

**Renfrewshire Council Children's Services**  
*West Primary School and  
Early Learning and Childcare Class*



**Improvement Plan  
2021-2022**

# Planning Framework

As part of Children's Services, West Primary School and West Early Learning and Childcare Class has developed this 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. improve attainment, particularly in literacy and numeracy;**
- 2. close the attainment gap between the most and least disadvantaged pupils;**
- 3. improve children's health and wellbeing; and**
- 4. 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 health and wellbeing outcomes inequalities and deliver improved 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 school community has a **vision** that West Primary and West Early Learning and Childcare Class will be a place  
**Where Everyone Succeeds Together.**

Our **values** are **Respect, Trust** and **Honesty** and will be at the heart of all we do in West Primary.

In West Primary School and West Early Learning and Childcare Class, we **aim** to be:

**Educational**

**Supportive**

**Friendly**



### **Who did we consult?**

To identify our priorities for improvement, we sought the views of children, parents, staff and other stakeholders. We usually use a variety of methods of getting the views of those who are involved in the life and work of West Primary School and Early Learning and Childcare Class. All staff are regularly consulted through regular planned staff meetings and through regular self-evaluation learning conversations. In addition, all staff participate in the annual Professional Review and Development process, reflecting on both the quality of service provided and their contribution to it. This is also an opportunity to look forward and share thoughts about personal and school plans in relation to continuous professional learning and development work.

Children's views are sought through class discussion, evaluation of learning contexts & events and by means of questionnaires. The Pupil Council meet regularly and, along with several other committees, these focus groups are used as a vehicle to raise issues and feedback to staff any suggestions or concerns that are raised by the children. Feedback forms for children with Child's Plans are included in the Pupil Support Planning process.

Parents' views are sought through discussion, questionnaires and through Friends of the West Parent Council meetings. The opinions of other services supporting the work of the school are also sought through discussion. We also consult with our partners across and out with the Council to assist us in the delivery of our priorities.

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 improvement plan. Quality assurance activities include:

- A Quality Calendar outlining a detailed account of monitoring strategies carried out.
- Three planned learning conversations, each with a key focus, providing an excellent opportunity to involve children, parents and staff in evaluating the progress we are making. These learning conversations are a significant part of our Quality Assurance process and self-evaluation.
- Attainment and Inclusion Meetings (AIM) ensure that every child is thoroughly monitored in areas of the pace of work, attainment and achievement, support for learning, general progress, behaviour, homework, attendance and pastoral issues.
- Planned data discussions take place with teaching and early learning and childcare staff throughout the year.

- Primary Three screening ensures support, progress and challenge for all children at this stage. Mapping assessment data onto existing tracking sheets helps to highlight children who are on track or children who need additional support in their learning.
- Tracking of Support Plans including integrated assessments.
- A spelling standardised assessment throughout the school (P3-7) in August each year ensures support, progress and challenge for all children.
- All staff engage in daily self-evaluation of the learning experiences of the children and this is recorded in their daily planner. Reflective Learning Conversations will replace staff written evaluations this session.
- Staff self-evaluation using HGIOS4.
- If conditions allow, staff will continue to be encouraged to participate in learning visits to observe each other teach.

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





Local training & National resources

EARLY PROTECTIVE MESSAGES



INTERNET SAFETY (3-18) years

~ CEOP Training (uses Thinkuknow materials)



# HEALTH & WELLBEING



LGBT Award  
UNIVERSAL SUPPORT

## PRIMARY EMOTIONAL LITERACY

Programmes including:



www.emotionworks.org

the ICE pack

## SECONDARY PSE

LLTTF™ living life to the full  
www.lltft.com



## PROGRAMMES



## WORKING WITH PARTNERS



## DEVELOPMENTS

- MENTAL HEALTH & WELLBEING POLICY and development of 6 box model



- ASSESSING WELLBEING USING THE GLASGOW MOTIVATION & WELLBEING PROFILING TOOL

- HEALTH & WELLBEING BLOG

Information about resources, training, professional learning & local and national supports

- PSE REVIEW (YOUTH SERVICES) RENFREWSHIRE

- Pupil voice
- Teacher voice

- SUBSTANCE MISUSE MODEL & TRAINING AT ALL STAGES

## OUR COUNSELLING SERVICES



The-Exchange



## Improvement Priority 1: Continue to promote the positive health and wellbeing of children, parents/carers and staff

<b>HGIOS/HGIOELC QIs</b> QIs 2.1-2.4 QI 2.7 QI 3.1	<b>NIF Priorities</b> <ul style="list-style-type: none"> <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>	<b>NIF Drivers</b> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>		1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>						
Following the prolonged period of lockdown, we identified the desire to become further skilled in responding to the social and emotional needs of children. Innovative approaches to address controlling/challenging inappropriate behaviours of children will be explored in order to improve the mental health of the whole school community.	<p>By October 2021 all staff will recognise and uniformly use the previously agreed language and strategies adopted in relation to the RNRA principle; All Behaviour is Communication in order to facilitate a positive, consistent approach to inappropriate and/or challenging behaviour throughout the school.</p> <p>By December 2021 teaching and support staff will have been introduced to the concept of NVR (Non-Violent Resistance) and related strategies to enable them to begin to understand the unmet needs of children resting behind inappropriate and/or challenging behaviour.</p> <p>By December 2021 teaching and support staff will agree and begin to implement relevant NVR strategies to allow us to continue to build positive connections with children in order to modify/correct controlling, challenging and/or inappropriate behaviour and remove related barriers to learning.</p>	<p>All staff will demonstrate a clearer understanding of the RNRA principle; All Behaviour is Communication when addressing the needs of individual children.</p> <p>All staff will demonstrate a restorative approach and agreed, consistent language and strategies when managing inappropriate controlling or challenging behaviour.</p> <p>Discussions with teaching and support staff will demonstrate a clearer and more sympathetic understanding of the unmet needs of children. They will use agreed and consistent language and strategies to de-escalate situations and support children to better understand and manage their emotions and physical reactions.</p> <p>Tracking of individual pupil progress through AIM and related data, P3 Screening, Wellbeing Assessment and Wellbeing Plans will evidence children's progress in health and wellbeing.</p> <p>Sharing, reviewing and evaluating practice through opportunities for all stakeholders to share views about the school, direct observation with agreed, relevant criteria and a shared understanding of purpose.</p>	<p>SLT, teaching and support staff will revisit RNRA principle undertaken in school; All Behaviour is Communication as a basis for understanding inappropriate controlling and/or challenging behaviour of children. (PEF)</p> <p>SLT and teaching staff who have undergone Level 1 training will form a core NVR group within the school.</p> <p>All staff will undertake a half day whole school basic training in NVR, delivered in school by certified, local authority trainers. (PEF)</p> <p>Use of the NVR Whole School Implementation Flow Chart (Schools) to facilitate further staff training (Level 1)</p> <p>Support Coordinator (SC) and Educational Psychologist (EP) will organise 4 core group meetings across a year. During these meetings the core group will be coached through implementation of NVR. (PEF)</p> <p>Staff option to participate in monthly NVR LISN meetings with NVR Team as and when required to allow case discussions about individual children or classes.</p>						





## Our Approach

FOSTERING A  
→ GROWTH ←  
MINDSET



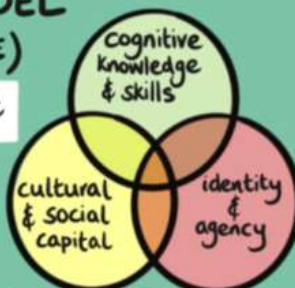
# THE RENFREWSHIRE LITERACY APPROACH

## Evaluation & Impact

POSITIVE IMPACT IS  
EVIDENT FROM HMIE  
AUTHORITY INSPECTIONS

### 1 THE THREE DOMAIN MODEL (UNIVERSITY OF STRATHCLYDE)

The Renfrewshire Literacy Checklist



### 2 HIGH QUALITY CLPL (FOR TEACHERS, SUPPORT STAFF & SCHOOL LEADERS) evidence-based approaches to raise attainment

Primary Literacy Coaching Programme

- book bonding
- running records
- miscue analysis
- coaching strategies

Dive into Reading

3 sharings  
reading journals  
high quality texts

Dive into Writing

free writing  
writing journals  
low stakes/  
high impact  
activities

### 3 ESTABLISH A NETWORK OF LITERACY CHAMPIONS

Ongoing  
Professional  
Learning



Supporting  
Implementation  
across Schools

Sharing  
Practice

The innovative approach to improving attainment in literacy is supported by extensive professional learning. Schools are empowered to prioritise elements which suit their own context and has had a positive impact across the authority.

"YOUNG PEOPLE'S PERFORMANCE HAS IMPROVED IN ALMOST ALL MEASURES IN LITERACY AND NUMERACY OVER THE LAST FIVE YEARS"



SCHOOLS & THE WIDER AUTHORITY  
HAVE ACHIEVED A RANGE OF  
NATIONAL AWARDS INCLUDING



UKLA Literacy School of the Year  
(St Anthony's Primary)

COSLA Excellence Silver Award

### KEY LESSONS

1 Effective Leadership of the Renfrewshire Literacy Approach at all levels

2 Whole School Approach & Implementation

3 Inclusion within School Improvement Planning

4 Sharing effective Practice within & across establishments



**Improvement Priority 2: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in literacy**

<p><b>HGIOS/HGIOELC QIs</b></p> <p>QI 1.2 QIs 2.2 &amp; 2.3 QI 3.2</p>	<p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <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><b>NIF Drivers</b></p> <table border="0"> <tr> <td>1. School Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. School Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table>	1. School Leadership	4. Assessment of Children's Progress	2. Teacher Professionalism	5. School Improvement	3. Parental Engagement	6. Performance Information
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Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>Through our self-evaluation and professional dialogue, it is evident that there is a need to revisit the school's approach to teaching reading with a clear focus on the progressive development of reading skills across learning pathways. Our attainment data in reading across almost all stages is good. However there has been an understandable impact on children's attainment as a result of lockdown. Due to the varying professional learning experiences of staff a consistent approach is required to ensure there is cohesion across the school. Our attainment data shows that attainment in writing has been affected by lockdown, particularly for children in the early and middle stages. Staff have indicated that they would welcome the opportunity to take part in 'Talk for Writing' CLPL in order to enhance confidence in teaching writing and to ensure a consistent approach throughout the school.</p>	<p>By March 2022 Almost all children will be working at the appropriate learning pathway in reading Attainment in reading will have improved for almost all children. There will be an increase in reading engagement and attainment and evidence will show a strong reader identity. Children will show an increased confidence and interest in reading and will be more confident in recommending books. Children will increasingly share books with each other and voice their opinions about their choices.</p> <p>There will be an increase in classroom 'time on task' using approaches such as whole group reading and mixed attainment reading etc. Children will be exposed to more challenging texts, which in turn will increase their funds of knowledge and develop their language skills. Children will have a wider and more inclusive choice of literature in their class libraries.</p> <p>All teachers will be able to confidently discuss children's progress / attainment in reading and writing in relation to the benchmarks, based on high quality assessment, tracking and analysis of data.</p> <p>The confidence and skills of all teachers in assessing, tracking and monitoring pupil progress and attainment across literacy will improve. Staff will be confident and</p>	<p>Assessment data and pupil tracking procedures in reading and writing demonstrates that almost all children are making continuous progress (running records, termly writing evidence &amp; spelling assessments). GL Assessment data will demonstrate that children are making good progress in reading.</p> <p>Learning conversations with pupils demonstrate that most pupils are able to discuss their learning progress and name their personal learning targets in reading and writing.</p> <p>Attainment, assessment and tracking data is used to inform the planning of meaningful targeted support in literacy across all stages. Assessment and tracking data demonstrate good attainment levels in reading and writing.</p> <p>Attainment and tracking data for almost all children shows that they are making progress in literacy with a trend towards closing identified attainment gaps.</p> <p>Monitoring of children's experiences evidences good learning and teaching in reading and writing across the school.</p> <p>Teachers' planning will demonstrate skilled use of formative assessment to inform appropriately differentiated learning and teaching to meet the needs of individual children.</p>	<p>All teaching staff will plan literacy activities which reflect the experiences and outcomes and benchmarks.</p> <p>Teachers will complete regular running records to track continuous progress across reading bands for all children.</p> <p>All teachers will follow the whole school learning and teaching approaches to reading which reflect Renfrewshire's 'Dive into Reading' approaches. Guidance will be developed with staff through a series of planned Literacy Clinics.</p> <p>Teachers will use the 3 Domain Model and formative assessment strategies to assess the progress and learning needs of individual pupils and to inform planning of appropriate learning experiences in literacy. (PEF)</p> <p>DHT and Literacy Pupil Focus Group will audit the reading resources within the school.</p> <p>Teachers will continue to make skilled use of formative assessment strategies to inform next steps in learning, and access CLPL or professional reading, linked to these approaches, where required e.g.:</p> <ul style="list-style-type: none"> <li>Learning Intentions &amp; Success Criteria</li> <li>Effective questioning</li> <li>Feedback</li> </ul>

	<p>knowledgeable in using the three domain model.</p> <p>Almost all children in P3 – 7 will increase their confidence and skills in tracking their own progress and attainment in reading and writing and will be able to identify personal targets for improvement.</p> <p>By revisiting our approaches to teaching reading we aim to further develop the reading culture across the entire school community.</p> <p>All teachers will demonstrate consistent planning and good learning and teaching approaches in reading and writing.</p> <p>West Primary School will receive Core accreditation from the Reading Schools Award in order to celebrate the reading culture that has been developed.</p> <p>Staff will extend their range of writing opportunities that maximise connections between reading &amp; writing &amp; promote children as writers and will be more confident about the teaching of writing.</p> <p>Children will have improved vocabulary/writing outcomes.</p>	<p>Pre and post CLPL surveys demonstrate that most/almost all staff have increased confidence in applying concepts from CLPL relating to learning, teaching and assessment.</p> <p>Informal classroom visits, monitoring of online/home learning activities and use of specific tools e.g. reader engagement surveys will highlight increasing pupil engagement, effective use of digital platforms and independent working skills.</p>	<ul style="list-style-type: none"> <li>• Peer/self-assessment</li> </ul> <p>The Renfrewshire literacy checklist and guidance outlined in Renfrewshire's Learning and Teaching Position Paper will be used to inform planning of learning experiences.</p> <p>Continue to embed &amp; extend evidence-based approaches to the teaching of literacy</p> <ul style="list-style-type: none"> <li>• Primary Literacy Coaching Programme</li> <li>• Dive into Reading</li> <li>• Dive into Writing</li> </ul> <p>Continued, tailored support will be requested as required from the Attainment Team. (Talk for Writing)</p> <p>Continue to use agreed assessment and tracking approaches for literacy to ensure that assessment data is gathered to inform future learning and teaching and targeted support. Provide targeted literacy interventions and gather data on impact to inform future planning. (PEF)</p> <p>The Helicopter Stories approach, currently used in P1, will be extended into P2 to build on the excellent progress that the children have made.</p>
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# THE RENFREWSHIRE NUMERACY AND MATHEMATICS APPROACH



## NUMERACY & MATHEMATICS CHECKLIST



**Authority Inspection Findings**

Significantly improving the teaching of numeracy  
Providing children with a depth of understanding  
Work is recognised nationally as Outstanding practice

1 **TEACHING FOR A GROWTH MINDSET**  
~ SUPPORTED BY MINDSET CHAMPIONS COURSE

2 **ATTENDING TO THE THREE DOMAIN MODEL**  
~ DEVELOPED BY THE UNIVERSITY OF STRATHCLYDE

3 **TEACHING FOR UNDERSTANDING**  
~ USING MULTIPLE REPRESENTATIONS & OPPORTUNITIES FOR CHILDREN TO DISCUSS MATHEMATICAL IDEAS (S.E.A.L., C-P-A, Numbertalks etc.)

### KEY LESSON ONE

GROWTH MINDSET INTERVENTIONS HAVE GREATEST IMPACT WHEN TASKS RE-ENFORCE MINDSET MESSAGES

- \* Consider how your resources ALIGN with mindset principles
- \* Do you provide opportunities to EXPLORE, BE CREATIVE & MAKE MISTAKES?
- \* Is the focus on mathematical THINKING or procedures & answers?
- \* Can the task be OPEN-ENDED with a low floor & high ceiling to include and CHALLENGE all learners?

### KEY LESSON TWO

NO SINGLE PEDAGOGICAL APPROACH IS THE KEY TO UNLOCKING ATTAINMENT

- \* S.E.A.L., C-P-A & Numbertalks etc all feature effective practice...



Strength comes when they come together

114 participated on the Winning Scotland Mindset course

91% agreed that the course made them a better teacher

91% said that their pupils have an improved understanding of how mistakes can be used as a learning opportunity



88% reported that their pupils felt less anxious

NUMERACY & MATHEMATICS CLPL ATTENDEES...

94% reported increased knowledge & understanding

96% agreed they had improved skills & abilities

98% believed that CLPL would have a positive impact on learning in classrooms

### KEY LESSON THREE

TEACHERS SHOULD WORK WITH COLLEAGUES AT DIFFERENT CURRICULAR LEVELS OR SECTORS

- \* leading to consistency of approach
- \* facilitates connections between key concepts

Improvement Priority 3: Develop high quality learning, teaching and assessment leading to improved attainment and achievement in numeracy			
HGIOS/HGIOELC QIs	NIF Priorities	NIF Drivers	
QI 1.2 QIs 2.2 & 2.3 QI 3.2	<ul style="list-style-type: none"> <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>	1. School Leadership 2. Teacher Professionalism 3. Parental Engagement	4. Assessment of Children's Progress 5. School Improvement 6. Performance Information
Rationale for change	Outcome and Expected Impact	Measures	Intervention
<p>It is evident through professional dialogue and self-evaluation that there is a need to revisit the school's approach to teaching maths, with a clear focus on the progressive development of maths and numeracy skills across each stage of the curriculum. Improving attitudes towards numeracy and mathematics remains a key national priority and encouraging children to think critically and flexibly as well as apply a growth mindset to mathematical problems will reduce maths anxiety. It will also improve enjoyment, engagement and attainment in the subject. Attainment data for numeracy and maths is good however there has been an impact due to lockdown/remote learning. We must continue to focus on closing the poverty-related attainment gap whilst raising attainment and achievement for all in numeracy and mathematics as well as encouraging a lifelong interest and enthusiasm for maths. Due to varying professional learning experiences of staff a consistent</p>	<p>By June 2022</p> <p>Almost all children will be working at the appropriate learning pathway in numeracy and maths. Attainment in numeracy and maths will have improved for almost all children.</p> <p>Staff will differentiate lessons and continue to be proactive in their response to children's needs, interests and readiness when planning quality learning opportunities. This will ensure the children have quality learning experiences designed to motivate and meet their individual needs.</p> <p>The Modelling and Coaching Officer (MCO) will deepen staff's knowledge and understanding of effective pedagogy. There will be an increase in children's engagement in numeracy and maths as staff and children develop confidence as well as a positive attitude towards maths. This will promote the 'have a go' attitude and encourage children to challenge themselves.</p> <p>Staff will engage in the numeracy CLPL from the school or from the authority and will in turn be more confident in embedding effective pedagogy, assessing pupil progress and planning next steps in learning. There will be a progressive and consistent approach to teaching numeracy and maths with quality learning opportunities provided. This will motivate</p>	<p>Assessment data and pupil tracking procedures in numeracy and maths will demonstrate that almost all children are making continuous progress (SEAL assessments, end of pathway assessments). GL assessment data will demonstrate that children are making good progress in numeracy and maths.</p> <p>Learning conversations with the children demonstrate that most children are able to discuss their learning progress and name their personal learning target in numeracy and maths.</p> <p>Assessment, attainment and tracking data for almost all children will show that they are making progress in numeracy and maths with a trend towards closing identified attainment gaps.</p> <p>Attainment, assessment and tracking data is used to inform planning of meaningful targeted support in numeracy and maths across all stages.</p> <p>Monitoring of children's learning experiences evidences good learning and teaching in numeracy and maths across the school.</p> <p>Teachers' planning will demonstrate skilled use of formative and summative assessment to inform appropriately differentiated learning and teaching approaches to meet the needs of individual children.</p>	<p>Staff will continue to use the pathway planners to track the children's progress for numeracy and maths. The pathway planners reflect the experiences and outcomes and the benchmarks. Staff will continue to use end of pathway assessments to gather information about children's' learning, plan next steps and target support.</p> <p>Provide targeted interventions and gather data to inform planning (PEF).</p> <p>The Renfrewshire Numeracy and Maths checklist and guidance will be used to inform planning of learning experiences.</p> <p>A Modelling and Coaching Officer (MCO) will work with staff to deepen their knowledge and understanding of effective pedagogy in numeracy and mathematics with a view to raising attainment.</p> <p>By October 2021            Appoint a project lead to deliver training sessions to staff. Audit skills and attitudes towards the teaching of maths and numeracy. Project lead will deliver a whole school staff training session introducing Concrete, Pictorial, Abstract (CPA) pedagogy and how this can be applied within the classroom.</p>



<p>approach is required to ensure cohesion and progression across the school.</p>	<p>children to learn, create a positive attitude to maths and improve attainment. Children and young people will be more engaged, more resilient and be more confident in discussing numeracy and maths.</p> <p>Staff will work collaboratively, supporting each other, to develop a bank of ideas at each level. Staff will be more confident in their teaching of numeracy and demonstrate positive attitudes when engaging with pupils and parents. There will be opportunities for staff and pupils to lead learning by reflecting, taking risks and responding positively to challenges, as well as to challenge themselves and address any preconceived ideas of themselves as learners. Children will be more engaged, resilient, positive and better equipped to 'have a go' when tackling maths and numeracy problems.</p>	<p>Pre and post CLPL surveys will demonstrate that almost all staff have increased their confidence in applying concepts from CLPL relating to learning, teaching and assessment in relation to numeracy and maths.</p> <p>Informal classroom visits, dialogue with staff and pupils, monitoring of online/home learning activities and monitoring of children's work will highlight increased pupil engagement, positive attitudes toward maths, effective use of digital platforms and independent working skills.</p>	<p>Two members of staff from each level (Early, First and Second) will work in collaboration alongside the project lead to create a bank of practical ideas and uses of concrete materials, matched to Experiences and Outcomes.</p> <p>CfE Level numeracy leaders will feedback and train other staff within their Level, including support staff, to ensure a consistent approach across the whole school community.</p> <p>By March 2022</p> <p>Staff will attend a series of 6 meetings to investigate Growth Mindset and Learning Enquiry. Each session will address a different aspect of Mathematical Mindsets, with a takeaway practical activity to try in class and then engage in professional dialogue at the next session, evaluating what went well and what could be improved. (PEF)</p> <p>Staff will continue to use assessment strategies to inform next steps in learning and staff will access CLPL opportunities provided by the school and/or authority Numeracy &amp; Digital Learning Development Officer. These opportunities will focus on differentiation, CPA pedagogy, Growth mindset focus in relation to numeracy and maths, Bar modelling, SEAL, Numbertalks and Datatalks etc.</p>
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## Improvement Priority 4: To ensure that children, staff and parents are more knowledgeable and skilled in digital pedagogy

<b>HGIOS/HGIOELC QIs</b>  QI 1.3 QI 2. 3 and 2.5 QI 3.1 and 3.2	<b>NIF Priorities</b> <ul style="list-style-type: none"> <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>	<b>NIF Drivers</b> <ol style="list-style-type: none"> <li>School Leadership</li> <li>Teacher Professionalism</li> <li>Parental Engagement</li> <li>Assessment of Children's Progress</li> <li>School Improvement</li> <li>Performance Information</li> </ol>	
<b>Rationale for change</b>	<b>Outcome and Expected Impact</b>	<b>Measures</b>	<b>Intervention</b>
<p>Lack of digital technologies for children and staff has significantly impacted our progress in this area. At West Primary School and Early Learning and Childcare Class we recognise the importance of using digital tools to support good quality learning and teaching to raise attainment and achievement for all. Following a significant investment from the school and the Local Authority we are now in a fortunate position that we have access to lots of new digital technology for staff, children and our families. We now need to increase the confidence and capacity of our staff to be able to use digital technology to deliver learning and teaching and to support our children and families to be able to develop digital skills and digital safety.</p>	<p>Our staff will be more knowledgeable and skilled in digital pedagogy and have increased confidence in using digital technology to deliver learning and teaching.</p> <p>In addition to our digital champions more staff will volunteer to share their own practice with others.</p> <p>Our children and families will have increased confidence in using digital technology for family learning.</p> <p>Quality and quantity of parental engagement of pupils in target group will be improved.</p> <p>By June 2022 we aim to be successful in achieving our Digital School Award Scotland. (DSAS)</p>	<p>Learning visits and learning conversations with children and staff will demonstrate that the new technology is being used effectively.</p> <p>Learning Week focus on Digital Learning will highlight current practice and how it is having an impact on learning and teaching, attainment and achievement. Feedback will be shared with staff to highlight good practice and next steps.</p> <p>Attainment and Inclusion Meetings (AIM) and GIRFEC tracking data will evidence the difference that technology is making.</p> <p>Staff audit will demonstrate that almost all staff have increased confidence and understanding, including the skilful use of digital tools. This is evidenced in daily learning and teaching practice seen during learning visits.</p> <p>PEF Champion will closely monitor the impact that the additional technology purchased for targeted children is having.</p>	<p>By June 2021 Wi-Fi surveys will have taken place in our Early Learning and Childcare Class and School.</p> <p>By October 2021 our Early Years Staff will have had the opportunity to take part in an Early Years Digital Learning Community. A training day on the 18th October, delivered in partnership with Education Scotland, will focus on</p> <ul style="list-style-type: none"> <li>An introduction to GLOW</li> <li>Cyber Resilience and Internet Safety</li> <li>Digital Learning at Early Level – Embedding Digital Literacy and Computing Science through Play</li> </ul> <p>By June 2022 Teaching staff will have an opportunity to participate in a range of ongoing digital learning pedagogy CLPL including:</p> <ul style="list-style-type: none"> <li>Digital Learning</li> <li>Microsoft Basics with Education Scotland</li> <li>Google Basics with Education Scotland</li> <li>Computing Science Introduction</li> </ul> <p>Our parents and carers will be offered a family learning opportunity linked to cyber resilience and internet safety (CR-IS). We also hope to further develop the use of digital schools to promote parental engagement.</p>