



Renfrewshire Council Children's Services

**St Catherine's Primary and Early Learning and  
Childcare Class**

**Improvement Plan**

**2022-2023**

# Planning framework

As part of Children's Services, St Catherine's Primary and Early Learning and Childcare 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 the next page.

## **Pupil Equity Funding**

Our school received Pupil Equity Funding (PEF) to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap. This funding enables us to plan additional interventions to those which were already planned. These interventions are highlighted throughout this improvement plan using the (PEF) abbreviation.

The priorities and actions within this improvement plan address the needs of our school and articulate with local and national priorities.

## Renfrewshire's Council Plan 2017-2027

Working together for a thriving and connected Renfrewshire, creating opportunities for all

Reshaping our place, our economy, our future

Building strong, safe and resilient communities

Tackling inequality, ensuring opportunities for all

Creating a sustainable Renfrewshire for all

Working together to improve outcomes

## Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

## Renfrewshire's Education Improvement Plan Priorities

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

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

Develop high quality leadership to promote empowerment at all levels

Improve employability skills and support all of our young people to enter positive and sustained destinations

## Our Vision, Values and Aims

**Our vision:** Attain Achieve Aspire!

**Our values:**

All children develop to be the best they can be, in both their learning and socially; the children being responsible, creative, tolerant and independent individuals who are aware of their role in the school and develop self-discipline through a focus on promoting positive behaviour.

**Our vision and values will be achieved through:**

- The development of an inclusive ethos based on the Gospel Values of The Church that will enable each child to develop their God given talents
- Providing our pupils with the appropriate skills for the world of work and how to contribute to the wider community
- Fostering and providing opportunities that develop effective partnerships with parents and our wider school community, partner agencies
- Acknowledging and celebrating wider achievements, pupils and staff, outwith school
- Ensure the provision of equal opportunities for pupils and staff to learn together within the school context.

**Our aims: In St Catherine's we aim to:**

- Create a welcoming, secure and inclusive atmosphere conducive to a positive attitude to learning and teaching.
- Raise attainment and develop lifelong skills by providing a stimulating and accessible curriculum for all children.
- Promote a sense of responsibility, tolerance, loyalty, self-worth, co-operation and care for our community environment.

### Who did we consult?

To identify our priorities for improvement, we sought the views of all stakeholders. We used a variety of methods of getting the views of those who are involved in the life and work of, St Catherine's Primary and Early Learning and Childcare Class such as;

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

<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• In-Service Days</li> <li>• Curriculum Development Sessions</li> <li>• Regular children's progress/target setting meetings.</li> <li>• Attainment and GIRFEC meetings</li> <li>• Education Scotland Professional Learning materials</li> <li>• Collegiate consultation exercise 'Identifying Priorities for Improvement'</li> <li>• Evaluation of the service using How Good Is Our School (HGIOS) 4, How Good is our Early Learning and Child Care, Building the Curriculum 1-5 series, Education Scotland briefing notes</li> <li>• Regular review of School Improvement Plan priorities</li> <li>• Staff Questionnaires and HT 360 Questionnaire</li> <li>• Annual Professional Review and Development meetings</li> </ul>	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Annual Report feedback</li> <li>• Parental Questionnaires/Surveys</li> <li>• Parents' Meetings</li> <li>• Parent Council meetings</li> <li>• Monthly newsletters</li> <li>• Parents' Noticeboard</li> <li>• Website</li> <li>• Have your say box</li> <li>• Parental evaluations of school events</li> <li>• Induction Days</li> <li>• Parent Workshops</li> <li>• Extended Support Team (EST) meetings</li> <li>• Family Learning Sessions</li> <li>• Open days</li> </ul>
<p><b>Learners</b></p> <ul style="list-style-type: none"> <li>• Pupil Council meetings</li> <li>• Pupil Citizenship Group consultations</li> <li>• Pupil questionnaires and feedback</li> <li>• Strengths and improvement consultation</li> <li>• Pupil Questionnaires</li> <li>• Learning conversations with their teacher and SMT</li> <li>• Focus Groups</li> <li>• Throughout planning for curricular activities (KWHL, Mind Mapping, Floorbooks and other appropriate methods)</li> <li>• Whole school and classroom rights based learning activities</li> <li>• Playroom planning using mind mapping and floor books</li> </ul>	<p><b>Partners</b></p> <ul style="list-style-type: none"> <li>• Informal feedback through discussions</li> <li>• Termly meetings with Active Schools Co-ordinator</li> <li>• Regular collaborative meetings with Home Link Worker, Educational Psychologist</li> <li>• Partners' Questionnaire</li> <li>• Local and Central Admissions Panel Meetings</li> <li>• Cluster meetings</li> </ul>

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

### **How we will know if we are achieving our aims?**

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

- Monitoring calendar for school and ELCC which ensures a rigorous and systematic approach to monitoring
- Regular staff meetings
- Monitoring of planning and evaluations of learning
- Responsive target setting for each child
- Monitoring and tracking of children's learning and attainment at termly attainment meetings
- Termly GIRFEC wellbeing meetings to monitor impact and/or identify early intervention and personalised support.
- Pupil learning conversations
- Analysis of assessment data from ongoing class assessments, summative assessments and standardised assessments (school)
- Collegiate and INSET self-evaluation activities using HGIOS 4, HGIOELCC and Education Scotland guidance/resources.
- Education Scotland and other in-house devised questionnaires to staff, parents, children and partners and analysis of results to inform improvements.
- Review of practices and impact of actions in relation to statutory duties of ASL, Parental Involvement, Equalities Act, Care Inspectorate National Care Standards and SSSC.
- Monitoring and moderation of standards of pupil/children's work and profiles, displays and evaluations.
- Monitoring of learning and teaching in classroom/playroom observations, including SMT learning conversations
- Peer learning visits
- Liaison with external partners who provide support for children and pupils (Speech and Language Therapy, PSADU) to ensure best provision for children.
- Staff review of policies (ELCC and school) as required.
- A range of award assemblies where success within the four capacities and wider achievement are celebrated

### **Moderation**

- Cluster working across all levels within Literacy/Numeracy
- School based moderation within all curricular areas
- Educational Scotland QA Moderation resources

### **Attendance**

- Attendance is monitored daily with unexplained absences followed up by texts and phone calls

- Absence and late coming are monitored on a monthly basis

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 Literacy – Developing high quality learning, teaching and assessment leading to improved attainment and achievement in literacy.			
HGIOS/HGIOELC Qis	NIF Priorities	NIF Drivers	
<b>QI 1.2</b> <b>QI 2.2, 2.3</b> <b>QI 3.2</b>	<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p style="text-align: right;"><i>Highlight as appropriate</i></p>	<b>School Leadership</b>  <b>Teacher Professionalism</b>  <b>Parental Engagement</b>	<b>Assessment of Children's progress</b>  School Improvement  Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Evidence from collated monitoring and pupil voice surveys has identified a need to focus on pupil engagement in writing. We will participate in Talk for Writing training, and this will be a leadership focus across the school through practitioner enquiry, moderation and robust monitoring to inform gaps and identify next steps.</p> <p>Planning and tracking minutes also reflected a need to take a closer look at progression in non-fiction writing.</p> <p>Through our parental evaluation questionnaire our parents/carers identified a desire to participate in Reading Café sessions again. This will be to improve our attainment in literacy and to support accreditation towards Book Trust Scotland Gold Reading Award.</p>	<p>By Dec 2022, all teachers will be more confident and skilled in the learning and teaching of writing through participating in Talk for Writing.</p> <p>All support staff will enjoy greater confidence and be more skilled in providing bespoke targeted interventions.</p> <p>Children will be more engaged in their writing as teaching and learning will be enhanced through the Talk for Writing professional learning.</p> <p>By April 2023 we will have produced a pathway which outlines a clear progression in non-fiction writing to support transition to secondary school.</p> <p>In term 2 all parents will have the opportunity to engage in support for learning through access to Reading Café sessions to help support</p>	<ul style="list-style-type: none"> <li>Pre/ post teacher judgement data</li> <li>Writing assessment scores Term 1/3/4</li> <li>Pre/ post pupil engagement in writing surveys/learning conversations</li> <li>Standardised writing assessment data including SNSA P4 and P7</li> <li>Class formative assessment</li> <li>Evidence from all teaching staff's practitioner enquiry</li> <li>Evidence from collated moderation in writing</li> <li>Levels of staff engagement with CLPL and evaluation of impact – improved confidence scale</li> <li>Planning and tracking meetings' minutes</li> <li>SMT learning visit feedback</li> <li>Record of learning conversations with children</li> <li>Pre and post parental evaluations - improved scale</li> <li>Parental confidence levels by scale pre/post attendance at reading cafe</li> <li>Reader engagement survey scores – almost all children should maintain/improve from prior score (administered April 2022)</li> <li>Improved library membership by targeting families of children receiving targeted interventions.</li> </ul>	<p>Provide professional learning for teaching and support staff (Talk for Writing) in Aug &amp; Nov '22 – Mar &amp; May '23</p> <p>Staff will collegiately decide the big question to inform a whole school approach to practitioner enquiry in writing and decide how this will be recorded and measured.</p> <p>Practitioner enquiry in writing will inform the focus for whole school moderation and ensure shared high standards of learning and teaching, consistency of approach and continuity across the school.</p> <p>The SLT learning visit will focus on pedagogy and engagement in writing and evaluate the impact of professional learning, identify gaps in teaching and learning and identify next steps to inform future priorities.</p> <p>Refreshing the current literacy planners to reflect a more progressive approach to the teaching of non-fiction genre. High level styles of writing will progress appropriately through the levels to support better transition to secondary school.</p>

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



	<p>their children’s learning in reading and to promote reading for engagement at home.</p> <p>The parents of children receiving targeted support will be specifically contacted and encouraged to take part in the Reading Café Workshops. The workshops will focus on the tasks and strategies connected to the Renfrewshire Literacy Programme and will promote reading for enjoyment at home.</p> <p>Library membership will include all the children within the school via SEEMIS data.</p> <p>By April 2023 we will be accredited the Scottish Book Trust’s Gold Reading Award.</p> <p>We will accelerate progress for targeted individuals:</p> <ul style="list-style-type: none"> <li>• 6% at first level reading</li> <li>• 3% at first level writing</li> <li>• 3% at second level writing</li> </ul> <p>We will provide bespoke targeted interventions to ensure continue progression at nationally expected levels for:</p> <ul style="list-style-type: none"> <li>• All children at early level (early intervention approach)</li> <li>• 9 children at first level reading</li> <li>• 7 children at first level writing</li> <li>• 18 children at second level reading</li> <li>• 10 children at second level writing</li> </ul>	<ul style="list-style-type: none"> <li>• Successful Accreditation of Gold Book Trust’s Scotland Reading Award.</li> </ul>	<p>0.4 FTE teacher to provide targeted interventions to identified groups/individuals. <b>(PEF funded- £ 20,188)</b></p> <p>1 classroom assistant to provide targeted interventions to identified groups/individuals. <b>(PEF funded- £ 13,682)</b></p> <p>Parental engagement through reading café sessions for families will focus on the supporting parents/carers to engage in reading at home and access the library stop. Targeting of parents of children who are in receipt of targeted support.</p> <p>Staff will participate in training for Reading for Pleasure (Scottish Book Trust) disseminated by the Literacy Champion. We will engage with parents through website/social media to promote book recommendations. We will reintroduce Reading Café sessions universally and to targeted families, promoting reading for pleasure at home.</p>
--	--	---	--

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

<p><b>Early Learning and Childcare</b></p> <p>Through self-evaluation questionnaires and evaluations of the in-house observation training it was identified that practitioners needed to further develop their observation skills.</p> <p>Engagement in professional learning for observations will support the children's progress by ensuring the accurate identification of the next steps in learning and the effective use of this information to support the progress of individual children's learning and development.</p>	<p>All staff will confidently produce well-informed direct observations that reflect children's individual interests and progress with the use of milestones to inform targeted interventions.</p> <p>By June 2023, within the Progression Tool, pre-school children's progress will have improved by:</p> <p style="padding-left: 40px;">10% in literacy to 90% 10%, numeracy to 86% and 8% in health &amp; wellbeing to 100%.</p> <p>Practitioners and SLT will regularly review targeted support observations and the majority of ELCC children will participate in experiences that will focus on their developmental needs.</p>	<ul style="list-style-type: none"> <li>• Practitioner's confidence in their observation skills will be measured through a pre and post 1 to 5 confidence scale assessment. In conjunction with an analysis of themes within the practitioners' evaluative comments.</li> <li>• Each term the practitioners' observations will be used to provide assessments to complete the Local Authority Pre-school Progression Tool. Each term these observations and assessments will be used to plan the play experiences for each individual pre-school child.</li> <li>• Alongside wellbeing meetings SLT will meet with staff to have in-depth discussions on all children who are receiving targeted support ensuring that all children are making sufficient progress.</li> </ul>	<p>All staff will be supported in sourcing further CPL in observation.</p> <p>The SLT will continue to provide in-house training that will be supported by the use of questionnaires and evaluations.</p> <p>Practitioners will collaborate with another member of staff to discuss and share their observations in order to gain a deeper understanding of the composition of quality observations.</p> <p>The Senior ELCO and the Equity and Excellence Lead will record the individual children's targets. These targets will be shared with practitioners at bi-weekly meetings. All staff will have a clear understanding of the support targeted children are receiving and will encourage learning to support these aims through well-resourced areas, in addition to quality interactions.</p>
--	--	---	--

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

Improvement Priority 2 School Numeracy – Developing high quality learning, teaching & assessment leading to improved attainment achievement in numeracy.			
HGIOS/HGIOELC QIs QI 1.1, 1.3 QI 2.3 QI 3.1, 3.2, 3.3	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p style="text-align: right;">Highlight as appropriate</p>	School Leadership	Assessment of Children's progress
		Teacher Professionalism	School Improvement
		Parental Engagement	Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>We are committed to improving our numeracy strategy. Participation in the Education Scotland STEM Grant Project 'Learning Together to Improve Mathematics in Every Classroom' teacher evaluations identified a need to further develop our professional learning and expertise in the use of maths recovery with a focus on the following areas:</p> <ul style="list-style-type: none"> <li>Multiplication and division</li> <li>Place Value</li> </ul> <p>The themes from the staff evaluations from the Education Scotland STEM Grant Project also identified the benefits of working collaboratively, therefore we will engage with our cluster partners, as well as being part of a cluster working party to develop and embed The Learning Framework – The Maths Recovery Programme by Bob Wright, in</p>	<p>By December 2022 all staff (teaching and support staff) will gain a greater understanding of how to implement the assessment, teaching, learning, moderation and evaluation associated Early Multiplication and Division, Multiplicative Basic Facts and Conceptual Place Value through engaging with the Renfrewshire Numeracy and Maths Development Team's CLPL and sharing good practice that builds upon our previous involvement in the Maths Recovery Programme, SEAL, Mindset Maths and CPA; in order to achieve a high-quality consistent approach to planning, teaching and learning in numeracy throughout the school.</p> <p>All teachers will continue to develop their understanding of the use of continual diagnostic and formative assessment to accurately identify the exact stage of the conceptual understanding of their learners. This engagement will enable all teachers to feel greater confidence in planning bespoke interventions to close identified gaps in numeracy.</p>	<ul style="list-style-type: none"> <li>Pre/post teacher judgement data</li> <li>The Learning Framework - Maths Recovery and Improvement assessment results – with improvement in pre and post results</li> <li>Pre/post pupil surveys - showing improved confidence scale through engaging in Maths Recovery Programme</li> <li>Record of learning conversations with children</li> <li>Standardised assessment data including SNSA at P1, P4 and P7</li> <li>Class formative assessment – 'How I am achieving with numeracy and maths?'</li> <li>Levels of staff engagement with CLPL and evaluation of impact – improved confidence scale</li> <li>Working party minutes</li> <li>Records of tracking and monitoring meetings/wellbeing conversations with class teacher and support staff</li> <li>Peer cluster class visit feedback – record of themes from professional dialogue between teacher and staff</li> <li>Learner feedback – target group/individuals</li> <li>Target group maths journals</li> <li>Pre and post parental evaluations scale</li> </ul>	<p>Professional learning provided by the Renfrewshire's Numeracy and Maths Development Team for maths recovery. Focusing on developing the staff's understanding of the diagnostic assessment tools for Early Multiplication and Division, Multiplicative Basic Facts and Conceptual Place Value</p> <p>Cluster Working Party to support and develop transition to S1 and the use of the maths recovery and improvement assessments, tasks and strategies for all staff and learners within the cluster schools. Including collaborative working involving peer visits and professional dialogue.</p> <p>0.6 FTE teacher to provide targeted interventions to identified groups/individuals. <b>(PEF funded- £ 20,188)</b></p> <p>1 classroom assistant to provide targeted interventions to identified groups/individuals. <b>(PEF funded- £ 13,682)</b></p>

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

<p>order to raise attainment for all whilst closing the Poverty Related Attainment Gap. This programme will focus on improving transition to S1 and involve the sharing and development of teachers' knowledge and understanding in the continual use of diagnostic assessments to identify gaps in learning and to deploy effective, research-based interventions.</p> <p>The Quality Assurance visit from the Numeracy and Maths Development Team reflected a need for all staff to continually engage with early, first and second level professional learning to ensure sustainability and consistency of quality across all stages.</p> <p>We will introduce Renfrewshire's Numeracy and Maths refreshed planners to ensure a shared understanding of pedagogy, knowledge and understanding, quality of teaching and learning and continuity and progression across all stages.</p>	<p>Assessments will continue to be developed and will focus on diagnosing the learners' stage of conceptual development so that support can be targeted to match the learners' diagnosed needs and inform bespoke interventions.</p> <p>We will promote the professional learning being offered by the Numeracy and Maths Development Team (early, first and second level) to all staff, to ensure we continue to improve and embed high-quality teaching and learning in numeracy and maths. By April 2023 all staff will have engaged in at least one local authority continual professional learning offer.</p> <p>Engaging in CLPL and supporting targeted individuals and groups will allow us to raise attainment and close specific attainment gaps in numeracy.</p> <p>By December 2022 all teachers will have engaged with professional learning that focuses on an evaluation, adaptation and adoption of the maths planners developed by Renfrewshire's Numeracy and Maths Development Team.</p>	<ul style="list-style-type: none"> <li>• Targeted parental attendance at Mental Maths Workshops (for parents of targeted support learners)</li> <li>• Parental confidence survey - improved levels on the scale pre/post</li> <li>• Attendance at Mental Maths Workshops</li> <li>• Record of staff CPL through PRD meetings.</li> </ul>	<p>Parental engagement through providing mental maths workshops and on-line video tutorials; in order for parents to gain greater confidence when supporting their children's numeracy homework. Targeting of parents of children who are in receipt of targeted support.</p> <p>To embed the newly adapted Renfrewshire Numeracy and Maths Development Team's planners.</p> <p>Promote opportunities for continual professional learning in numeracy and maths through professional review and development meetings.</p>
--	---	--	---

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

<p>Through our parental evaluation questionnaire our parents/carers identified help with maths as an area that they would benefit from, when supporting their children's homework. We will further develop our parental engagement in numeracy by reintroducing mental maths workshops with a focus on the Maths Recovery Programme and its associated tasks and strategies. This will be to improve our attainment in numeracy and maths.</p>	<p>In Term 2 all parents will have the opportunity to engage in support for learning through access to in-person maths workshops and access to on-line tutorial videos to help support their children's learning in numeracy.</p> <p>The parents of children receiving targeted support will be specifically contacted and encouraged to take part in the Mental Maths Workshops. The workshops and on-line resource will focus on the tasks and strategies connected to the Maths Recovery Programme and mental maths strategies.</p> <p>We will accelerate progress for targeted individuals:</p> <ul style="list-style-type: none"> <li>• 3% at second level</li> </ul> <p>We will provide bespoke targeted interventions to ensure continue progression at nationally expected levels for:</p> <ul style="list-style-type: none"> <li>• All children at early level (early intervention approach)</li> <li>• 7 children at first level</li> <li>• 5 children at second level</li> </ul>		
--	---	--	--

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

Improvement Priority 2 ELCC - Learning Environment – Developing a high quality learning environment to improve the learning experiences for all ELCC children.			
HGIOS/HGIOELC QIs QI 1.1, 1.3 QI 2.3 QI 3.1, 3.2, 3.3	NIF Priorities	NIF Drivers	
	<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p style="text-align: right; color: red; font-size: small;">Highlight as appropriate</p>	School Leadership  Teacher Professionalism  Parental Engagement	Assessment of Children's progress  School Improvement  Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<b>Early Learning and Childcare</b>  Through self-evaluation all practitioners identified the need to improve areas within the ELCC to ensure an enhancement of children's learning and development opportunities.	<p>All children will experience play and learning within a well-resourced, supportive and nurturing environment. All children will develop and make progress in literacy, numeracy and health and wellbeing.</p> <p>All practitioners will develop their knowledge of the impact of children's learning environments. As well as continuously maintaining, adapting, and developing learning environments to ensure the different areas are responsive to the development needs of all children.</p> <p>By June 2023, within the Progression Tool pre-school children's progress will have improved by:</p> <p style="text-align: center;">10% in Literacy to 90% 10% in Numeracy to 86% 8% in Health and Wellbeing to 100%</p>	<ul style="list-style-type: none"> <li>Tracking and termly targets along with the preschool Progression Tool will ensure progress is made for all children.</li> <li>Through wellbeing meetings, targets and trackers, practitioners and SLT will monitor the progress of all children with targeted support and action plans devised and implemented for all children who are in need of further developmental support.</li> <li>Individual children's learning is closely monitored through termly tracking across health and wellbeing, literacy, and numeracy. Practitioners' planning for all children will inform actions plans for targeted support.</li> </ul>	<p>Practitioners will record quality observations reflecting on all children's play and learning experiences within the nursery environment.</p> <p>Practitioners will share observations of children's learning within the learning spaces during two weekly planning meetings, sharing findings and engaging in professional dialogue.</p> <p>Early Years Teacher will deliver part two of environments training for all practitioners by October 2022.</p> <p>SLT will monitor all staff through playroom visits with a focus on practitioner pedagogy within the learning environment to identify strengths and areas for development.</p> <p>Frequent consultation with children through the use of floor books, mind maps, books, photographs will support reflection on all aspects of learning spaces and experiences.</p>

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

<b>Improvement Priority 3 To support the Health and Wellbeing of our community through promoting parental engagement.</b>			
<b>HGIOS/HGIOELC QIs</b>	<b>NIF Priorities</b>		<b>NIF Drivers</b>
<b>QI 1.3</b> <b>QI 2.5, 2.7</b>	<ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul>	<p style="text-align: right;"><i>Highlight as appropriate</i></p>	School Leadership Assessment of Children's progress Teacher Professionalism School Improvement Parental Engagement Performance Information
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>
Consultation with parents and partnership working with a local school identified a shared need for parents and carers to be supported in areas of health and wellbeing following on from COVID19 restrictions. A Microsoft Forms consultation, with parents/carers from both schools, identified: mental health, behaviour, developing good sleep routines and attendance as areas in most need of support.	<p>All care experienced parents/carers will be targeted and attend the sessions.</p> <p>Parents and carers will feel better equipped to support their child/children with the areas addressed.</p> <p>School will see the benefit of this support in class and through improved score in pupil wellbeing assessments across all wellbeing indicators.</p>	<ul style="list-style-type: none"> <li>Pre/ post child and family survey showing improved score</li> <li>Levels of parental engagement</li> <li>Pupil wellbeing assessment scores – almost all above 7</li> </ul>	<p>We will deliver a series of bespoke parental engagement sessions in Term 1 which will support our parents within the local community with issues arising from the global pandemic. Sessions will include</p> <ul style="list-style-type: none"> <li>Place 2Be - self-care for parents/carers</li> <li>Place 2Be family practitioner – supporting behaviour at home</li> <li>Health and Wellbeing Champion – Sleep Scotland/developing good sleep routines and mindfulness</li> <li>Assistant Active School – family activities to support Health and Wellbeing at home</li> <li>Homelink – support to address attendance and late-coming</li> <li>Adviceworks – to provide universal and individual financial advice</li> </ul> <p>Schools will liaise with partnership services and use the expertise of staff to ensure a quality delivery.</p> <p><b>(Any additional resources required funded from PEF Gallowhill Primary School)</b></p>

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

<p><b>Early Learning and Childcare</b></p> <p>Through analysing parental questionnaires, it was evident that most of our parents had identified that they wanted to build upon the engagement they enjoyed during the Covid 19 restrictions.</p> <p>The in-house staff evaluation highlighted the importance of family involvement and engagement and the positive impact this has on the children's development between home and ELCC. The staff wanted to continue engaging and to build upon the effective relationships they had formed during the Covid 19 restrictions.</p>	<p>Families will have regular opportunities to engage with the ELCC and share learning experiences with their children. Families will benefit from building positive relationships, increased confidence, and enhanced self-esteem within the family.</p> <p>A 10% increase in engagement with Class Dodo, with 86% of families accessing this online digital resource. To enhance communications and ensure inclusion of working families.</p> <p>80% of parents/carers will have enjoyed and benefitted from engaging with the Home Link bags, enabling families to enjoy the opportunity to share learning with their children, creating a positive the link between home and ELCC.</p> <p>Data collected from the confidence questionnaire and evaluative question will be used to evaluate the Home Link bags and decide on the best future strategic use of this resource.</p>	<ul style="list-style-type: none"> <li>• April 2022, 76% of families had access to Class Dojo. There will be a weekly collation of the number of families accessing Class Dojo, and progress and numbers will be monitored to ensure all families are included and supported.</li> <li>• Home-link bags will be available for families to extend their children's learning at home. This engagement will be recorded via Home Link sign out sheets.</li> <li>• Parent will be asked to complete a pre and post confidence questionnaire with evaluative questions regarding their engagement with the Home Link bags.</li> <li>• SLT will monitor the engagement with the Home Link bags via the sign in and out procedure.</li> </ul>	<p>Use the expertise of Health and Wellbeing Officer to support sessions. <b>(PEF - £28 262)</b></p> <p>Use the expertise of Place 2Be Counsellor and Family Practitioner to support sessions. <b>(PEF - £9 654)</b></p> <p>Practitioners and SLT will welcome parents into their children's learning environment spending time with their children in the nursery environment ensuring all families are aware of our open-door policy.</p> <p>Our Equity and Excellence Lead will as part of the enrolment process, ensure all parents are supported and confidently interacting with our Class Dojo. This will happen through engaging with the Class Dojo app accompanied with verbal support and a written step-by-step guide. Any families not engaging will be contacted to be encouraged to enjoy this aspect of ELCC life.</p> <p>Our Equity and Excellence and Senior ELCO will support staff in creating Home Link bags which are relevant to the individual child's interest and stage of development. Families of children receiving targeted interventions will receive support tailored to their specific needs.</p>
---	--	--	--

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



**Improvement Priority 4 School - To enhance our skills for learning life & work by engaging and improving learners and parents/carers digital skills and addressing the right to be protected from occupational gender bias (UN Rights of the Child Article 2) and to be.**

<p><b>HGIOS/HGIOELC QIs</b></p> <p><b>QI 2.2, 2.5</b> <b>QI 3.1, 3.3</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p style="text-align: right;"><i>Highlight as appropriate</i></p>	<p>School Leadership</p> <p><b>Teacher Professionalism</b></p> <p><b>Parental Engagement</b></p>	<p><b>NIF Drivers</b></p> <p>Assessment of Children's progress</p> <p><b>School Improvement</b></p> <p>Performance Information</p>
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Learners, through the 2022 Pupil Questionnaire, identified digital technologies as an area for development. The staff identified, through self-evaluation of the curriculum and consultation on the School Improvement priorities and Pupil Equity Fund, that digital technologies was an area for continual improvement.</p> <p>We are committed to improving our digital learning and teaching and will evaluate and review our planners to ensure that they include equal access for all children to all aspects of digital and online learning e.g., through regular access to coding skills, the internet and digital online learning platforms. To support coding skills, we have purchased the 'Marty the Robot' resource</p>	<p>By June 2023 all staff will have enjoyed the professional learning sessions on how to effectively use Marty the Robot and be using this resource on a regular basis within their classrooms.</p> <p>All staff will ensure that all learners have regular access to all aspects of digital learning, including coding, the internet and digital online learning platforms, for example, Skills Development Scotland - My World of Work, Marty the Robot, Sum Dog, Literacy Planet, etc. Learners' knowledge and understanding of digital technologies, including coding, will be developed.</p>	<ul style="list-style-type: none"> <li>• Digital Working Party minutes</li> <li>• Pre/post teacher judgement data confidence levels for learning and teaching of digital technologies</li> <li>• Records of tracking and monitoring meetings/wellbeing conversations with class teacher and support staff</li> <li>• Learner feedback – target group/individuals for the use of digital technologies</li> <li>• Learning conversations with children</li> <li>• Digital Citizenship Group engaging with other learners to provide peer learning on the use of digital technologies</li> </ul>	<p>Professional Learning provided by the Depute Head Teacher and Digital Champion. Focusing on developing the teachers' understanding of coding and how to use Marty the Robot to deliver this aspect of digital learning.</p> <p>Digital Planners to be adapted and updated by working party to include coding and the associated Marty the Robot activities and to ensure that they reflect Article 17 of the UN Rights of the Child, and that all learners are receiving information in lots of ways including 'electronic media'.</p>

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

<p>and need to incorporate this resource into our planning, teaching and learning. This will also address the UN Rights of the Child Article 17 that focuses on a child's right to receive information in lots of ways including 'electronic media'.</p> <p>Within our STEM Grant report, it was highlighted that further engagement was needed to address our learners' persistent perceptions of occupational gender bias. We will engage with the digital planners to develop skills for learning, life and work to address our educational and career aspirations, with a focus on promoting careers in occupations that are traditionally associated as having a gender bias, e.g., jobs in the STEM industries. As well as developing the learners' understanding that all occupations are open to all regardless of gender. Our Digital and Contextualised Learning Programmes (CLP) will be adapted to include activities that reflect engagement with the UN Charter for the Rights of the Child (Article 2 – Anti-discrimination) with a particular focus on addressing gender bias.</p>	<p>By April 2023 all staff will review and adapt the digital and CLP planners to reflect their learners' career aspirations with a focus on STEM jobs and addressing gender bias.</p> <p>All classes will engage with Article 2 of the UN Charter for the Rights of the Child with a focus on addressing gender bias through their CLP and RME programmes, using resources including the Skills Development Scotland World of Work resource and the Institute of Physics 'Improving Gender Balance' programme. This will develop the learners' knowledge and understanding that all careers are open to them, regardless of their characteristics (sex, race, religion, etc.).</p> <p>During our initial 'Welcome Back' Aspirations Assembly and class activities there will be a focus on addressing perceptions of occupational gender bias. This focus will be further developed during Maths Week Scotland and STEM week, highlighting that all occupations are open to all genders.</p>	<ul style="list-style-type: none"> <li>• Pre/post pupil surveys measuring gender bias using multiple choice names associated with occupations.</li> <li>• Correlation of the learners' sex and the career chosen during the aspirations' activities at the beginning of the academic year, during Maths Week Scotland and STEM week.</li> </ul>	<p>CLP and Digital planners will be updated to include activities that engage the children in learning that reflects Article 2 of the UN Rights of the Child, with a focus on gender bias. This will include activities from within the Institute of Physics' 'Improving Gender Balance' programme and Skills Development Scotland World of Work Resource. All children will also engage in assemblies, including Aspirations, Maths Week Scotland and STEM week that promote overcoming perceptions of occupational gender bias.</p>
--	--	---	---

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



	engage in learning to support homework, including digital technologies.		
--	---	--	--

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

**Improvement Priority 4 – ELCC - To enhance our skills for learning life and work by engaging children, families and the community in developing our garden and outdoor environment and addressing the UN Rights of the Child Article 29; to develop the children’s respect for human rights, as well as respect for parents, their own and other cultures, and the environment.**

<p><b>HGIOS/HGIOELC QIs</b></p> <p><b>QI 2.2, 2.5</b> <b>QI 3.1</b></p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• Improvement in attainment, particularly in literacy and numeracy</li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children’s and young people’s health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p style="text-align: right;"><i>Highlight as appropriate</i></p>	<p>School Leadership</p> <p><b>Teacher Professionalism</b></p> <p><b>Parental Engagement</b></p>	<p><b>NIF Drivers</b></p> <p>Assessment of Children’s progress</p> <p><b>School Improvement</b></p> <p>Performance Information</p>
Rationale for change	Outcome and Expected Impact	Equity and Excellence	Intervention
<p><b>Early Learning and Childcare</b></p> <p>It is evident through floor books and reflective planners that children have identified an interest in developing the garden, being involved in planting, and caring for all living things. The ELCC children took an interest in the flowers and vegetables growing within the nursery garden and children within the 2-3 room were keen to engage on a daily basis to water their sunflowers as well as monitoring the growth of the plants.</p>	<p>For practitioners to understand UNCRC Article 29, that states ‘Education must develop every child’s personality, talents, and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.’</p> <p>Using their knowledge and understanding of Article 29 practitioners will plan and deliver relevant real-life opportunities for children to have a sense of achievement and ownership when actively involved in the development of the ELCC garden.</p> <p>Parents, extended family, and members of the surrounding community, for example neighbours and residents of Kyle Court Care Home, will be encouraged to take part in developing the ELCC garden sharing their knowledge and experience with the children, creating a strong sense of community.</p>	<ul style="list-style-type: none"> <li>• Consultations will be recorded with all children including pictures, drawings, photographs and recorded statements.</li> <li>• Pictorial evidence including a photographic timeline of the development of the garden.</li> <li>• Parental evaluations and suggestion box to record engagement and input.</li> <li>• Our Equity and Excellence Lead will be responsible for creating a record of local community involvement and collecting reflective data from all those involved, for example through annotated photographs.</li> <li>• Practitioners will be able to understand and explain the importance of engaging with UNCRC and how this will impact on all the ELCC children.</li> </ul>	<p>As part of the Eco committee group, all children will take part in termly meetings, along with the Eco lead practitioners and primary school peers helping to support the raising of awareness of eco projects through planting plants and vegetables.</p> <p>Bi-weekly child-led consultation will happen through the use of photographs and drawings, with the children’s voice being recorded within the 3-5 floor books and 2-3 reflective planners.</p> <p>Termly picnic, planting and maintenance days to be organised and to include families and members of the community.</p> <p>Children will have the experience and opportunity to visit local stores for materials and resources for example - B&amp;Q, Morrisons etc. As well as utilising local businesses.</p> <p>The Eco lead practitioner will source resources through B&amp;Q community Re-use scheme.</p>

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

			Staff in-house training on UNCRC rights of the child, with a specific focus on Article 29.
--	--	--	--

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