



Heriot Primary School and ELCC

School Improvement Plan

2023/24

Planning framework

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

National Priorities

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

- 1. 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 →

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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** – A school where everyone's learning!
Our **values** – Family, Honesty, Respect and Kindness



Our aims at Heriot Primary School are:

1. Curriculum

To provide for each child a broad and balanced curriculum in line with national and council guidelines with structured and progressive programmes in all curricular areas.

2. Attainment

To enable all pupils to achieve their potential by maintaining and developing strategies which raise attainment.

3. Learning and Teaching

To provide high quality teaching which uses a variety of approaches, builds on previous experience, involves parents and motivates children to take responsibility for their own learning.

4. Support for pupils

To provide support for pupils so that they respect and care for themselves and others as they develop. This will involve their personal, social, emotional, physical, intellectual, aesthetic, moral and spiritual development.

5. Ethos

To create a sense of identity and pride in the school by fostering caring partnerships among staff, pupils, parents, the community and other services. These partnerships should aim to create an effective and inclusive educational environment, a calm, self-disciplined atmosphere with high standards of pupil behaviour and responsible attitudes to learning.

6. Resources

To provide a happy, stimulating and safe environment with good use of well trained staff, and high quality and well-organised resources.

7. Management, leadership and quality assurance

To manage the school effectively through policies, strategies and systems for planning, implementing and developing the curriculum and other areas of school life. To evaluate the work of the school in all areas through effective monitoring, using information gained to progress future development.

Who did we consult?

To identify our priorities for improvement, we sought the views of staff, pupils and parents at Heriot Primary School. We used a variety of methods of getting the views of those who are involved in the life and work of the school.

All staff are regularly consulted on the operation of the school. This takes place through regular staff meetings, in service days, collegiate activities and through engagement in work focusing on HGIOS and HGIOELC. In addition, teaching and support staff participate in the annual staff review and development process reflecting on both the quality of service provided and their contribution to it. Staff are also consulted through regular attainment and wellbeing meetings, evaluations and questionnaires. All staff are involved throughout the session in the review of our School Improvement Plan priorities.

Children's views are sought through general class discussion, questionnaires and a 'Big Thinking Day.' In addition, views of the children are used to influence the planning of learning. The Pupil Council meets regularly and is used as a vehicle to raise issues and implement change. In the main foyer area there are post boxes which allow all children to make comments, suggestions and raise matters directly. Our children are also involved in focus groups and various leadership roles to allow them to have a voice in what happens within our school and ELCC. The views of the children within our ELCC are reflected through our playroom planning using floor books.

The Head Teacher operates an open door policy for pupils and parents. Parents are also able to contact the Head Teacher by other means. Parents' views are usually sought through informal discussion at school events, general questionnaires and questionnaires targeted at specific activities. Parents are also invited to comment on Annual Reports, through our website, at Team Around the Child meetings and during in school events such as workshops, open days and family learning sessions. Members of the Senior Management Team engage with our parent forum where issues of general interest are raised and discussed.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities. We meet termly with our Active Schools Co-ordinator, work closely with our cluster schools and local Admissions Panel and have regular collaborative meetings with our Home Link Worker, Educational Psychologist and social work and health staff.

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

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. The management team, consisting of the Head Teacher, Depute Head Teacher and Principal Teacher are responsible for the overall monitoring of the work of the school. The remit of the HT covers responsibility for the whole school. Our DHT is delegated responsibility for our Early Learning and Childcare Class (ELCC) and P1 to P.4 (Early and First Level) Our PT has responsibility for P.5 – 7 (Second Level)

Evidence will continue to be gathered on the progress of pupils and the operation of the school. A variety of data is gathered i.e. spelling ages, reading levels and standardised assessment results to track children's progress. The HT, DHT and PT meet with staff termly to discuss pupil progress and to ensure children are being supported and challenged appropriately. The Senior Management Team meet regularly to review the progress of children across the school and, where appropriate, contact parents to discuss concerns.

Staff at each stage will meet together with their departmental line manager once a term at a tracking and monitoring meeting to discuss their class plans, learning and teaching, the pace of work, supports for learning, use of classroom assistants and any concerns that they may have about pupils' progress, behaviour, homework, attendance and pastoral issues. Staff will also complete a weekly monitoring form to be sent to their line manager in order to highlight any immediate concerns that they have regarding individual pupils. Parents are again contacted should there be any particular issue or good news to celebrate.

The management team also agree a focus for monitoring classroom practice with staff and set up a number of planned observations in addition to informal visits. Teachers are provided with written and verbal feedback. Teachers and ELCC staff take part in planned observations of one another working with children. When possible, professional learning visits to other establishments will be arranged.

Staff are directly involved in monitoring children's progress across the school and, to an extent, across the cluster, this is achieved through stage and cluster meetings where children's work is examined and the standard moderated. All staff are regularly encouraged to engage in self evaluation and evaluate the learning experiences of the pupils.

Attendance is monitored daily with unexplained absences followed up by texts and phone calls. Absence and late coming are monitored monthly by the Head Teacher.

Our PEF funded teachers meet with the DHT termly to evaluate the progress of children identified for targeted support. We also liaise with our partners, on an ongoing basis, to evaluate our progress.

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

Improvement Priority 1 – To ensure that our children, and their families, receive the help they need when they need it.

<p>HGIOS/HGIOELC Qis</p> <p>1.3, 1.5, 2.4, 2.7 and 3.1</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <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>3. 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	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Renfrewshire Council have created the new Getting it Right for Every Child (GIRFEC) Policy to align with the national refresh and the recommendations from the Morgan Review. All staff will need to be aware of the new Staged Intervention Framework, The Child's Plan Process and the increased focus on partnership working.</p>	<p>Increased staff knowledge and understanding of;</p> <ul style="list-style-type: none"> • National and Local GIRFEC Policy • Stage Intervention Framework • The National Practice Model • Child's Plan Meeting processes and procedures • Use and content of chronologies • Data Protection • Information Sharing <p>to deliver GIRFEC effectively by September 2023</p> <p>Aligned policies and procedures, with statutory and non-statutory partners, will support closer partnership working and ensure a consistent approach.</p> <p>Following identification of need, earlier appropriate interventions, as described within the principles of Getting it Right for Every Child, will be put in place.</p>	<ul style="list-style-type: none"> • Reviews of a child's progress will more clearly outline improvements, aspects which are worse, actions which have been achieved and those which need to be changed/adapted. • TAC minutes will be consistent across the authority and better reflect individual goals, action points and impact of support(s) in place • Ongoing assessments and observations by class teachers, support staff and targeted support staff will provide data to measure progress and impact of supports in place. • GL wellbeing assessments will be used across the school at the start and end of each session. Data gathered will be used to target supports. 	<p>Raise staff awareness of Renfrewshire Children's Services Partnership Getting it Right for Every Child (GIRFEC) Policy and Multi-agency Operational Guidance, incorporating Chronologies Guidance 2022 and our new Staged Intervention Framework.</p> <p>Cluster to work together to clarify Staged Intervention Framework levels.</p> <p>Familiarise staff with Sharepoint, how to access this and the documentation within this and provide training on The Child's Plan process.</p> <p>Individual staff will be supported to complete assessments prior to meetings using Well-being Indicators, My World Triangle, Resilience Matrix and National Practice Model to identify a child's needs and organise/analyse this information to construct an effective plan to be actioned.</p> <p>Staff to complete two Data Protection iLearn courses. – Information Governance Annual Refresher and Information Sharing</p> <p>LISN meetings (Gleniffer and Castlehead clusters) used to ensure a consistent approach (8 meetings scheduled across the session)</p>

<p>24% of children within our ELCC have recognised additional support needs (ASN). 35% are pre/school children.</p> <p>17% of children within the school have recognised additional support needs (ASN). There are many others who require additional support for a variety of reasons.</p> <p>Our staff know and respond very well to the individual needs of children and promote and support their wellbeing however over a quarter of our children currently struggle to cope within the playroom/class environment due to a range of factors such as the physical and social environment, structures and routines etc.</p> <p>Our support staff consist of one ASNA and two classroom assistants. All are class based to support identified children and contribute to the planning and review of support. We have a number of children who would benefit from this level/type of support who are currently not able to have this on a regular basis.</p> <p>Our aim is that our children's needs will be met and managed within the class by the class teacher however, when this is not possible, our provision of a support base will provide tailored and flexible support to those who require it.</p>	<p>Use of the Circle Framework resource will better structure our support for identified children, will promote more inclusive practice across the school and encourage more effective collaboration between school staff, parents/carers, partner services and other agencies. This resource will help us to strengthen our whole school approach to improving inclusive practice whilst also supporting individual practitioners to improve their classroom setting or their approach to supporting an individual learner.</p> <p>Identified children will benefit from working/playing in small groups and/or a one to one basis in a calm, quiet environment to increase their engagement and focus by August 2023</p> <p>Increased opportunities for physical play, movement breaks and sensory activities to support individuals who benefit from these by August 2023</p>	<ul style="list-style-type: none"> • Weekly monitoring sheets will reflect any concerns which will allow quick intervention/support to be put in place • Audit of Q.I 2.4 Personalised Support • Teacher professional judgement/ACEL data • Leuven Scale data or levels of involvement and emotional well-being • Use of 'What I Think' tool – pupil and staff 	<p>Following audit of Q.I 2.4 Personalised Support implement any changes identified and share good practice across the ELCC and school</p> <p>Circle Framework training will be undertaken by our Principal Teacher. ELC training in May 2023 and Primary in June 2023. This training will be shared with staff during inservice (ELC) and collegiate time (school) next session. (19 Sept. 23)</p> <p>Two support bases will be created. One for targeted support with learning and the other for play and nurture. A sensory space will also be created.</p> <p>An additional class teacher (1.0fte) will be funded to allow us to staff our support base. (PEF)</p> <p>High-quality individualised and meaningful progression pathways will be created for children accessing the support bases</p> <p>Lego Therapy training arranged for two of our support staff (June 2023)</p> <p>Continued use of IDL to support attainment in Literacy and Numeracy from P.3 – P.7. (PEF)</p>
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Improvement Priority 2 – Raise attainment in writing

HGIOS/HGIOELC Qis Q.I 2.3 Q.I 2.4 Q.I 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>3. 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	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p>Teacher professional judgement (ACEL)/SNSA/standardised assessment/tracking and monitoring data demonstrates an ongoing need to raise attainment and close the poverty-related attainment gap, specifically in relation to writing. After targeting writing last session we have already seen our attainment figures rise and want to build on this success next session. (e.g. 12% rise from 61% to 73% for current P.4 and 9% rise from 59% to 68% in P.6)</p> <p>Professional dialogue, learner conversations and writing survey results indicate an ongoing need to increase learner engagement and enjoyment in writing by using effective writing pedagogy and creating a culture of writing for pleasure. This will ensure we maximise the clear links between pupil engagement and attainment in writing.</p> <p>Significant work has been undertaken in relation to building a reading culture and effective reading pedagogy through engagement in the Reading Schools programme and Dive into Reading. Greater</p>	<p>Percentage increase of writing attainment across all stages with focus on target stages and pupils Targets – P.2 85% - 94%, P.3 76% - 84%, P.4 88% - 96%, P.5 70% - 79%, P.6 64% - 72%, P.7 64% - 73%</p> <p>Percentage increase of reading attainment across all stages with focus on target stages and pupils Targets – P.2 84% - 92%, P.3 76% - 84%, P.4 82% - 90%, P.5 87% - 96%, P.6 85% - 94%, P.7 87% - 94%</p> <p>Increased reader and writer engagement levels and increased scores assessing the two dimensions of writing – Self concept as a writer and Value of writing by June 2024</p> <p>By May 2024 almost all teachers are more confident and skilled in the learning and teaching of fiction and non-fiction writing. Almost all</p>	<ul style="list-style-type: none"> Teacher professional judgement/ACEL data Audits using the 3 Domain Model for individuals, groups and/or classes Writing assessments Pupil learning conversations (individual target setting, focus groups etc.) Reading and writing engagement surveys Standardised assessment data including SNSA/GL/ACEL Class formative assessment Levels of staff engagement with CLPL Working/focus/support group minutes – school/cluster/authority level Ongoing evaluation of staff confidence, understanding and progress with implementation using the 'Confidence in Applying the Talk for Writing Process' survey 	<p>Provision of ongoing professional learning for all teaching and support staff in the Talk for Writing approach including initial CLPL for new/returning staff in fiction and non-fiction writing.</p> <p>Talk for Writing Early Years Lead training for ELCC Graduate and DHT (2 June 2023) Lead training for new ELCC Senior to be arranged following appointment. Literacy Development Officer will provide support in the interim.</p> <p>By August 2023, ensure all staff have a working knowledge of evidence-based research relating to writing via the CLPE's What We Know Works: Writing in Primary Schools research document and use this to audit practice and plan learner experiences.</p> <p>Calendar of writing CLPL (in-service, collegiate activities, professional reading and working parties) will be finalised by Sep 2023 and implemented/evaluated throughout the session. This will include opportunities to plan, assess and moderate.</p> <p>A project team (project leads) will be appointed and will undertake CLPL on leading effective implementation of Talk for Writing (dates TBC).</p>

<p>links now need to be established between the teaching of reading and writing to create a coherent, progressive literacy curriculum.</p> <p>Following introductory training in the Talk for Writing approach in session 22/23, a strong focus is required on implementation of the approach across the school and ELCC to ensure a consistent approach to writing across the school and maximise the impact on pupil engagement and attainment.</p>	<p>support staff are more confident and skilled in providing in-class support for writing.</p> <p>By May 2024 almost all children will demonstrate increased engagement, knowledge and skill in the writing process.</p> <p>By May 2024, a clear, structured, progressive, consistent approach to fiction and non-fiction writing will be evident at all stages using the Talk for Writing approach in combination with additional evidence-based reading and writing pedagogies.</p>	<ul style="list-style-type: none"> • Tracking and monitoring meetings (TAM's) • Class visit feedback • Learner feedback - target group • Stage, whole school and cluster moderation activities • Feedback from parent/carers via events, family learning opportunities and surveys • Audit of progress using the Talk for Writing School Improvement Cycle • RAG rating the Talk for Writing 'non-negotiables' collaboratively with teaching and support staff • ELCC audit of literacy rich environment 	<p>Actions will be informed by the Talk for Writing Leadership Toolkit.</p> <p>Creation of an operational plan, by December 2023, for implementation of the Talk for Writing approach (fiction and non-fiction) to include key features e.g.:</p> <ul style="list-style-type: none"> - create a whole school reading spine - create a whole school overview with resource linked units - adapt templates for unit planning to align with existing planning approaches - establish teaching non-negotiables and ensure consistent implementation across the school - maintain effective procedures for quality assurance of the approach <p>Audit resources for writing (whole school and targeted) by November 2023. Identify and purchase/create resources required.</p> <p>By Sep 2023, all teaching staff will be introduced to Talk for Writing's 'Planning, Assessment and Progression' overviews and will use these to plan learner experiences and inform professional judgements on pupil progress. (Overviews will be published by Literacy Development Officer in August 2023)</p> <p>Audit using Up, Up and Away document (Circle Framework) to evaluate literacy rich environment within our ELCC</p>
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Improvement Priority 3 – Raise attainment in Numeracy

<p>HGIOS/HGIOELC QIs</p> <p>2.3, 2.4 and 3.2</p>	<p>NIF Priorities</p> <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 	<p>NIF Drivers</p> <p>1. School Leadership 4. Assessment of Children's Progress</p> <p>2. Teacher Professionalism 5. School Improvement</p> <p>3. Parental Engagement 6. Performance Information</p>
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Rationale for change	Outcome and Expected Impact	Measures	Interventions
<p><u>The New Renfrewshire Maths Planners</u> 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. In session 22/23, most teachers began utilising the new planners to support learning and teaching with positive impact. There is a need for a progressive and consistent approach across the school.</p>	<p>Full transition to the new Renfrewshire Maths Progression Planners will be evident at all stages by October 2023 to ensure a structured, progressive and consistent approach to maths and numeracy.</p> <p>By February 2024 almost all teachers will be more confident and skilled in the learning, teaching and assessment of numeracy.</p> <p>By February 2024 support staff are more confident and skilled in providing in-class support in maths and numeracy.</p> <p>Percentage increase of numeracy attainment across all stages with focus on target stages and pupils Targets – P.2 95% - 100%, P.3 88% - 96%, P.4 87% - 96%, P.5 84% - 92%, P.6 76% - 84%, P.7 80% - 90%</p>	<ul style="list-style-type: none"> Ongoing evaluations will assess staff confidence and understanding of the pedagogy employed in implementing the new planners. This will be measured through professional dialogue/tracking meetings/staff surveys/observations and PRDs to ensure effective implementation. Pre and post teachers' evaluations should indicate improvement in confidence in teaching maths and numeracy. Staff level of engagement/impact from CLPL training on CPA approaches which will support transition to the new planners. This will be measured through professional dialogue/ surveys /course evaluations Numeracy Development Officer will support with sharing course evaluations. 	<p>The whole school will transition to the Renfrewshire Maths planners in session 23/24. This transition will incorporate elements of the revised end-of-pathway and end-of-topic assessments, aligning with current methodologies.</p> <p>Authority training/video guidance on rationale and how to use new planners will support whole school transition.</p> <p>Encourage continuous professional development opportunities throughout the year for teaching, ELC and support staff on maths and numeracy</p> <p>Appoint new Numeracy Champion for ELCC and school and ELCO lead for Numeracy</p> <p>Collegiate and in-service activities will be implemented throughout the session along with CLPL opportunities and guides to professional reading</p> <p>Audit resources for numeracy (support base only) to identify any resources required.</p>

		<ul style="list-style-type: none"> • Teacher engagement with new Renfrewshire Maths Assessments where pedagogy is in line with the planners. Evidenced through number of teachers using new end of pathway assessments and/or end of topic assessments which are linked to the new planners • Teacher professional judgement/ACEL data • GL/SNSA data • ELCC audit 	<p>IDL, for numeracy, to be continued at P. 3 and 4 and rolled out to P.5 - 7 for target children</p> <p>Gleniffer cluster support staff numeracy training to be delivered by Angela Stevenson (3 sessions) Session 1 - 12thSeptember Session 2 - 23rd November Session 3 - 25th January</p> <p>Numeracy moderation, across all levels, planned for March 2024 (collegiate session)</p> <p>Creation of an online tracking system linked to New Renfrewshire Maths Planners to record resources used to deliver maths E's and O's (Experiences and Outcomes)</p> <p>Cross observations to focus on active maths lessons on number concepts</p> <p>Revisit active lessons using Blu-print boards and share good practice</p> <p>ELCC audit of numeracy across the curriculum</p>
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Cluster Priority – Develop consistent approaches to managing and using information

HGIOS/HGIOELC QIs
1.3, 2.6, 3.1, 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

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
<p>Increased partnership working will be of benefit to children and young people throughout their learning journey. Using a consistent approach across the Gleniffer Cluster will allow staff to build a strong picture of children and young people's achievements and ensure all stakeholders are engaged in planning for a successful learning experience.</p>	<p>Data will be used to moderate teacher professional judgements, ensuring consistency in application and encouraging professional dialogue on levels of achievement. Planning of teaching and learning will reflect achievement pathways, ensuring all learners are being appropriately challenged to achieve their best outcomes. Targeted interventions will be put in place for children and young people identified as being "off-track" to address attainment gaps and improve outcomes. Data will be shared via P7 transition, allowing secondary colleagues to use a wide range of data to inform planning of teaching and learning.</p> <p>High-quality plans will be developed over the session 2023-2024, ensuring clearly identifiable support strategies are recorded with evidence of impact. Children, young people, families and staff will have a clear understanding of the additional support needs and strategies in place to meet needs.</p>	<ul style="list-style-type: none"> • GL assessment data for literacy and numeracy • Feedback from staff during termly tracking and monitoring meetings • Feedback from transition meetings with Gleniffer High School staff • Evidence within staff planning • Staff self-evaluation/end of session survey • Pupil support plans will evidence clear support strategies, interventions and impact 	<p>Cluster CLPL session on use of GL Assessments and data analysis at Brediland Primary (date TBC)</p> <p>All cluster schools to use the GL Assessment package (literacy and numeracy) to moderate teacher professional judgements</p> <p>DHTs/Pupil Support Coordinators will meet once per term to share practice and moderate child's plans using new Staged Intervention Framework.</p> <p>Principal Teacher to co-ordinate assessments for Heriot Primary and collate data from P.1 – P.7 throughout next session.</p> <p>Classroom Assistant will be trained to provide practical and technical support to class teachers when undertaking GL assessments</p> <p>Increased number of Chromebooks made available to support implementation of GL Assessment package across P.2 - 7</p>