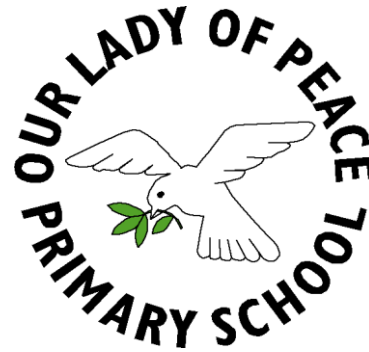




**Welcoming Achieving Love & Kindness** ..... *we are always learning and aiming high*



Renfrewshire Council Children's Services

# **Our Lady of Peace Primary School & Early Learning & Childcare Class School Improvement Plan**

## **2023-24**

Planning Framework



As part of Children's Services, Our Lady of Peace Primary School and ELCC Class 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 <b>place</b>, attracting others to move here and share in the opportunities Renfrewshire has to offer.</p>	<p>We will support a strong and flexible local <b>economy</b>—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 <b>fair</b> 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 <b>greener</b> 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 <b>values</b> 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

<p>We are <b>fair</b>, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.</p> <p>We are <b>helpful</b>, we care about getting things right and are always approachable.</p> <p>We are great <b>collaborators</b>; we work as one team and with people who care about this place.</p> <p>We value <b>learning</b> to help us innovate, improve and deliver better services.</p>
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**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 school's Vision, Values and Aims

### Our School Values

#### “WALK”

- **Welcoming** - You are welcome at Our Lady of Peace and accepted for who you are. We recognise how diverse our school community is, and we celebrate that. At Our Lady of Peace, we offer support and learning at all levels that gets it right for our children and their families. We put our children at the centre of what we do and the decisions we make.
- **Achieving** - We are a team at Our Lady of Peace. We encourage everyone to ‘Aim High’ and to ‘do their best.’ Effort and hard work are part of who we are. We will offer each child the support they need, and we provide a range of stimulating teaching and learning experiences for all children and in partnership with parents, take into account their individual educational, pastoral and social needs.
- **Love & Kindness** - Kindness helps us create a school where we feel safe and valued. We think about the impact our words and behaviour have on each other. We respect and listen to each other. We recognise the diversity in our school, and we celebrate it. We will challenge all unkind behaviour and actions in an honest and supportive way.

### Our Vision

We are a family at Our Lady of Peace.

Our vision is of a school where children are welcomed, where they feel safe, where they are connected and are supported to learn and to grow.

We are Always Learning, and Aiming High

### Our Aims

Our Lady of Peace is a community of faith\* and learning. We aim to:

- Promote effective partnerships with parents, children, the Church and the community
- Ensure a safe, relaxed and happy environment in which children can feel confident and secure, where children's rights are respected, and gospel values\* promoted
- Be an inclusive school and value the views and experiences of all our children
- Create a motivating environment where all learners are encouraged to achieve their full personal and academic potential and where success is celebrated

\* This applies to the school only and not the ELCC Class



## Who did we consult?

To identify our priorities for improvement, we sought the views of the whole school community (staff, children, families and partners). We used a variety of methods of getting the views of those who are involved in the life and work of Our Lady of Peace Primary School and ELCC Class such as:

- Planned calendar of in-service activities
- Staff Collegiate Time
- Self-Evaluation activities
- Professional dialogue
- Parent Council Meetings
- Questionnaires/Surveys using Microsoft & Google Forms – Staff, children and parents
- Newsletters
- PEF Consultation
- GIRFEC Meetings
- Pupil progress meetings/tracking
- Team Around the Child Meetings
- Committee meetings
- Pupil Focus Groups
- Staff Focus Group

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

- Cluster Meetings
- Head Teacher Meetings
- Quality Assurance Visits from HQ
- School Chaplain & Diocese of Paisley
- Education Scotland Visit – September 2019
- Orbis Consultancy & Training
- Visible Learning +
- Renfrewshire Procurement Team
- Link Educational Psychologist
- Raising Aspirations in Science – The Wood Foundation

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

***PEF denotes interventions/activities funded through Pupil Equity Funding***



### **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:

- QI visits from HQ
- HT Cluster Meetings
- Staff evaluation and discussions/professional dialogue
- Pupil evaluations on learning experiences
- Staff/pupil/parents' views
- Planned calendar of monitoring, evaluation and feedback (including SLT Learning Visits)
- Photographs/reports on activities
- Continuous robust Quality Assurance programme
- Evidence of quality learning and teaching experiences and outcomes within short and long-term planning
- Tracking and attainment meetings
- Minutes of staff collegiate meetings
- Transition assessments
- Staff display working knowledge of new policies and procedures
- Staff will complete CLPL record in line with GTCS requirements
- Ongoing professional dialogue.

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: Ensuring Wellbeing, Equality & Inclusion

HGIOS/HGIOELC QIs	NIF Priorities – Highlighted	NIF Drivers – Highlighted	
QI 3.1: Ensuring Wellbeing, Equality & Inclusion QI 1.3: Leadership of Change	<ul style="list-style-type: none"> <li>Place the human rights and needs of every child and young person at the centre of education</li> </ul>	School Leadership	Assessment of Children’s Progress
	<ul style="list-style-type: none"> <li>Improvement in attainment, particularly in literacy and numeracy</li> </ul>	Practitioner Professionalism	School Improvement Information
	<ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children’s wellbeing</li> </ul>	Parental Engagement	Performance Information
	<ul style="list-style-type: none"> <li>Improvement in children's and young people’s health and wellbeing</li> </ul>		
	<ul style="list-style-type: none"> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>		

Rationale for change	Outcome and Expected Impact	Measures	Intervention	
Recent staff self-evaluation provided the following information: <ul style="list-style-type: none"> <li>An ongoing need to ensure consistent approaches to ensuring wellbeing, equality and inclusion across the school and ELCC class.</li> <li>Almost all staff believe that Emotion Works is not having the expected impact on the wellbeing of our children due to difficulties in accessing the online resources.</li> <li>Almost all staff, particularly those working with P4-P7 children, report that many children struggle with their emotional regulation after playground incidents and dealing with disagreements that happen during breaks takes up much learning and teaching time.</li> <li>Almost all our Pupil Council agree that the playground causes difficulties at playtime.</li> <li>A few of our children struggle to self-regulate and their difficulties can have a negative impact on the learning experience of others.</li> </ul>	<ul style="list-style-type: none"> <li><b>By June 2024, all staff</b> will have been trained in the PATHS Programme and be confident in delivering the messages consistently and regularly.</li> <li><b>By June 2024, all children</b> will be observed to use the emotional language and self-control strategies contained within the programme.</li> <li><b>By June 2024, all families</b> will have had the opportunity to attend a PATHS Information Session which will enable them to use PATHS Strategies at home.</li> </ul>	<ul style="list-style-type: none"> <li>Pre and Post PATHS Questionnaires for staff, children and families will indicate effectiveness of the programme.</li> <li>Child observations during PATHS lessons will show level of development</li> <li>Annual staff and parental questionnaires will indicate confidence levels in the use of PATHS Strategies in class and at home.</li> </ul>	<p><b>Use of PEF to purchase PATHS Programme and Training for all staff which is designed to develop:</b></p> <ul style="list-style-type: none"> <li>➤ Emotional understanding</li> <li>➤ Self-control</li> <li>➤ Social problem solving</li> <li>➤ Peer relations and self-esteem</li> </ul> <ul style="list-style-type: none"> <li>PT to look outwards to other establishments who follow the PATHS Programme: Bishopton PS, Barsail PS, St Anthony’s PS &amp; St Margaret’s PS. (May-June 2023)</li> <li>SLT meet with PATHS Trainer, Kristy Fotheringham (Thursday 8<sup>th</sup> June)</li> <li>Establish a Working Group</li> <li>In-Service Training for all staff (August 2023)</li> <li>Work with PATHS trainer to develop an implementation plan</li> <li>Ongoing modelling, coaching, team teaching advice throughout the year</li> <li>Parental Workshops delivered by trainer and PT. (Oct 2023)</li> </ul>	
	<ul style="list-style-type: none"> <li><b>By June 2024, all staff</b> will be confident in the using the agreed approaches contained and appendices within our Positive Behaviour &amp; Relationship Policy.</li> <li><b>By June 2024, all staff and children</b> will agree that the number of playground incidents has decreased.</li> <li><b>By June 2024,</b> the number of SLT referrals will have reduced.</li> <li><b>By June 2024,</b> all children will feel that the playground is a happier and safer place to play.</li> </ul>	Annual staff questionnaires will show that: <ul style="list-style-type: none"> <li>All staff are confident in using the agreed approaches</li> <li>Staff Records on number of incidents, Talk Time &amp; Think Break Slips will reduce</li> <li>All staff agree that the number of incidents affecting learning and teaching has reduced</li> <li>Child and parental questionnaires will show that all children feel safe in school</li> </ul>	<p><b>Share newly developed appendices from our Positive Behaviour &amp; Relationships Policy to ensure a consistent approach across the school:</b> (Standing Item at Meetings)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">                             1. Positive Relationships &amp; Behaviour – the OLOP Way Poster                              2. OLOP’s Toolbox of Approaches                              3. OLOP’s Classroom Support Steps                              4. OLOP’s Playground Support Steps                              5. Positive Relationships &amp; Behaviour Personalised Plan                              6. OLOP Escalation Process                              7. OLOP Values Letter                              8. OLOP’s Helpful Tips &amp; Advice                         </td> <td style="width: 50%; border: none;">                             9. Good Day Diary                              10. OLOP 30 Second Scripts                              11. The 5 Restorative Questions                              12. Example of Class Charter                              13. OLOP Expectations                              14. Playtime Incident Record Sheet                              15. Talk Time Slips                              16. Restorative Talk Cards                         </td> </tr> </table>	1. Positive Relationships & Behaviour – the OLOP Way Poster 2. OLOP’s Toolbox of Approaches 3. OLOP’s Classroom Support Steps 4. OLOP’s Playground Support Steps 5. Positive Relationships & Behaviour Personalised Plan 6. OLOP Escalation Process 7. OLOP Values Letter 8. OLOP’s Helpful Tips & Advice
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**PEF denotes interventions/activities funded through Pupil Equity Funding**





	<ul style="list-style-type: none"> <li>• <b>By June 2024, all parents</b> will indicate that their child feels safe at school</li> </ul>		<p><b>Develop the OLOP Positive Playtimes Initiative:</b></p> <ul style="list-style-type: none"> <li>• All classes to develop their OLOP Positive Playground Agreements</li> <li>• Purchase Outdoor Play Boxes for each base</li> <li>• Whole school focus for PE in term 1a will be using the outdoor playboxes with a particular focus on good sportsmanship</li> <li>• Facilitate additional time on timetables to teach children the skills required to play (use Outdoor Play Boxes)</li> <li>• Devise plan and timetable to allow classes to have access to the various zones of the playground</li> <li>• Share above plan and timetable with the Pupil Council and gather further views/ideas</li> <li>• Seek Successful Supervisor training for support staff to develop more successful behaviour in the playground (Beacon Schools)</li> <li>• Ensure this initiative is a standing item at teaching/support staff meetings</li> <li>• Consider setting up Lunchtime Clubs: E.g., Young STEM Leaders leading STEM activities in the STEM Den, Reading Café, Board, Games Club, Friendship Club</li> <li>• Introduce Peer Mediators who will provide support at our Friendship Benches.</li> </ul>
<p>Since the recent authority GIRFEC Refresh, it is necessary to ensure all staff are aware of the refreshed GIRFEC Policy and Operational Guidance.</p> <p>Of our children with ASN and language &amp; communication needs, 87% are on track with Listening &amp; Talking, 36% are on track with Reading, 28% are on track with Writing and 31% are on track in Numeracy.</p> <p>SLT have observed that although all staff have created nurturing environments where there is a safe space for children to self-regulate, most of our children with language and communication needs are not engaging fully in learning and there is an inconsistency in language and communication friendly strategies being used.</p> <p>Consultation with ELCC staff showed that almost all would like further training to support children with language and communication needs.</p>	<ul style="list-style-type: none"> <li>• <b>By June 2024, all staff</b> will feel confident and clear about Renfrewshire's Staged Intervention Framework and their role within it.</li> <li>• <b>By December 2023, all classrooms/ playroom</b> will be physical environments that enhance and promote opportunities for speech, language, and communication for all children.</li> <li>• <b>By June 2024, all staff</b> will recognise and use the agreed communication (verbal and non-verbal) that promotes interaction and responds to individual needs as agreed as part of the RICE approach. (Renfrewshire's Inclusive Communication Environment)</li> <li>• <b>By June 2024, all staff</b> will use supportive learning strategies to develop language and communication skills and promote participation from all learners.</li> <li>• <b>By June 2024, almost all</b> of our children with ASN and language &amp; communication needs will <b>make a year's progress</b> across all areas</li> </ul>	<ul style="list-style-type: none"> <li>• SLT Walk Rounds will show that the recommendations contained within the CIRCLE Inclusive Classroom Scale are in place.</li> <li>• Completion of the CIRCLE Participation Scale (pre &amp; post) will show an increased score of targeted children's participation in learning.</li> <li>• Annual staff questionnaire will show that:             <ul style="list-style-type: none"> <li>➢ Almost all staff understand and regularly use agreed communication tools and strategies consistently</li> <li>➢ Almost all staff are clear about Renfrewshire's Staged Intervention Framework and their role within it.</li> </ul> </li> </ul>	<p><b>Ensuring we are an inclusive community and remove barriers to ensure equity:</b></p> <ul style="list-style-type: none"> <li>• Ensuring our values are at the heart of what we do and that we use this in difficult conversations</li> <li>• Ensure we continue to get it right for our children:             <ul style="list-style-type: none"> <li>➢ Collegiate session on the Renewed GIRFEC Policy and operational guidance to ensure all staff understand their role.</li> <li>➢ Awareness raising of The Promise</li> </ul> </li> <li>• Introduce CIRCLE Framework to all staff:             <ul style="list-style-type: none"> <li>➢ Provide CIRCLE Training for teaching and support staff and Up and Away Playroom training for ELCC staff</li> <li>➢ Introduce the CIRCLE Inclusive Classroom/Playroom Scale.</li> <li>➢ Staff to complete the scale when setting up their new classroom/playroom for session 2023-24</li> </ul> </li> <li>• Introduce RICE as next step in our RNRA Journey. This will involve:             <ul style="list-style-type: none"> <li>➢ Core Group complete RICE Self-Evaluation Framework</li> <li>➢ Initial Training Session for all staff from Educational Psychology (EP)</li> <li>➢ Work with EP to develop action plan and agree key indicator for this session: Physical Environment, Adult Communication or Supportive Learning Strategies to Develop Language &amp; Communication</li> </ul> </li> </ul>



Improvement Priority 2: Develop high quality learning, teaching & assessment leading to improved attainment and achievement in Writing.				
HGIOS/HGIOELC QIs QI 2.3: Learning, Teaching & Assessment QI 2.2: Curriculum QI 3.2: Raising Attainment & Achievement/Securing Children's Progress QI 1.2: Leadership of Learning	NIF Priorities – Highlighted		NIF Drivers – Highlighted	
	• Place the human rights and needs of every child and young person at the centre of education		School Leadership	Assessment of Children's Progress
	• Improvement in attainment, particularly in literacy and numeracy		Practitioner Professionalism	School Improvement Information
	• Closing the attainment gap between the most and least disadvantaged children's wellbeing		Parental Engagement	Performance Information
	• 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			

Rationale for change	Outcome and Expected Impact	Measures	Intervention
<ul style="list-style-type: none"> <li>Our attainment in <b>Writing</b> across the school is 74% and although this has increased since last year (73%) we have some way to go to reach our pre-pandemic target of 80%.</li> <li>90% of children have made at least 1 year's progress.</li> <li>Teacher Judgement Data collected in May 2023 shows the percentage of children on track in Writing:               <ul style="list-style-type: none"> <li>➤ Primary 1: 83%</li> <li>➤ Primary 2: 69%</li> <li>➤ Primary 3: 72%</li> <li>➤ Primary 4: 74%</li> <li>➤ Primary 5: 75%</li> <li>➤ Primary 6: 77%</li> <li>➤ Primary 7: 70%</li> </ul> </li> <li>We have introduced Talk for Writing to develop high-quality learning and teaching across the school. A recent survey shows that 69% of staff are somewhat confident in using this approach.</li> <li>Professional dialogue and learner conversations indicate a need to increase learner engagement and enjoyment in writing by using</li> </ul>	<p><b>Almost all</b> children will continue to make at least one year's progress by <b>June 2024</b>.</p> <p>Whole school attainment in Writing will increase <b>by between 1% - 6% by June 2024</b>. (i.e., 1 to 10 more children)</p> <p><b>By June 2024</b>, attainment of those children in receipt of clothing grants will <b>increase as follows</b>:</p> <ul style="list-style-type: none"> <li>• Writing: between 10% and 20% (5 to 10 children)</li> <li>• Reading: between 11% and 27% (5 to 12 children)</li> </ul> <p><b>By June 2024</b>, all staff will have access to high-quality units of work.</p> <p><b>By June 2024</b>, almost all staff will be confident in using the Talk for Writing approach.</p> <p><b>Almost all</b> children in P4 to 7 will state that their enjoyment and engagement in writing experiences has improved <b>by June 2024</b></p>	<ul style="list-style-type: none"> <li>TJ Data and School Tracker will show increases in attainment.</li> <li>SNSA and GL Assessment will confirm TJ Data.</li> <li>Cluster and in-house moderation activities will ensure a shared understanding of each level and accurate teacher judgements. (See cluster task below)</li> <li>Monitoring and moderation of jotters will show improvements.</li> <li>Annual staff questionnaire will show increase in staff confidence.</li> <li>Pre and post learning conversations with Pupil Focus Groups and completed 'Myself as a Writer' surveys from August and May will demonstrate changes in children's perceptions of writing.</li> </ul>	<p><b>Continue to develop and implement the Talk for Writing Approach:</b></p> <ul style="list-style-type: none"> <li>Use of prior learning and pass on information to inform teaching including:           <ul style="list-style-type: none"> <li>➤ Use of 2022-23 GL Assessment data</li> <li>➤ Use of TJ Assessment Trackers</li> <li>➤ GL Assessments to be completed again in May 2024</li> </ul> </li> <li>Establish a Talk for Writing Working Group who will meet once a term and develop resources. (6hrs WTA)</li> <li>Children complete 'Myself as a Writer' in September 2023 and again in May 2024.</li> <li>Create a whole school plan and create and resource linked units by September 2023.</li> <li>Professional Opportunities for teaching and support staff:           <ul style="list-style-type: none"> <li>➤ Session for cluster teaching and support staff from Yvonne Daubney, Talk for Writing</li> <li>➤ Modelling &amp; Coaching by Literacy Champion</li> <li>➤ Talk for Writing Clinic – staff can seek advice from Literacy Champion</li> <li>➤ Use of 2022-23 Staff Survey to provide targeted support</li> <li>➤ Ensure probationer teacher attends local authority training</li> <li>➤ Provide support for learning to targeted groups:</li> </ul> </li> <li>Use of PEF to top up core teacher staffing by 0.7 fte to allow experienced class teachers to be non-class committed and provide support for learning to targeted groups.</li> <li>Use of PEF to purchase essential classroom materials.</li> <li>Set up effective monitoring procedures:           <ul style="list-style-type: none"> <li>➤ Informal Walk Rounds by SLT and Literacy Champion</li> <li>➤ Learning Rounds with a focus on Talk for Writing</li> <li>➤ SLT Classroom Observations: one focused on Talk for Writing</li> <li>➤ Jotter monitoring</li> </ul> </li> </ul>

**PEF denotes interventions/activities funded through Pupil Equity Funding**



<p>effective writing pedagogy and creating a culture of writing for pleasure.</p> <ul style="list-style-type: none"> <li>• A recent pupil focus group revealed:             <ul style="list-style-type: none"> <li>➢ 56% don't like writing</li> <li>➢ 50% find writing difficult</li> <li>➢ 75% said that TfW makes writing more enjoyable and easier</li> </ul> </li> <li>• 86% of parents who responded to our annual questionnaire said their child likes writing.</li> <li>• 93% of parents would like to have more information on how to support their child at school.</li> </ul>	<p><b>Almost all parents</b> who attend the Talk for Writing Information Sessions and Showcase will know how to support their child's learning <b>by June 2024.</b></p>		<ul style="list-style-type: none"> <li>➢ Weekly SfL Team meetings to discuss progress, analyse data and agree next steps</li> <li>➢ Use of 2022-23 GL Assessments info to inform teaching. GL Assessments to be completed in May 2024</li> <li>• Cluster Moderation of Writing</li> <li>• Parental Engagement Opportunities:             <ul style="list-style-type: none"> <li>➢ Provide Talk for Writing Information Session. (November 2023)</li> <li>➢ Updates on school newsletter, website and at parent council meetings</li> <li>➢ Provide a Talk for Writing Showcase for parents at the end of a unit of work (February 2024) to allow children and teachers to demonstrate and explain the Talk for Writing Approach</li> </ul> </li> </ul>
<p>Whilst ELCC attainment in writing has increased from 82% to 86%, we are very keen to ensure this rate of progress continues not only within our ELCC class, but throughout the BGE levels.</p> <p>Talk for Writing is an evidence-based approach that is being implemented by the school and it makes sense for our ELCC class to implement Talk for Writing in the Early Years.</p>	<p><b>By June 2024, almost all ELCC staff</b> will be confident in using the Talk for Writing approach.</p> <p><b>We aim to achieve 86% attainment in Writing by June 2024.</b></p>	<ul style="list-style-type: none"> <li>• Annual staff questionnaire will show increase in staff confidence</li> <li>• ELCC Progression Tool will show achievement in Writing</li> </ul>	<p><b>Introduce Talk for Writing in the ELCC Class:</b></p> <ul style="list-style-type: none"> <li>• Identify a Project Lead, to work alongside Early Years Graduate and to undertake CLPL on leading effective implementation of Talk for Writing within the ELCC</li> <li>• Project Leads will join the school working group to support implementation, collaboration and moderation of the Talk for Writing approach within the ELCC</li> <li>• In partnership with the school, Project Leads from school and ELCC will deliver 2 curriculum development sessions in term 1 to ELCCO's based on evidence-based research and Talk for Writing Programme</li> <li>• All ELCCO's will observe the teaching of Talk for Writing Programme within P1</li> <li>• Project Leads will lead a planning session with ELCCO's to create an implement plan to ensure the approach is used within the different areas of the playroom and outdoor environment</li> <li>• Modelling and Coaching for ELCCO's will be provided by Project Leads</li> <li>• Provide a Talk for Writing Showcase for parents at the end of a unit of work (February 2024) to allow children and teachers to demonstrate and explain the Talk for Writing Approach</li> </ul>
<p>Jotter monitoring and professional dialogue with staff shows a dip in handwriting with a high number of children forming letters incorrectly and being unable to join as a result.</p>	<p><b>By June 2024, all children</b> will have benefitted from regular handwriting input and almost all children will form letters correctly for their age and stage.</p>	<ul style="list-style-type: none"> <li>• Jotter monitoring and professional dialogue with teachers will indicate improvements</li> </ul>	<p><b>Introduce new Morells Handwriting Programme across the school:</b></p> <ul style="list-style-type: none"> <li>• Ensure formative assessment drives teaching, particularly for P4-7.</li> <li>• Regular handwriting lessons</li> <li>• Provide 'What a good one looks like'</li> <li>• Teachers model good handwriting at all times</li> <li>• Handwriting Competition in February 2024</li> </ul>



<p>Our agreed aspiration is that <i>'all children at Our Lady of Peace Primary School will show a 0.4 or greater effect size in reading, writing and numeracy and are able to describe their progress and achievement in these areas. All children will confidently exhibit the characteristics of an effective learner.'</i></p> <p>According to Professor John Hattie, a Visible Learner:</p> <ul style="list-style-type: none"> <li>• Understands how to learn</li> <li>• Encourages and welcomes feedback</li> <li>• Applies effective habits of thinking and doing</li> <li>• Explains and understands progress</li> </ul> <p>The focus of Year 3 is:</p> <ul style="list-style-type: none"> <li>• The Visible Learner</li> <li>• High Quality Feedback</li> <li>• Embedding our learning dispositions</li> </ul> <p>Although Visible Learning will improve learning and achievement across the curriculum, we believe it will be hugely beneficial in our aim to raise attainment in Writing.</p>	<p><b>Almost all</b> children will continue to make at least one year's progress by <b>June 2024</b>.</p> <p><b>All teaching &amp; ELCC Staff</b> will have carried out a practitioner enquiry based on a chosen topic covered so far <b>by June 2024</b> and used the Visible Learning Planning &amp; Impact Cycle and other tools to evaluate impact and set next steps.</p> <p><b>By June 2024, almost all children</b> in P3-7 will show greater understanding of our agreed learning dispositions (characters) and be able to refer to them when talking about their learning.</p>	<ul style="list-style-type: none"> <li>• Teachers will select the most appropriate tools to measure the impact of their practitioner enquiry. E.g.:             <ul style="list-style-type: none"> <li>➤ Video Diary</li> <li>➤ Poster</li> <li>➤ Descriptive Writing</li> <li>➤ Written Response</li> <li>➤ Student Focus Group Questions</li> <li>➤ Rubric Scores</li> <li>➤ Class Test Results</li> <li>➤ Feedback Observation</li> </ul> </li> </ul>	<p><b>Use of PEF to participate in Visible Learning Year 3 Training:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning into Action Day 1 - August In-Service Day</li> <li>• Each teacher/ELCCO will use the Visible Learning Planning &amp; Impact Cycle to identify the focus of their practitioner enquiry. They will select a topic covered so far.</li> <li>• Carry out practitioner enquiry and gather evidence using chosen evidence gathering tool</li> <li>• Collegiate Session to provide support and discussion on progress</li> <li>• Visible Learning into Action Day 2 - October In-Service Day:             <ul style="list-style-type: none"> <li>○ Further session on Effective Feedback</li> <li>○ Staff sharing exercise: share journey so far and set next steps</li> </ul> </li> <li>• Personal Reflection Day - May In-Service Day to review progress and take action on practitioner enquiries, review impact to date and set next steps.</li> <li>• Use John Hattie's DIIE Cycle– Design Intervention Implement Evaluation</li> </ul>
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