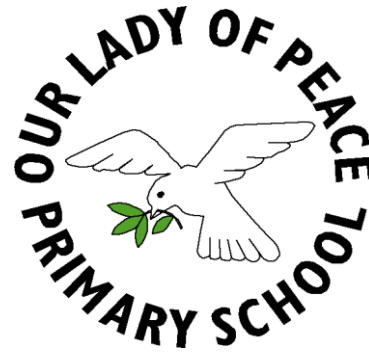




Welcoming Achieving Love & Kindness *we are always learning and aiming high*



Renfrewshire Council Children's Services

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

2024-25

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 →

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| <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

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| <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
- Visible Learning +
- Link Educational Psychologist
- SSERC
- Education Scotland – STEM Nation Award
- Scottish Book Trust
- Renfrewshire's Literacy Development Officer
- Renfrewshire Procurement Team

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: Celebrating & Supporting Our Community – our successes, our differences, our uniqueness

| HGIOS/HGIOELC QIs | NIF Priorities – Highlighted | NIF Drivers – Highlighted | |
|--|---|------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> QI 3.1: Ensuring Wellbeing, Equality & Inclusion QI 3.2: Raising Attainment & Achievement/Securing Children’s Progress QI 1.3: Leadership of Change QI 2.3 Learning, Teaching & Assessment QI 2.7 Partnerships | <ul style="list-style-type: none"> Place the human rights and needs of every child and young person at the centre of education | School Leadership | Assessment of Children’s Progress |
| | <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy | Practitioner Professionalism | School Improvement Information |
| | <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children’s wellbeing | Parental Engagement | Performance Information |
| | <ul style="list-style-type: none"> Improvement in children’s and young people’s health and wellbeing | | |
| | <ul style="list-style-type: none"> Improvement in employability skills and sustained, positive school leaver destinations for all young people | | |

| Rationale for change | Outcome and Expected Impact | Measures | Intervention |
|--|---|--|---|
| <p>Through self-evaluation, we recognise that we need to do more to celebrate children’s successes and achievements in the school. Although we have a Wider Achievement Form available for parents, we receive very few nominations. We need to do more to promote this.</p> <p>We recognise how diverse our school community has become over the last few years and want to ensure our school is inclusive and supportive to all.</p> <p>Responses from recent surveys of staff, children and parents confirmed that:</p> <ul style="list-style-type: none"> All believe we should seek ways to celebrate the different cultures in our school community. All believe we should further develop accessibility tools to remove barriers to learning. All believe in the importance of maintaining nurturing environments. All believe we should participate in Part 2 Training – Who Cares Scotland. | <ul style="list-style-type: none"> We will create a ‘Celebrating our Successes’ Position Statement by April 2025 to ensure a consistent approach across the school. Almost all children in Primary 2-7 will identify the skills and learning dispositions developed during class work and wider achievement activities by June 2025. All children will have had the opportunity to have their achievements celebrated. At least 50% of parents will submit a Wider Achievement Nomination at least once by December 2024. | <ul style="list-style-type: none"> Position Statement will be in place. Pre and Post Survey results will show how well children are able to identify the skills and learning dispositions. Records of children’s achievement will show the number of children who have had their achievement celebrated. Submissions will increase from less than 1% to at least 50% of parents. | <p>Seek more effective ways of celebrating our successes – linked to Skills for Learning, Life & Work, Enterprise, Career Education, Visible Learning</p> <ul style="list-style-type: none"> Establish a working group to develop our ‘Celebrating Our Success’ Position Statement and Wider Achievement Nomination Forms which identify the key skills we seek to acknowledge and celebrate. <ul style="list-style-type: none"> Develop more effective ways of monitoring, tracking and celebrating wider achievement by looking outwards to St Charles’ Primary School. Procedures to be considered include monthly ‘Celebrating Achievements’ proforma, Golden Assembly and post cards sent home acknowledging children’s achievement/uphold values. Continue to develop children’s ability to identify the skills and learning dispositions developed during class work and wider achievement activities by using the Learning Dispositions Progression and resources developed during session 2023-24. Monitor children’s wider achievements and their attendance at clubs to ensure that no child misses out. Review of Social Studies linked to Skills for Learning, Life & Work and ensure more opportunities for personalisation and choice and sharing the learning. |
| | <ul style="list-style-type: none"> All children and families will continue to feel welcome in OLOP. All children and families will have had opportunities to be involved in the creation of our ‘Celebrating Diversity at OLOP’ Position Statement by June 2025. All children and families will agree that OLOP strives to remove any barriers to learning by June 2025. By December 2024, all classrooms/ playroom will be physical environments that enhance and promote | <ul style="list-style-type: none"> Views gathered during a consultation with children and families and post survey results. Annual questionnaires will show levels of satisfaction. | <p>Seek ways to celebrate the different cultures within our OLOP Community</p> <ul style="list-style-type: none"> Establish a teacher working group and a pupil leadership group to seek ways of ensuring that equality and inclusion is embedded in OLOP. The pupil leadership group will seek views of children, parents and staff to agree a calendar of events and promote events. The working group will support the pupil leadership group to develop the consultation process, link with RNRA Core Group (See below) to develop a ‘Celebrating Diversity at OLOP’ Position Statement and support teachers to teach children about the cultures of our OLOP Family. Ensure our diverse community is represented in our Leadership Groups.’ Use of updated resources from the Diocese of Paisley to teach Other World Religions. |



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| <p>Through self-evaluation, we have identified the need to develop how we use our community and spaces to deliver high-quality outdoor learning. All staff agreed that we should seek to develop this area linked to improving wellbeing.</p> | <ul style="list-style-type: none"> opportunities for speech, language, and communication for all children. By June 2025, all staff 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) By June 2025, all staff will use supportive learning strategies to develop language and communication skills and promote participation from all learners. By June 2025, almost all of our children with ASN and language & communication needs will make a year’s progress across all areas. By October 2024, all children in P5 to P7 will have a ‘My Learning Journey’ Book showing ‘what my teacher needs to know about how I learn.’ (This will increase to those in P1-4 by June 2025). By May 2024, most children will have an improvement in their wellbeing score by at least 10%. | <ul style="list-style-type: none"> SLT Walk Rounds will show that the recommendations contained within the CIRCLE Inclusive Classroom Scale are in place. Completion of the CIRCLE Participation Scale (pre & post) will show an increased score of targeted children’s participation in learning. Completion of ‘Identifying Stages Tool’ (pre/post) and ‘Reflective Enriching Communication Tool’ from the Up, Up and Away Framework for Early Years. Annual staff questionnaire will show that almost all staff understand and regularly use agreed communication tools and strategies consistently. SLT monitoring of ‘My Learning Journey’ Books. School tracking documents show tracking of wellbeing. | <p>Removing barriers to ensure wellbeing, equality & inclusion:</p> <ul style="list-style-type: none"> Offer staff opportunity to join existing RNRA Core Group to liaise with above working party to develop our ‘Celebrating Diversity at OLOP’ Position Statement and to work on interventions below. Ensure we consistently remove barriers to ensure equity for all by engaging with CIRCLE Framework, Renfrewshire’s Inclusive Communication Environment’ (RICE) and Up, Up and Away materials. Ensure we strive to get it right for all by using PASS/Wellbeing Assessment data to inform GIRFEC Meetings and to effectively track children’s wellbeing levels. Ensure teachers use results of PASS/Wellbeing Assessment to set individual and class targets and plan interventions. Participate in Year 2 PATHS Programme to develop emotional understanding, self-control, social problem solving, peer relations and self-esteem. Develop guidance on how outdoor learning can remove barriers to learning and support children’s wellbeing. Part 2 ‘Who Cares Scotland?’ training for all staff to introduce the ‘Learning About Care Experience’ resource to raise awareness of what it means to be care experienced across the school (ELCC to P7) Also raising awareness of Renfrewshire’s Language Policy. |
| | <ul style="list-style-type: none"> By June 2025, all staff will say they are confident/very confident to deliver the messages of PATHS consistently and regularly. By June 2025, almost all teachers/practitioners will agree that 75% or more of the children in their class/group are beginning to use the emotional language and self-control strategies contained within the PATHS Programme. By June 2025, parental awareness of PATHS will increase from 50% to at least 75%. By June 2025, all staff will indicate that we are ‘Good’ or better at using our community and spaces to deliver high-quality outdoor learning? By June 2025, all children from ELCC to P7 will have increased knowledge and understanding of what it means to be Care Experienced. | <ul style="list-style-type: none"> Annual staff questionnaires will show that all staff are confident/very confident in using the agreed approaches. Child and parental questionnaires will show an increase in awareness. Annual Staff Self-Evaluation of learning, teaching and assessment will show that all staff will indicate good or better when asked “how well do we use our community and spaces to deliver high-quality outdoor learning?” Use of ‘Who Cares Scotland?’ Impact Measurements will show impact of the programme on our children. | |



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| <p>Relationships continue to be very positive amongst our community and we work hard to maintain this. Last session however, we recognised that behaviour in the playground needed to improve. Although behaviour has improved this year, all staff believe it is important to embed recently introduced procedures to ensure consistency across the school.</p> <p>Recent staff surveys showed that:</p> <ul style="list-style-type: none"> The majority of teachers are using approaches and appendices contained within our Positive Behaviour & Relationship Policy. Most support staff are confident when dealing with low-level playground behaviour. The majority of teachers and ELCCOs are confident to teach the messages of PATHS to support children with their behaviour/ emotional regulation. Almost all support staff say they are somewhat confident. | <ul style="list-style-type: none"> By June 2025, all teaching staff and support will be confident in using the agreed approaches contained and appendices within our Positive Behaviour & Relationship Policy. By June 2025, almost all staff will be confident to teach the messages of PATHS. By June 2025, all Friendship Makers, will be confident to support children to follow fair play rules, have fun and include everyone at play times. By June 2025, all children will be able to describe the purpose of our Friendship Makers and name them as people they can seek help from. By June 2025, all parents will know that staff take steps to get to know their child as an individual and strive to support them well in school. | <ul style="list-style-type: none"> Annual staff questionnaires will show increase in staff confidence levels. Staff records on number of incidents, Talk Time & Think Break Slips will remain low. Pre and post B Buddy Surveys will show increase in confidence levels. Pupil Focus Group findings will demonstrate pupil understanding of the role of Friendship Makers. Child and parental questionnaires will show that: <ul style="list-style-type: none"> All children continue to feel safe in school. Staff take steps to get to know their child as an individual and strive to support them well in school. | <p>Developing and Maintaining Positive Relationships</p> <ul style="list-style-type: none"> Embed Positive Relationships & Behaviour Policy, OLOP Expectations and newly introduced appendices Sharing our values with our wider community Continue Positive Playground Initiative: <ul style="list-style-type: none"> Ensure all classes to develop their OLOP Positive Playground Agreements. Replenish resources for Playground Boxes. Continue whole school focus for PE in term 1a will be using the outdoor playboxes with a particular focus on good sportsmanship. Facilitate additional time on timetables to teach children the skills required to play. Devise plan and timetable to allow classes to have access to the various zones of the playground. Share above plan and timetable with the Pupil Council and gather further views/ideas. Further PATHS training for support staff to develop more successful behaviour in the playground. Ensure this initiative is a standing item at teaching/support staff meetings. Continue Friendship Makers Leadership Group (Peer Mediators) to support children resolve conflict in the playground and lead Friendship Club, 3 times per week. PATHS B Buddies Training for Primary 6 Friendship Makers. Introduce new clubs in response to Pupil Focus Group suggestions. |
| <p>Through self-evaluation, we recognise that we could still do more to involve our learners in school improvement planning and have recently begun to engage with 'How Good Is OUR School – Part 2.'</p> <p>All staff agree that participating in the Young Leaders of Learning Programme (YLLP) will allow us to do this more effectively and creatively.</p> | <ul style="list-style-type: none"> By June 2025, all YLL's will be able to: <ul style="list-style-type: none"> See themselves as leaders and describe the leadership skills they have developed. Give constructive feedback and provide a robust self-reflection of the school they attend. By June 2025, all children in P4-7 will agree that Pupil voice increased and that their views are used when forming school improvement. By Aug 2025, we will have an improved structure for the inclusion of learner voice into our self-evaluation processes. | <ul style="list-style-type: none"> Pre-Post YLLP Questionnaires will provide opportunities for YLL's to describe their leadership skills. Feedback provided by YLL's will be constructive and based on strengths and development needs. (2:1) Feedback from Pupil Leaders will demonstrate that they feel their views are valued and acted upon. | <p>Further develop Pupil Voice and Pupil Leadership Skills</p> <ul style="list-style-type: none"> Existing Pupil Leadership Groups to engage with How Good Is OUR School, Theme 3 – Our School & Community Participate in the Young Leaders of Learning Programme: <ul style="list-style-type: none"> Principal Teacher to attend Education Scotland Training Identify a group of Primary 6 Leaders to be involved. Focus on How Good Is OUR School, Theme 1 -Relationships. Agree focus with partner school. Children attend one day's training. School Visits – Self-Evaluation. Participate in Showcase Conference – May/June 2025 PATHS B Buddy training for Primary 6 Friendship Makers. Develop wall displays in corridors as areas to celebrate learning including pupil voice skills. Young STEM Leaders leading STEM activity for our local schools. |



Improvement Priority 2: Review of Assessment, Tracking & Monitoring Procedures

| HGIOS/HGIOELC Qis | NIF Priorities – <i>Highlighted</i> | NIF Drivers – <i>Highlighted</i> | |
|---|---|----------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> QI 2.3 Learning, Teaching & Assessment QI 3.2: Raising Attainment & Achievement/Securing Children’s Progress QI 1.3: Leadership of Change | <ul style="list-style-type: none"> Place the human rights and needs of every child and young person at the centre of education | School Leadership | Assessment of Children’s Progress |
| | <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy | Practitioner Professionalism | School Improvement Information |
| | <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children’s wellbeing | Parental Engagement | Performance Information |
| | <ul style="list-style-type: none"> Improvement in children’s and young people’s health and wellbeing | | |
| | <ul style="list-style-type: none"> Improvement in employability skills and sustained, positive school leaver destinations for all young people | | |

| Rationale for change | Outcome and Expected Impact | Measures | Intervention |
|--|--|--|--|
| <p>Through self-evaluation, we recognise the need to streamline our approaches towards Assessment, Tracking & Monitoring.</p> <p>Although we have developed new systems, we adapted these recently to ensure they are more effective and easier to use.</p> <p>Although teachers work with their base partner, we recognise that we need to plan for learning, teaching and assessment across stages more. (ELCC to P1, P2 to P4 and P5 to P7)</p> | <ul style="list-style-type: none"> By June 2025, we will have developed a more streamlined approach to whole school tracking. By June 2025, almost all teaching staff will be confident in using school tracking documents to record children’s progress. All staff will have had opportunities to analyse Standardised Assessment information by September 2024. All tracking meetings will follow a more consistent format which will become embedded by June 2025. By June 2025, our self-evaluation of ‘Effective use of assessment’ and ‘Planning, tracking and monitoring’ from HGIOS, QI 2.3 Learning, Teaching & Assessment will increase from Good to Very Good. | <ul style="list-style-type: none"> SLT self-evaluation will show: <ul style="list-style-type: none"> ➢ That less time is required to pull data together. ➢ Tracking meetings follow a more consistent format. Annual Self-Evaluation of Learning, Teaching & Assessment/Annual Questionnaire will: <ul style="list-style-type: none"> ➢ Show an increased HGIOS score ➢ Show that teachers are confident in using school tracking documents ➢ Give teachers and ELCC Practitioners the opportunity to explain the impact that working across a level has had on their learning, teaching and assessment | <p>Use of Assessment Data to inform teaching:</p> <ul style="list-style-type: none"> Adapt current trackers as agreed during session 2023-24 to make them more manageable. (Whole School Tracker (authority), Teacher Assessment Trackers, Attainment Over Time Tracker and Attainment Categories Spreadsheet (NEW)) Further develop procedures which will enable data to be more easily and accurately updated during tracking meetings. Continue to support class teachers to input and analyse data on the Teacher Assessment Tracker. Facilitate time for staff to look at and analyse Standardised Assessment, Teacher Judgement Data and Teacher Assessment Tracker to inform starting points for new session/next steps. SLT look at the ‘Fact-Story-Action’ materials from the West Partnership to support tracking meetings. Develop a proforma to be used during tracking meetings to facilitate more effective professional dialogue. <p>Ensuring the principles of planning, observation, assessment, recording and reporting are an integral feature of learning and teaching:</p> <ul style="list-style-type: none"> Use of Building the Curriculum 5, CfE Refreshed Narrative and Benchmarks to support a review of current assessment procedures to ensure a consistent approach across the school and ensure accurate teacher judgement. Facilitate time for staff to plan for learning, teaching and assessment of writing across levels. (ELCC to P1, P2 to P4 and P5 to P7) HT and Writing Literacy Champion to use advice and guidance from Literacy Development officer to develop more straightforward ways of assessing writing. Pilot ‘My Second Level Learning Journey’ in P5/4, P5 and P6 before rolling out to other classes. (‘I can’ statements) |

PEF denotes interventions/activities funded through Pupil Equity Funding



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| <p>Through self-evaluation and ELCC staff feedback, we recognise the need to moderate our assessment and tracking approaches.</p> <p>Although we have developed new tracking procedures, we need to ensure that all practitioners have a shared understanding of these procedures are that they are used consistently.</p> | <ul style="list-style-type: none"> • By June 2025, all practitioners will be confident in using ELCC tracking documents to record children's progress. • All staff will have had opportunities to moderate in pairs by June 2025. • All tracking meetings will follow a more consistent format which will become embedded by June 2025. | <ul style="list-style-type: none"> • Staff Consultation will demonstrate an increase in confidence in using tracking documents to record children's progress. • SLT observations will demonstrate that practitioner judgement is more consistent. | <p>Ensuring the principles of planning, observation, assessment, recording and reporting are an integral feature of learning and teaching:</p> <ul style="list-style-type: none"> • Use of Early Years Progression Tool, CFE Refreshed Narrative and Benchmarks to support a review of current assessment procedures to ensure a consistent approach and ensure accurate practitioner judgement (2x 1 hr CLPL Sessions) • Facilitate time for 2:1 coaching sessions and professional dialogue with Early Years Graduate. (Term 1) • Facilitate time for practitioners to discuss a targeted child in pairs. • Practitioners to attend tracking meeting with 'buddy' and follow agreed Tracking Meeting format. • Facilitate time for staff to plan for learning, teaching and assessment of writing across levels (ELCC to P1, P2 to P4 and P5 to P7) (1.5 hrs per term -WTA) |
| <p>Feedback from our recent STEM Nation Award identified the need to:</p> <ul style="list-style-type: none"> • Develop a clear STEM Progression. • Look at how Science is assessed, monitored and tracked. | <ul style="list-style-type: none"> • A STEM Progression Pathway and assessment procedures will be in place by June 2025 and launched in August 2025. | <ul style="list-style-type: none"> • Written statement and progression pathways will be included in 'The OLOP Way' file. | <p>Assessment of other Curricular Areas:</p> <ul style="list-style-type: none"> • Establish a Working Group: <ul style="list-style-type: none"> ➢ To develop a clear vision for STEM progression . ➢ Develop effective and manageable ways of assessing Science. |
| <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 (1 years' progress)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"> • Understands how to learn. • Encourages and welcomes feedback. • Applies effective habits of thinking and doing. • Explains and understands progress. | <ul style="list-style-type: none"> • By June 2025, all children, except those following individual developmental milestones, will make at least one year's progress in Literacy & English and Numeracy & Mathematics. • By June 2025: <ul style="list-style-type: none"> ○ Almost all learners (ELCC to P7) will be able to talk about their own learning using our learning dispositions and set next steps. ○ Most learners (P1-7) will be able to give constructive feedback to their peers on their learning and will suggest ways they may improve. • By June 2025, all teachers will have an increased understanding of John Hattie's 10 Mindframes and use them to improve their practice. | <ul style="list-style-type: none"> • School tracking documents will show progress. • Children will demonstrate their skills to their teacher regularly and the SLT during SLT 'Walk Rounds.' • Staff surveys/professional dialogue during collegiate sessions will demonstrate levels of understanding and impact on learning and teaching. | <p>Further Implementation of Visible Learning</p> <ul style="list-style-type: none"> • Review original Visible Learning Self-Evaluation to assess progress and agree next steps. • Professional Learning Session on Effective Feedback. • Professional Learning In-Service Session on '10 Mindframes for Visible Learning: Teaching for Success' by John Hattie. • Further staff development as a result of self-evaluation. |



Improvement Priority 3: Develop high quality learning, teaching & assessment leading to improved attainment and achievement in Writing.

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

| Rationale for change | Outcome and Expected Impact | Measures | Intervention |
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| <p>We fully introduced Talk for Writing during session 2023-24 to develop high-quality learning and teaching across the school as a means to raise attainment in writing which had fallen to 73% during the COVID Pandemic.</p> <p>Although attainment has increased from 74% in June 2023 to 79% in June 2024, we have not quite returned to pre-pandemic level (80%).</p> <p>We need to time to embed the programme, raise teacher confidence, develop consistent approaches and create high-quality units of work. (Currently 67% of teachers are confident and 33% are very confident)</p> <p>Teacher Judgement Data collected in May 2024 shows the percentage of children on track in Writing:</p> <ul style="list-style-type: none"> 93% of children have made at least 1 year’s progress compared to 90% last year. Primary 1: 79% Primary 2: 88% Primary 3: 74% Primary 4: 76% Primary 5: 78% | <p>Almost all children will continue to make at least one year’s progress by June 2025.</p> <p>Whole school attainment in Writing will increase by between 1% - 4% by June 2025. (i.e., 3 to 10 more children)</p> <p>By June 2025, all teaching staff will have access to 2 high-quality fiction units of work per term and 1 non-fiction unit per term for each stage.</p> <p>By June 2025, almost all staff will be very confident in using the Talk for Writing approach.</p> <p>Almost all children in P1 to 7 will state that they enjoy writing by June 2025.</p> <p>By June 2025, all parents will have been provided with opportunities to learn more about the Talk for Writing approach and ways they can support their child to progress in writing.</p> | <ul style="list-style-type: none"> TJ Data and School Tracker will show increases in attainment. SNSA and GL Assessment will confirm TJ Data. In-house moderation activities will ensure a shared understanding of each level and accurate teacher judgements. Monitoring and moderation of jotters will show improvements. Annual staff questionnaire will show increase in staff confidence. Comparison of ‘Myself as a Writer’ surveys will demonstrate changes in children’s perceptions of writing. Pupil learning conversations (individual target setting, focus groups etc.) Peer class visit feedback. Learner feedback - target group Target group writing journals. Stage, whole school and cluster moderation activities. Audit of progress using the Talk for Writing School Improvement Cycle. Feedback from parents via events, family learning opportunities and surveys. RAG rating the Talk for Writing ‘non-negotiables’ collaboratively with teaching and support staff. | <p>Continue to develop and implement the Talk for Writing Approach – Year 2:</p> <ul style="list-style-type: none"> Use of prior learning and pass on information to inform teaching including: <ul style="list-style-type: none"> Use of 2023-24 GL Assessment data. Use of TJ Assessment Trackers. GL Assessments to be completed again in May 2025. Continue to seek children’s changing views by using the ‘Myself as a Writer’ survey annually. Continue to implement the whole school Talk for Writing Plan. For Year 2, we have agreed: <ul style="list-style-type: none"> Term 1: 2 x fiction units, 1 x non-fiction unit and 1 week of poetry. Term 2: 2 x fiction units and 1week of poetry. Term 3: 1x fiction unit, 1x non-fiction unit and 1week of poetry. Everyone who can, should start Autumn 1 units in August and move to Autumn 2 units. Facilitate time for staff to plan for learning, teaching and assessment across stages. In year 2, we will also continue to: <ul style="list-style-type: none"> Ensure that assessment drives teaching: cold to hot tasks. Ensure timetabling allows all aspects of Literacy & English are covered. Develop additional fiction and non-fiction units of work. Update forward plans to show the progression of TfW. Source effective model texts for non-fiction. Develop our Displays & Working Walls/Washing Lines. Promote use of agreed jotters and jotter layout expectations. Develop good handwriting. Literacy Champion to undertake a full audit of implementation informed by the Talk for Writing Leadership Toolkit/RAG rating (with staff) to identify areas of strength and areas for further development. Ensure any new staff attend local authority training. |

PEF denotes interventions/activities funded through Pupil Equity Funding



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| <ul style="list-style-type: none"> • Primary 6: 78% • Primary 7: 80% <p>A recent pupil focus group revealed:</p> <ul style="list-style-type: none"> • 80% of children like writing compared to 56% last year. • 80% feel that they are good or better at writing compared to 50% last year. • 100% of children feel happy when it is time to write in the classroom. • 100% of parents who responded to our annual questionnaire said their child likes Talk for Writing. • 88% said their child enjoys writing. | | | <ul style="list-style-type: none"> • Modelling & Coaching by Literacy Champion where necessary. • Talk for Writing Clinic – staff can seek advice from Literacy Champion. • Provide support for learning to targeted groups: Use of PEF to top up core teacher staffing by 0.6 fte to allow experienced class teacher to be non-class committed and provide support for learning to targeted groups. • Continue monitoring procedures: <ul style="list-style-type: none"> ➢ Informal Walk Rounds by SLT and Literacy Champion. ➢ Learning Rounds with a focus on Talk for Writing. ➢ SLT Classroom Observations: one focused on Talk for Writing. ➢ Jotter monitoring. • Weekly Raising Attainment Team meetings to discuss progress, analyse data and agree next steps. • Use of 2023-24 GL Assessments info to inform teaching. GL Assessments to be completed during April and May 2025. |
| <p>The data gathered from our Early Years Progression Tool Data demonstrates that 81% of our children achieved Literacy Measures in May 2024. It is also evident that there is a need for increased focus in closing the poverty related attainment gap for attainment in Literacy. Only 68% of our children in SIMD 1-3 achieved Literacy Measures in comparison to 90% of our children in SIMD 4-10.</p> <p>Our Early Years Progression Tool data identifies that literacy continues to be an area of improvement for attainment particularly in relation to songs, rhymes, storytelling and syllable awareness. Only 62% of our pre-school children can demonstrate this consistently.</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> | <ul style="list-style-type: none"> • By June 2025, 74% of targeted PRAG group will have achieved Literacy Measures reducing our gap from 22% to 12% • We aim to achieve 86% attainment in Literacy by June 2025. • By June 2025, 78% of our pre-school children will recognise and provide examples of rhyme within the context of a story. • By June 2025, all ELCC staff will have received TFW training delivered by EY Graduate and Literacy Champion. • By June 2025, almost all ELCC staff will feel confident in the delivery of TFW. • Almost all pre-school children will be at an age-appropriate stage of Writing by June 2025. | <ul style="list-style-type: none"> • Annual staff questionnaire will show increase in staff confidence. • ELCC Progression Tool will show improvement achievement in Writing. | <p>Continue to develop Talk for Writing in the ELCC Class – Year 2:</p> <ul style="list-style-type: none"> • 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. • EY Graduate will monitor and plan interventions for targeted PRAG group. • Rhyme of the Week will be a focus within the ELCC environment, and experiences embedded within all areas of the environment. • All ELCCOs will observe the teaching of Talk for Writing Programme within P1. • Project Leads will lead a planning session with ELCCOs to create an implement plan to ensure the approach is used within the different areas of the playroom and outdoor environment. • Modelling and Coaching for ELCCOs will be provided by Project Leads. • Provide a Talk for Writing Showcase for parents at the end of a unit of work (to allow children and teachers to demonstrate and explain the Talk for Writing Approach). |