focus on attainment, there is a need to have a clear focus on the wider achievement and development of skills for learning, life & work for learners across all stages as well as a key focus on the development of social and meta skills.</p> <p>Building the Curriculum 4 tells us that the development of skills is essential to learning and education to help young people to become successful learners, confident individuals, responsible citizens and effective contributors. The skills and attributes which children and young people develop should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.</p> <p>Building the Curriculum 4 also explains that the development of skills should be across all curricular areas and through interdisciplinary learning (IDL) as well as matched to children's individual needs, enabling all learners to develop,</p>	<p>By June 24 –</p> <ul style="list-style-type: none"> • The school will have very clear guidelines on agreed learning and teaching approaches that reflect best practice that are consistently applied in almost all classes • Almost all teachers will be confident in applying pupil led learning approaches • Almost all learners will engage in pupil led approaches and will make active decisions about their learning through opportunities for personalisation and choice • Almost all teachers will implement new IDL planning approaches to provide enhanced opportunities for learner agency and pupil voice • Almost all learners will actively participate in planning of IDL Turbo Topics • Identified children will actively participate in Skills Academy/Mini Skills Academy and will develop and demonstrate a range of relevant skills for LLW 	<ul style="list-style-type: none"> • Forward Planning • Monitoring of learners' experiences • Learning Conversations • Digital Profiling • Skills Progression Programme • Skills Academy Programme 	<ul style="list-style-type: none"> • CLPL on Pupil Led Learning approaches (WTA, collegiate calendar) • Implement pupil led learning approaches across all stages with agreed language and consistency • Resource pupil led approaches as required – furniture, resources • Implement new planning approaches to include pupil led/skills focus • Time for teachers to plan across levels with a focus on project-based Turbo Topics • CLPL on IDL/Turbo Topic and implement new planning approaches (WTA/collegiate calendar) • Plan sustainable progressive whole school Turbo Topics through agreed collegiate calendar • Monitor development & demonstration of skills for LLW including meta skills through monitoring of learners' experiences/learning conversations • Introduce digital profiling and agree minimum profiling approach to ensure consistency across stages; Acting PT to provide CLPL for staff (WTA; collegiate calendar; PEF supported) • Continue to develop Flexible Learning approach for children with ASN led by ASNAs; provide relevant CLPL for support staff, e.g., OT input for development of motor skills

<p>demonstrate and apply a wide range of skills.</p> <p>The Refreshed Narrative for Curriculum for Excellence emphasises the need to provide children with a broad range of experiences across the 4 contexts of learning to develop skills for LLW as well as need to plan opportunities for pupil agency and personalisation. Last session, we piloted an approach to pupil led learning across P3, 4 & 5. Our evaluation demonstrated that this had a positive impact on personalisation and engagement of learners as well as the inclusion and behaviour of children across the 3 classes. There is a need to develop this approach further across our P6 & 7 classes as well as building on and improving our current approaches to achieve authentic pupil participation in learning.</p> <p>Building the Curriculum 2 makes clear that Active Learning is learning which engages and challenges children’s thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by spontaneous play, planned, purposeful play, investigating and exploring, events and life experiences and focused learning and teaching. There is a need to develop our current Learning & Teaching Policy to include a rationale and guidance on the implementation of active and play approaches in our early years’ classes to ensure consistency and best practice.</p>	<ul style="list-style-type: none"> • Almost all children P4 – 7 will be able to digitally profile and discuss their learning and skills development using Seesaw app • Primary 1 & 2 teachers will confidently apply agreed approaches to play learning and planning; our infant learning environment will support the development of pupil led approaches and the development of meta skills • Almost all P1 & 2 children will be able to engage in, lead their learning and develop & apply skills through play learning approaches • Almost all pupils who attend Key Worker & Wellbeing Officer sessions will develop and demonstrate application of social and meta skills over time 		<ul style="list-style-type: none"> • Introduce Skills Academy & Mini Skills Academy to promote development and application of skills for LLW for identified children facilitated by teachers and key workers (PEF supported); Create progressive Skills Academy Programme and assess and track engagement and skills application of learners (Ms McPhee and Mrs Tarburn to lead – PEF supported) • Continue Super Skills Friday to provide opportunities for across level learning and development of skills across all stages • Track children’s wider achievements and use data to inform future developments/identification of children for skills academy • Develop Learning & Teaching Policy to include pupil led learning/play based learning • Key Workers and Wellbeing Officer to continue to provide planned experiences to develop social/meta skills; KW/WBO to track development and demonstration of skills over time
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Improvement Priority 4 – To improve our children’s health & wellbeing

HGIOS/HGIOELC QIs 1.3 2.3 2.4 3.1 3.2	NIF Priorities <ul style="list-style-type: none"> • 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 <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>4. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	4. Parental Engagement	6. Performance Information
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2. Teacher Professionalism	5. School Improvement							
4. Parental Engagement	6. Performance Information							

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>The Independent Care Review in Scotland identified five key important actions to improve the lives of our Care Experienced young people that are integrally linked to the UNCRC (children's voice, the importance of children's family, the importance of a loving home and siblings, relationships with key adults in children's lives and the importance of systems in supporting children and their families). In Glencoats we are committed to upholding the values of The Promise to ensure that we identify and minimise barriers to learning for our care experienced children, support their wellbeing and enable their attainment and achievement in our school.</p> <p>Our engagement in RNRA has had a very positive impact on the universal support of children's wellbeing across our school and informs our personalised support for children with ASN, bringing about positive outcomes for our young people. It is important to continue to build on our current very good practice through continuing engagement in the RNRA accreditation programme.</p> <p>Last session, Renfrewshire Council led a GIRFEC refresh across education, social work and health to improve approaches to single and multi-agency planning to bring about positive outcomes for young people and families with additional support needs. There is a need to engage fully with the new systems and approaches to ensure that our practice is robust and continues to have a very good impact on children's</p>	<p>By June 24 –</p> <p>All staff will have an improved understanding of the principles and practice outlined in The Promise and the experiences and support needs of our Care Experienced children and will confidently and consistently support their wellbeing needs</p> <p>Our care experienced children will have increased pupil voice through effective identification of barriers & effective interventions to support their wellbeing and increase their pupil voice. As a result, they will be successfully included in their learning and wider school experiences</p> <p>All of our care experienced children will make steady progress in attainment in literacy and numeracy and will have their wellbeing needs met through effective single and multi-agency planning</p> <p>All staff will have an improved understanding of Non-Violent Resistance Training (NVR) principles and practice through our ongoing engagement in the RNRA programme and will consistently apply approaches to support the social and emotional wellbeing needs of our children</p>	<ul style="list-style-type: none"> • Staff feedback from Who Cares Scotland session • Learning conversations with children, including those who are Care Experienced and who have an identified ASN • GIRFEC/Attainment tracking meetings data • Single and Multi-agency planning • TAC & Child's Plan Minutes • RNRA action plan • Staff feedback from NVR session • Monitoring of children's experiences including learning conversations (Glencoats Gab) • Monitoring of children's experiences within the FLR • Monitoring of our learning environments • FLR advice & guidance reports • Boxall Profiles • Flexible Learning programme & planning • Digital Profiling • RRS accreditation evidence 	<ul style="list-style-type: none"> • Engage all staff in CLPL on The Promise in partnership with Who Cares Scotland (Aug IS Day) (collegiate calendar/WTA) • Plan sustainable experiences to support the wellbeing of our care experienced children – Care Experienced Club with St Fergus led by Active Schools; Care Experienced Club led by our Promise Keepers; continued engagement in EVOLVE project in partnership with West PS • PT of FLR to undertake Promise Keeper training • Ed Psychologist & Home Link Worker to lead NVR session (collegiate calendar/WTA) • SLT to engage fully with new single and multi-agency planning approaches (GIRFEC Refresh) • HT and PT of FLR to support new approaches to advice and guidance and joint placements for identified children • CLPL of ASNA staff in key areas – The Bucket (Attention Autism); Makaton; Down's Syndrome Scotland Training; Fizzy/Motor Skills Training (OT) • HT to create 'Mini Skills Academy' programme for P2 – 3 children to support Flexible Learning experiences • HT to create 'Glencoats Skills Academy' programme for P4 – 7 to support Flexible Learning experiences • Our planned experiences will be available to our children attending our FLR as appropriate

<p>wellbeing and inclusion across our mainstream and Flexible Learning Resource.</p> <p>Our personalised support planning and GIRFEC tracking demonstrates that there is a continuing need to provide Flexible Learning experiences for pupils with an identified ASN to support and enable effective inclusion and engagement.</p> <p>In May 2022, the Scottish Government announced funding for UNICEF UK to offer the Rights Respecting Schools Award programme to all state primary and secondary schools in Scotland. Evidence demonstrates that children who have participated in the Award know about rights, can exercise their rights, feel valued and can recognise the rights of others. Although the school achieved bronze RRS status several years ago, there is a need to revisit this work and to ensure it is embedded in our policy and practice.</p>	<p>Our senior leadership team across the mainstream and FLR will be confident in using the new planning systems at single and multi-agency level; the new approaches will bring about positive outcomes for our children with ASN through effective action planning</p> <p>Our ASNAs will be confident in leading Flexible Learning experiences for younger children; our targeted support teachers will be confident in planning and assessing appropriate skills-based flexible learning experiences for pupils P4 – 7</p> <p>Our pupils will develop key skills for learning and life through active participation in Flexible Learning sessions, including talking & listening skills, social skills and motor skills; our children will be able to profile their achievements and share their successes through the use of Seesaw profiling</p> <p>Almost all children and staff will have a greater understanding of the UNCRC and how this affects their own lives in school, home and the community and will actively participate in Rights Respecting Schools learning to bring about positive changes in the school and/or community The school will achieve silver level RRS accreditation</p>		<ul style="list-style-type: none"> • Engage in Rights, Respecting School Accreditation silver level (Acting PT – PEF) • Develop Citizenship Programme to include RRS, Citizenship & Diversity to be implemented through NCCT to ensure consistency and progression
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