



Alloway Primary School and Early Years Centre



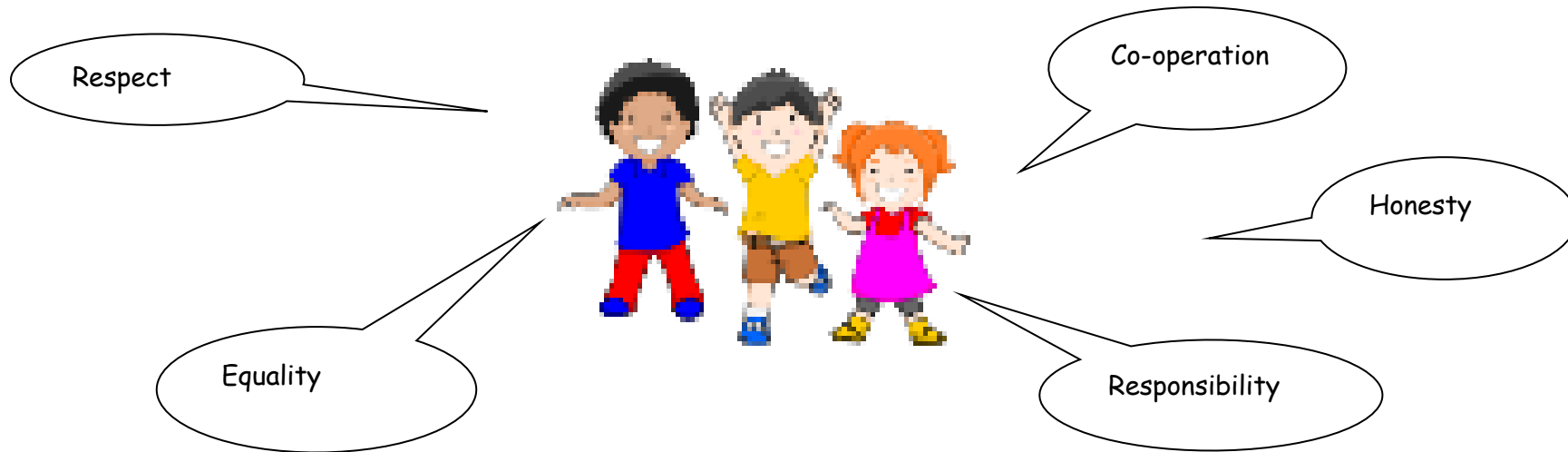
RECOVERY, RENEWAL AND *IMPROVEMENT PLAN*: June 2021 – June 2023
(2022-23 - This is year 2 of a 2 year plan)



VISION

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, enjoy learning and actively work together to be the best they can be.

VALUES



At Alloway Primary we believe every child should enjoy and be challenged by the curriculum we offer.

At Alloway Primary School we aim to develop every child to "be the best they can be" by providing high quality learning and teaching throughout a broad and relevant curriculum. We believe the development of the whole child to be vital.

OUR AIMS

Overarching Aims of the School.....

Although schools are in a recovery period the overarching aims remain constant. We will continue to develop our approach to remote learning which is being referred to as blended learning. We will continue to aspire to achieve the current aims of our school in this recovery phase.

To provide a positive sense of community which allows all children to achieve success in different areas of activity and enables them to become confident and effective adults.

To provide a curriculum of excellence that supports and enables all children to achieve their full potential.

Our Aims

To develop a knowledge and understanding of the world at large thereby creating citizens who are informed about environmental, cultural and scientific matters.

To create successful learners who are stimulated to think, learn and contribute to the life of the school and the wider community.

To communicate and work in partnership with teachers, children, parents and other agencies to create a positive learning environment where everyone feels their views, talents, skills and opinions are valued and considered.

**South Ayrshire
Council Plan**

Effective Leadership that promotes fairness
Closing the Gap
Grow well, live well, age well
South Ayrshire works
Stand Up for South Ayrshire
A better place to live

**Children's Services
Plan**

Outstanding universal provision
Tackling Inequalities
Love and support for our Care Experienced young people and young carers
Good physical and mental wellbeing
Promoting Children's Rights

**Educational Services
Plan and National
Improvement
Framework Priorities**





Placing the human rights of every child and young person at the centre of education
Improvement in children and young people's health and wellbeing
Closing the attainment gap between the most and least disadvantaged children
Improvement in employability skills and sustained positive school leaver destinations for all young people
Improvement in attainment, particularly in literacy and numeracy

**National
Improvement
Framework- Drivers**

School and ELC Leadership
Teacher and practitioner professionalism
Parent/ carer involvement and engagement
Curriculum and assessment
School and ELC Improvement
Performance Information

Alloway Primary - School Improvement Plan 2022-23

Our key priorities this year will be:

<p>1.</p> <p>Raising attainment and achievement in Literacy ensuring equitable experiences and opportunities for all, with a focus on writing.</p>		<p>To improve attainment levels in writing through implementing a whole school approach to improve experiences for children to write more effectively.</p>	<p>To improve children's literacy skills within the Early Years Centre through play-based learning.</p>	<p>To implement high quality teaching and learning to increase attainment for all children in reading, writing, talking and listening. To achieve improved spelling and use of grammar in children's writing.</p>	<p>To ensure there is a focus on children's handwriting skills within Alloway Primary School.</p>	<p>To ensure quality assessment of literacy through a variety of approaches.</p>
<p>2.</p> <p>Priority Two: To ensure all children and young people have access to high quality learning experiences in Numeracy.</p>		<p>To ensure high quality teaching and learning in numeracy and mathematics, for all learners.</p>	<p>To ensure quality assessment of numeracy through a variety of approaches, in order to raise attainment.</p>	<p>To engage and support parents in numeracy approaches in order for them to support children at home.</p>	<p>Cluster project -</p> <p>To improve teacher confidence in 'teaching for understanding approaches' to ensure a consistent approach in primary and secondary sectors to teaching algebra.</p>	
<p>3.</p> <p>Meet children's needs by further implementing the GIRFEC agenda.</p>		<p>To track children's attributes and capabilities in the Broad General Education with a particular focus on social and emotional mental health and wellbeing.</p>	<p>To continue to focus on closing the attainment gap by identifying and supporting children who are vulnerable learners.</p>	<p>To support children, staff and parents' wellbeing throughout the changes resulting from the Covid-19 pandemic.</p>		
<p>4.</p> <p>To ensure all children and young people have access to high quality, interdisciplinary learning experiences.</p>		<p>Staff understand, and can deliver, high quality teaching and learning through Interdisciplinary learning.</p> <p>Pupils experience authentic opportunities to lead their own learning and the learning of the class.</p>	<p>Quality outdoor learning experiences which ensure an increase in pupils' attainment.</p> <p>An increase in pupil's skills of enquiry, critical thinking and reflection.</p>	<p>Teachers have a deeper understanding of the impact of pedagogical change related to children leading learning, play and responsive planning, within the infant department.</p> <p>Parents and carers have a deeper understanding of playful pedagogy and the impact it has on their children's experiences in school.</p>		

We will maintain progress in the following areas:

Maintenance agenda	S.T.E.M.	Moderation and assessment	Rights Respecting Schools	2 hours quality PE (through blended learning)	Professional Update/PDR/PRD	Self-evaluation - HGIOS 4/ HGIOELLC	Outdoor learning	Eco Schools	Fairtrade	Developing the Young Workforce (through blended learning)	Digital Technologies
HGIOELC HGIOS 4	QI 2.2, 3.3	QI 2.3	QI 1.3	QI 2.2	QI 1.2, 1.5	QI 1.1	QI 1.5	QI 1.3	QI 1.3	QI 3.3	QI 2.2, 3.3
Person responsible	Mrs Miller	Mrs Meney and Mrs Stewart	Mrs Wylie	Mrs McCarrell	Mrs Meney/Mrs Miller	SLT and all staff	SLT	Class Teacher leadership role	Miss Rainey	Mrs Miller	Miss Rainey

Raising attainment and achievement in Literacy ensuring equitable experiences and opportunities for all, with a focus on writing.

(Targeting any child who is disadvantaged to ensure we narrow the gap between the most and least advantaged.)

Lead Person – Mrs Stewart

Literacy improvement group Links to Local and National Priorities: 1.1, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3,4, 4.1, 4.2, 4.4, 5.1, 5,2, 5,3, 5,4, 5,5, 5.6

What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	
<p>To improve attainment levels in writing through further developing a whole school approach to improve experiences for children to write more effectively.</p> <p>Q1 2.3</p>	<ul style="list-style-type: none"> ➤ To continue our partnership with authority ‘Talk for Writing’ project (Cohort C). ➤ To further develop ‘Talk for Writing Pilot’ (Pie Corbett) across the EYC and school. ➤ Talk for Writing Lead to lead the development of the project within the school ➤ To use all Talk for Writing materials purchased. ➤ All teaching staff (EYC- P7) to engage in ‘Talk for Writing’ non-fiction CLPL and training sessions. ➤ Cold/Hot task to be completed once each term. ➤ 6 tracked pupils from each class to complete pupil questionnaire at the beginning and end of school year. ➤ Writing moderation to be completed after each Hot task throughout the year. ➤ Throughout the year increasingly develop the Talk for Writing approach ➤ Evaluating the project’s progress within the school and EYC. 	<p>Mrs McKay</p> <p>Mrs Meney</p> <p>All staff</p>	August 2022	June 2023	<ul style="list-style-type: none"> • There will be a 5% increase in and writing CFE levels. • The number of children achieving the appropriate band for writing scores in SNSA will increase by 5%. • Each pupil’s ‘Time to Talk’ Assessment/ Evaluation will show an increase in key language and interaction skills from start to finish. • Assessments show a significant improvement in writing length, structure and use of vocabulary.
<p>To improve children’s literacy skills within the Early Years Centre through play-based learning.</p> <p>Q1 3.2</p>	<ul style="list-style-type: none"> ➤ Staff will continue to engage with Realising the Ambition in order to provide high quality reading, writing and listening and talking opportunities in the playroom, outdoors and local area and through digital platforms. ➤ To continue to develop phonological awareness in the Early Years Centre and a foster a love of reading and writing. 	All EYC staff	August 2022	June 2023	<ul style="list-style-type: none"> ➤ Assess in October using Developmental Milestones to establish a baseline. ➤ Track progress in Developmental milestones throughout the session. ➤ Re-assess developmental milestones in June to show value added from October so that 85% of all children in our Early Years Centre achieve their developmental milestones in Literacy.

	<ul style="list-style-type: none"> ➤ To engage with the Speech and Language team (SLT) for staff training in approaches and to share information with parents. ➤ To identify SLT issues early and engage parents and children with SLT team. ➤ Staff to engage in Talk boost programme in EYC and P1. ➤ To continue to assess, plan and track the developmental milestones and target children who are not on track to meet developmental milestones through support planning. ➤ To increase opportunities for children to mark make and write in all areas of the EYC, including outdoors – children writing lists, displays, labels, charts, creating books, story stones, playground marking, name cards, snack menus, peer assessment, children’s voice in profiles. ➤ To moderate writing 3 times in the session <ul style="list-style-type: none"> ○ Pencil control – fine motor skills ○ Drawing recognisable shapes ○ Drawing a recognisable person ○ Writing letters ○ Writing your name ➤ To continue to plan and assess using benchmarks and experiences and outcomes, and track children’s progress. ➤ To increase opportunities for digital technologies within this aspect of learning to help establish a culture of inquiry, innovation and exploration. 	<p>Led by Mrs Connor and Miss Downie</p> <p>EYC staff and EYC team</p> <p>DHT and EYC Teacher lead</p> <p>All EYC Staff</p>			<p>(This target is a stretch aim as agreed by SAC Early Years)</p> <ul style="list-style-type: none"> ➤ Moderation of writing will show that 85% of pre-school children are meeting their milestones and supports in place for 15%.
<p>Improved spelling and use of grammar in children's writing.</p> <p style="text-align: center;">QI 2.3</p>	<ul style="list-style-type: none"> ➤ Staff will continue to engage with the SAC Literacy Strategy and this will be evident within their Literacy pedagogy and planning. ➤ Staff will use the SAC Literacy Skills Framework to support planning and assessing ensuring children meet the benchmarks for their expected level. ➤ Revisit spelling policy to reflect active spelling approaches. ➤ Staff will identify and plan for opportunities for IDA through reading and writing ➤ Creativity will be embraced and embedded in learning and teaching ➤ Outdoor learning will be a regular, progressive, curriculum-led experience for all learners. Outdoor learning focus week to be planned but also have an ongoing daily focus for planning. ➤ Staff make full use of outdoor experiences to engage learners and ensure safety of all ➤ Staff will make relevant links to outdoor learning and will be discussed during professional 	<p>All teaching staff</p> <p>Pupil support team class teachers, PEF support assistants and Support Assistants</p> <p>Mrs Butler</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Over 90% children attain age appropriate CfE levels and age equivalent standardised testing results ➤ 10% children who are not achieving receive targeted support ➤ 100% children participate in quality teaching and learning in school ➤ 100% children participate in motivational reading and writing experiences through blended learning ➤ 100% of children engage in home learning ➤ 100% of parents connected to Seesaw ➤ P1 staff to use Developmental Milestone data from EYC to target specific children ➤ All staff (P1-P7) using SAC Literacy planning documents. ➤ PEF and intervention pupils’ tracking and baseline data monitored by lead SLT to ensure interventions and approaches effective ➤ Tracking meetings with lead PT Literacy and HT during session to discuss data, demonstrating 90% on track ➤ Children’s progress data and reports reflect the staff’s ability to implement the South Ayrshire Council Literacy strategy, which staff demonstrate through learning conversations and planning. ➤ Children’s intervention data show an increase in Literacy skills of at least 6 months following targeted interventions.

	<p>dialogue. Staff to meet minimum expectations from SAC.</p> <ul style="list-style-type: none"> ➤ To continue to use targeted interventions such as Three Read Approach, Five Minute Box, Catch Up Literacy, ReadingWise, Word Aware, Toe by Toe, Stareway to Spelling, Rainbows Readers, Clicker and Read, Write, Gold, in order to maintain attainment and address any identified or potential gaps in achievement. Support staff to be trained or retrained in interventions. ➤ Staff are confident and able to apply appropriate interventions and recovery methods in Literacy <ul style="list-style-type: none"> ○ Ecological Assessments ○ Boxall profiles ○ Dyslexia screener ○ Revision of skills ➤ To engage children in reading through Bugclub online for guided reading, independent reading and spelling and grammar. ➤ To use digital technologies to highlight current affairs in the local area, nationally and internationally to provide opportunities for a variety of real life reading and writing activities (The Literacy Trust / Scotland's Picture News) ➤ Continue to motivate and engage all learners in reading through online read-a-thons, reading challenges, World Book Day, Book Week Scotland. Children will benefit from inspirational authors, illustrators, journalists, BBC correspondents through online video workshops such as Authors Live from Scottish Book Trust. ➤ Engage in SAC authority work in development of teaching talking and listening across the curriculum. (Link with Sally Law – Literacy Development Officer) 	<p>Mrs Hopper/ Mrs Stewart</p> <p>Mrs Stewart</p> <p>Literacy SIP group</p> <p>Literacy SIP group</p>			<ul style="list-style-type: none"> ➤ 100% of children who are care provided by the Local Authority to have Boxall and Ecological assessments. ➤ 100% of children experiencing outdoor learning weekly ➤ 100% of children have access to internet and a device to work on at home.
<p>To ensure there is a focus on children's handwriting skills within Alloway Primary School.</p> <p>All children have improved their handwriting skills.</p> <p>Q1 2.3</p>	<ul style="list-style-type: none"> ➤ Revise Handwriting policy with all staff to ensure shared expectation for the teaching and development of handwriting and presentation. ➤ Presentation and handwriting expectations will be modelled by all practitioners to encourage and sustain high standards. ➤ Targeted fine-motor activities will be implemented for those who require it. ➤ Pupil will be encouraged to write in a neat, fluent and legible style and to take pride in the presentation of their written work. ➤ Online handwriting workshop for parents to model expectations. 	<p>All teaching / support staff</p> <p>Mrs Stewart</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Improved handwriting will be evident in school and home learning tasks ➤ 100% of children will have x1 quality handwriting lesson per week in school with additional practice through home learning ➤ Handwriting lessons will be carefully planned and demonstrate progression, using APS handwriting planner, supported by Pen Pals materials (P.2-7) and multi-sensory approaches to develop strength, dexterity, correct pencil grip and emergent writing (P.1-2)

<p>To ensure quality assessment of literacy through a variety of approaches.</p> <p>Children have opportunities to demonstrated their literacy skills through a variety of assessment approaches</p> <p>QI 3.2</p>	<ul style="list-style-type: none"> ➤ Yearly assessment calendar will be shared with all staff to ensure consistency across school ➤ Baseline assessments used consistently to measure impact of approaches and revisit administration of assessments (formative and summative, including GL, Headstart and SNSA) ➤ Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing. ➤ Analysis of attainment and achievement data will be used to develop the staff's understanding of their learners and their progress. ➤ Implementation of SAC authority attainment tracker ➤ Identified pupils receive targeted support to improve experiences ➤ Staff will engage in moderation activities in school ➤ Benchmarks and evidence will be used to inform teacher judgements ➤ Head start Literacy Reading assessments will be applied (P.2-7) (conducted 3x per year) ➤ Authority GL assessments applied at Key Stages - measure comparative data from last year. ➤ Continue to provide CLPL and support to all staff on high quality assessments which caters for breadth, challenge and application. ➤ Staff engage in regular moderation activities in school and with families of school. ➤ Children's voice and teacher voice enhance assessment of holistic assessments. ➤ Continue with updating writing criteria will be to account for 3rd Level 	<p>All teaching staff</p> <p>PT Lead / QAMSO (Mrs Stewart)</p> <p>Literacy SIP Group</p> <p>Cluster and Authority Assessment Lead</p> <p>Mrs Miller DHT</p> <p>Mrs Meney (pupil support coordinator)</p> <p>Mrs Stewart (involved in Authority Assessment Group)</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ P1, P4, P7 standardised assessments provided by Scottish Government (SNSA) ➤ 85- 90% children in P1, P4, P7 to score medium or high in SNSA assessments (we expect to work on the gap caused by school closures due to Covid). ➤ P2, P3, P5, P6 tracked and assessed using high quality assessments which are contextualised and moderated across the stage ➤ Baseline assessments at all stages carried out in August, January and May to measure impact of approaches, these demonstrate that 90% of children are on target ➤ Head start and numeracy age baseline assessments at all stages carried out in line with assessment calendar – 3 times each year - in order to measure impact of approaches, these demonstrate that 90% of children are on target ➤ All staff to plan assessments for all baseline, end of and check-up assessments for literacy progress. ➤ SNSA completed by all P1, P4 and P7 pupils ➤ All pupils complete baseline assessments in line with assessment calendar. ➤ Lead PT updates overview and data for pupils receiving interventions and PEF. ➤ High quality assessments are planned during planning period and these are contextualised and moderated. ➤ All staff engage in appropriate CLPL on assessment. ➤ All staff complete data documents for class as well as engage in numeracy tracking discussions with SLT.
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Priority Two: To ensure all children and young people have access to high quality learning experiences in Numeracy.

(Targeting any child who is disadvantaged to ensure we narrow the gap between the most and least advantaged.)

Lead Person - Mrs Miller and Miss Rainey

Numeracy and Mathematics improvement group

Links to Local and National Priorities: 1.1, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3,4, 4.1, 4.2, 4.4, 5.1, 5,2, 5,3, 5,4, 5,5, 5.6

What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	
<p>To ensure high quality teaching and learning in numeracy and mathematics, for all learners and improved proved attainment for all children in numeracy and maths.</p> <p>QI 2.3</p> <p>QI3.2</p>	<ul style="list-style-type: none"> ➤ Staff will use SAC framework planner and pathways of core skills to ensure progression and achievement of a level. Planners used appropriately for each ability group to ensure differentiation and adequate support and challenge. ➤ Staff survey on approaches completed term 1 to identify CLPL ➤ Staff will continue to engage with the SAC Numeracy Strategy and this will be evident within their pedagogy and planning to include a range of quality approaches previously embedded including- <ul style="list-style-type: none"> ○ Number Talks ○ Big Maths ○ Concrete, Pictorial, Abstract ○ Bar Modelling ○ Numicon ○ Problem Solving and application ○ Real life, contextualised learning with links to current affairs and DYW ○ IDA links ○ ICT ○ Word problems and problem solving remain a key focus in every numeracy lesson. ○ EYC staff to continue to provide opportunity and exposure to numeracy across the EYC and other curricular areas ➤ Outdoor Learning - <ul style="list-style-type: none"> ○ Outdoor learning will be a regular, progressive, curriculum-led experience to engage and motivate all learners ○ Staff will make relevant links to outdoor learning and will be discussed during professional dialogue. ○ Outdoor learning focus days/weeks planned to promote numeracy in outdoors and motivate learners ○ Outdoor numeracy resources and CLPL provided ➤ Creativity will continue to be embraced and embedded in learning and teaching in numeracy with a focus on active learning and differentiated teacher input rotations- CLPL provided by PT. 	<p>All teaching staff – quality assured by SLT</p> <p>DHT</p> <p>Nicola Rainey – PT Maths</p> <p>Numeracy SIP Group</p> <p>Scott Morrow – SAC Numeracy Development Officer</p> <p>SAC Numeracy Strategy Group and SWEIC</p> <p>Lead HT for cluster Richard Hardy</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Over 90% children attain age appropriate CfE levels and age equivalent standardized testing results ➤ Head start and numeracy age baseline assessments at all stages carried out in line with assessment calendar – 3 times each year - in order to measure impact of approaches, these demonstrate that 90% of children are on target ➤ GL assessments carried out in line with SAC guidance and policy ➤ PEF and intervention pupils' tracking and baseline data monitored by lead SLT to ensure interventions and approaches effective ➤ Tracking meetings with lead DHT and PT Maths and HT during session to discuss data, demonstrating 90% on track ➤ 100% children participate in quality teaching and learning in school ➤ P1 staff to use Developmental Milestone data from EYC to target specific children ➤ All staff (P1-P7) using SAC numeracy planning documents. ➤ All staff confident in using numeracy approaches outlined – increase in confidence shown in staff questionnaires from Term 1 to Term 3 ➤ 100% of children engaging in outdoor learning weekly ➤ Pupil survey on approaches ➤ Staff survey on approaches

	<ul style="list-style-type: none"> ➤ Play pedagogy – use of play and provocations across the school in order to engage learners in numeracy ➤ Continue to motivate and engage all learners in numeracy through focus days and weeks e.g. Pi Day, Maths Week Scotland, National Sumdog Challenges, Primary Maths Challenge, Careers Week, links to current affairs ➤ Numeracy across the curriculum is a focus with teaching linked to current affairs and topics where appropriate. ➤ Numeracy leads to remain on Numeracy Strategy Group with links to SWEIC ➤ CLPL provided for new and current staff on approaches and APS – refresher in August 2022 ➤ Forms for staff on approaches to be created and issued by PT in order to identify further CLPL needs ➤ Numeracy Policy and SAC Strategy revisited for all staff at first staff meeting ➤ CLPL on Bar Modelling, CPA Approach ➤ Numicon and use of manipulatives as well as use of Numicon teacher guides - CLPL to be provided through staff meetings ➤ Team-teaching and modelling to support staff in numeracy approaches. ➤ Common Methodology and Vocabulary reissued to all staff – all staff to ensure correct vocabulary used throughout school. Numeracy leads to model in team teaching ➤ EYC continue to use milestones as well as documents to support planning such as benchmarks and Building the Ambition ➤ Revise Number Talks, Big Maths (CLIC and SAFE) progression of planning ➤ To continue to use targeted interventions and recovery methods such as <ul style="list-style-type: none"> ○ Catch Up Numeracy ○ 5 Min Numeracy Box ○ Power of 2 ○ Plus 1 ○ Targeted Numeracy Support Groups ➤ Robust assessment and tracking of children will identify those requiring interventions and impact will be regularly measured using baseline data ➤ Whole school overview will be updated regularly by Support PT and support assistants/teaching staff will track interventions using IEP trackers 				
<p>To engage and support parents in numeracy approaches in order for them to support children at home.</p> <p>QI2.5</p> <p>QI2.3</p>	<ul style="list-style-type: none"> ➤ Parental Forms survey on numeracy issued in term 1 in order to tailor support ➤ All parents connected to Seesaw <ul style="list-style-type: none"> ○ Numeracy documents shared with parents August 2022- Number Talks and Big Maths guides ○ Support given to parents when required ➤ Parent info provided on Seesaw, Teams and website <ul style="list-style-type: none"> ○ Parental videos from home learning collated and shared with parents ○ Any useful documents shared at each stage on seesaw throughout the year ➤ Workshops and open afternoon <ul style="list-style-type: none"> ○ Open afternoon – numeracy approaches and resources shared in the class environment ○ Curricular evening – numeracy approaches and resources shared ➤ Targets for numeracy shared – seesaw 	<p>All teaching staff – quality assured by SLT</p> <p>DHT</p> <p>Nicola Rainey – PT Maths</p> <p>Numeracy SIP Group</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ 100% of parents connected to Seesaw ➤ Majority of parents engaging in survey, open afternoon and curricular evenings as well as parents’ evenings ➤ Targets and pupil work uploaded and added to journals each term ➤ All stages share appropriate supporting documents/videos to seesaw, website regularly (at least once a term)

	<ul style="list-style-type: none"> ➤ Pupil journals on seesaw and learning journey folders updated with pupil work in numeracy each term 				
<p>To raise attainment in numeracy through a variety of assessment approaches.</p> <p>QI 2.3</p> <p>QI 3.2</p>	<ul style="list-style-type: none"> ➤ Transition meetings and documents passed on including SNSA, tracking, assessment evidence, baseline data – Head start and GL, maths planning documents, STINTS etc. (see transition policy and checklist) ➤ Digital technologies explored to enhance assessment ➤ Yearly assessment calendar will be revised and shared with all staff again to ensure consistency across school ➤ Baseline/standardised assessments used consistently to measure impact of approaches <ul style="list-style-type: none"> ○ Headstart baseline assessment used in line with assessment calendar (3 times in year) ○ GL assessments in line with authority strategy ○ SNSA completed in P1,4 and 7 ➤ High quality assessments involving numeracy and literacy each term ➤ PT to support staff on Headstart Maths Assessment and GL assessment if required ➤ Staff supported in use of formative and summative assessment – high quality assessments, AfL, SNSA, evidence etc. ➤ 4 stages of progress revisited for all staff ➤ Benchmarks and evidence will be used to inform teacher judgements ➤ Continue to provide CLPL and support to all staff on high quality assessments which caters for breadth, challenge and application. ➤ Children’s voice and teacher voice enhance assessment of high-quality assessments ➤ Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing ➤ Analysis of attainment and achievement data will be used to develop the staff’s understanding of their learners and their progress ➤ Staff complete data document for stage and engage in tracking discussions throughout year ➤ Moderation across stages, levels, school, cluster, authority and families for numeracy ➤ Identified pupils receive targeted support to improve experiences ➤ Scott Morrow to lead staff in developments and CLPL on assessment in numeracy 	<p>All teaching staff – quality assured by SLT</p> <p>DHT</p> <p>Nicola Rainey – PT Maths</p> <p>Scott Morrow – SAC Numeracy Development Officer</p> <p>Numeracy SIP Group</p> <p>Lisa Stewart – PT Assessment Lead</p> <p>Cluster and Authority Assessment Leads</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ SNSA completed by all P1, P4 and P7 pupils and 90% of children scoring average or above. ➤ GL assessments completed at key stages with school results sitting above authority average. ➤ All pupils complete baseline assessments in line with assessment calendar. ➤ Lead PT updates overview and data for pupils receiving interventions and PEF. ➤ High quality assessments are planned during planning period and these are contextualised and moderated. ➤ All staff engage in appropriate CLPL on assessment. ➤ All staff complete data documents for class as well as engage in numeracy tracking discussions with SLT.
<p>Cluster Project</p> <p>To improve teacher confidence in ‘teaching for understanding approaches’ to ensure a consistent approach across primary and secondary sectors to teaching algebra.</p> <p>QI 2.3</p>	<ul style="list-style-type: none"> ➤ Embed a consistent approach to developing algebraic reasoning across primary and secondary sectors ➤ Increase practitioner confidence in employing and embedding ‘teaching for understanding’ approaches in order to support pupils develop a deeper conceptual understanding of maths ➤ Develop teacher skills and confidence of employing CPA and visible learning approaches ➤ Facilitate collaborative learning and enquiry between practitioners in order to plan, implement and evaluate a series of lessons focussed on developing algebraic reasoning across sectors ➤ Empower practitioners to establish a blueprint that can be rolled out across all cluster within the authority (and beyond) 	<p>PT Maths and P7 teacher – Nicola Rainey</p> <p>P7 teacher – Caroline Harrison</p> <p>Scott Morrow – Cluster Project Lead and Pt Numeracy</p> <p>Authority Numeracy Strategy Group</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Staff questionnaires ➤ Lesson evaluations ➤ Pupil focus groups

Priority Three: To continue to meet children’s needs by further implementation of the GIRFEC agenda whilst ensuring implementation of the Children and Young Person’s (Scotland) Act, with a focus on anxiety and emotional wellbeing.

Lead Person - Mrs Meney

All staff

Links to Local and National Priorities: 1.1, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

What Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	
<p>To improve children's social and emotional mental health and wellbeing.</p> <p>Q.I. 1.2, 2.1, 2.4, 2.5, 2.6, 2.7, 3.1</p>	<p>Session 22/23:</p> <p>EYC Transition:</p> <ul style="list-style-type: none"> ➤ Induction programme for parents and children within the EYC involving EYC staff. ➤ PEEP group transition for new starts from our Family Worker. ➤ Seesaw established for new parents. <p>EYC to P1 Transition:</p> <ul style="list-style-type: none"> ➤ All staff will meet safely to share transition information. ➤ EYC children will take part in an induction programme that runs January right into the new term. ➤ Seesaw will be established for new P1 parents. ➤ Questionnaire will be issued to new P1 parents. ➤ P6 buddies project started in EYC and moves into Primary 1 in new session ➤ Teddy Bear's transition picnic to be established building on previous positive experiences of this type of event. <p>P1-6 Bump-Up:</p> <ul style="list-style-type: none"> ➤ Bump Up will take place safely for P1-P6. ➤ Transition meetings before and after the summer planned in the working time agreement. 	<p>Fiona Meney</p> <p>Lauren Miller</p> <p>Lynsey Hopper</p> <p>Hannah Downie</p> <p>All teaching and support staff</p> <p>Other agencies – Home Link, Educational Psychologists</p>	<p>June 2022</p>	<p>June 2023</p>	<p>Session 22/22: June:</p> <p>EYC new starts:</p> <ul style="list-style-type: none"> ➤ All parents/carers of children starting EYC meet with key worker prior to their child starting EYC. <p>EYC to P1 Transition:</p> <ul style="list-style-type: none"> ➤ All staff are aware of all of the children's needs in their new class – P1 staff have engaged in transition visits. ➤ EYC children's potential anxieties about P1 are supported by EYPs, CT and DHT by an outdoor visit to look in through P1 windows and talk about new classrooms. ➤ All new P1 parents encouraged to sign up for Seesaw, enhancing communication opportunities with class teachers. ➤ P1 Parental Questionnaire results are analysed and all concerns addressed appropriately. <p>P1-6 Bump-Up:</p> <ul style="list-style-type: none"> ➤ P1-6 have an afternoon meet up with their new teacher, where possible, to feel welcomed by the teacher and get to know each other.

	<p>P7 to Academy Transition:</p> <ul style="list-style-type: none"> ➤ Secondary Enhanced Transition events will take place remotely and in person ➤ P7 will have remote Teams Meetings with PTs and key staff from their academy before the 2 day in person transition event. ➤ P7 class teachers and SLT will share all transition information with secondary schools and their Pupil Support PTs as necessary. P6 and P7 TAC meetings for all STINT pupils at Stage 2 and 3 as well as children who on Stage 1 due to anxiety. ➤ Cluster work will follow to develop the transition processes in the Belmont Cluster. Staff evaluation led by Kevin Boyd. <p>Session 2022/23:</p> <ul style="list-style-type: none"> ➤ All classes will continue with daily emotional check-ins. ➤ SHANARRI wheels will be completed termly for all children. ➤ There will be an increased focus on planned outdoor learning. Staff will focus on SAC outdoor learning expectation paper. Forward planning should reflect this as should timetables. ➤ Staff will be encouraged to work outdoors and take daily exercise (daily mile) to improve mental health and wellbeing. <ul style="list-style-type: none"> ➤ As a result of the Staff Wellbeing Survey we have two mental health staff champions. ➤ Staff Wellbeing Policy needs to be created. ➤ Pupil Mental Health Ambassadors roles to be established. <ul style="list-style-type: none"> ➤ Nurture Principles CLPL from SAC local authority team. ➤ P7 HWB focus from The Treehouse. ➤ Health & Wellbeing Training Modules shared with all staff (COAST). ➤ Staff HWB CLPL opportunities encouraged. ➤ Continue to increase teacher confidence in the use of Benchmarks to assess progress in HWB. 	<p>Fiona Meney Nicola Rainey</p> <p>All teaching staff</p> <p>Caroline Harrison and Shauni Gibson Lynsey Hopper</p> <p>Fiona Meney and Lynsey Hopper</p>	<p>August 2022</p> <p>August 2022</p> <p>September 2022</p>	<p>June 2023</p> <p>June 2023</p> <p>June 2023</p>	<p>P7 to Academy Transition:</p> <ul style="list-style-type: none"> ➤ Remote Enhanced Transition with Belmont Academy, allowed children's academic, social and/or emotional needs to be met and outlined the supports available at the academy for them. ➤ Physical transition meetings take place in school/at home with each academy to aid transition. ➤ Transition meetings/phone calls made and paperwork shared with relevant staff in all academies as appropriate which aid smooth transition, ensuring all learners' needs are known. <p>Session 2022/23:</p> <ul style="list-style-type: none"> ➤ P1 parents visit school, enhancing transition and opportunities to support any anxieties. ➤ Daily check-ins allow all children to share their readiness to learn and allow class teachers to support individuals and/or give time to talk as appropriate. ➤ SHANARRI wheel provides pupil voice and child's view of indicators, showing an increase in emotional wellbeing. This informs class teachers who act upon any concerns which arise. ➤ Child's View informs support and nurture provision. ➤ Staff plan to take learning outdoors with an increase in time spent outside. ➤ Daily mile takes place to improve physical and mental wellbeing. ➤ HWB SIP group work collegiately to create a Staff Wellbeing Policy. ➤ Committee established with representatives from P4-7 acting as Mental Health Ambassadors, leading the importance of positive mental health in the school. ➤ All staff receive refresher training to emphasize the nurture principles and a shared understanding of nurture being the responsibility of all. ➤ All P7 pupils have visiting specialists visit. Children more aware of the importance of and strategies needed to maintain positive mental health. ➤ All staff trained in Health and Wellbeing modules from The Treehouse (Tree of Knowledge).
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	<ul style="list-style-type: none"> ➤ INSET training from The Treehouse. ➤ Nurture Lead will provide bespoke nurture sessions. ➤ SLT and Nurture Lead will work closely with families to establish strong links and support network. ➤ To set up family learning events. ➤ Social, Emotional and Mental Wellbeing tab maintained within school website. ➤ Key mental health focus dates celebrated. ➤ Nurture lead with re-establish the hub as a safe space to go at break and lunchtime and is based on the nurture principles. ➤ To consult all stakeholders regarding school values. ➤ To revisit school values and update in response to stakeholder audit. ➤ To ensure all stakeholders are aware of the school's values and that these are live within 	<p>Lynsey Hopper</p> <p>Fiona Meney</p>	<p>August 2022</p> <p>October 2022</p>	<p>June 2023</p> <p>June 2023</p>	<ul style="list-style-type: none"> ➤ Nurture Lead and SLT signpost staff to HWB training opportunities as they arise. ➤ Staff have a sound knowledge of CfE Benchmarks for HWB with a particular focus on Mental, Emotional and Social Wellbeing, ensuring robust planning, teaching, assessment and tracking. ➤ All staff gain further HWB training input from The Treehouse during February INSET day. ➤ Children continue to benefit from the increased staff training in approaches to managing anxiety and social and emotional health and wellbeing. ➤ Nurture Lead provides bespoke nurture sessions for individual children as well as groups to support their social and emotional needs. ➤ SLT and Nurture Lead works closely with individual families to offer further pastoral support as needs arise. ➤ STINT paperwork reflects targets and evaluations, including pupil and parental views. ➤ Nurture Lead maintains Social, Emotional and Mental Health and Wellbeing tab in school website, sharing Pupil Mental Health Ambassadors' work and key dates. ➤ Nurture Lead contributes key mental health focus dates for Staff Calendar and reminds staff, signposting resources for use with pupils. ➤ Mental health remains a key priority for all throughout the school year. ➤ The hub is opened and staffed at playtimes and lunchtimes. ➤ The programme at the hub is based on the nurture principles and encourages good social interactions. ➤ School values are re-established after stakeholder consultation. ➤ School values are taught to all children and shared with all parents and staff. ➤ School values are embedded in the school ethos.
<p>Through identifying and supporting vulnerable learners, close the poverty related attainment gap</p> <p>Q.I. 1.2, 1.4, 1.5, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3</p>	<ul style="list-style-type: none"> ➤ Benchmark assessments for spelling, reading, writing and numeracy will be completed in August/September and revisited in January and June. ➤ STINT Paperwork updated for all identified children. 	<p>Fiona Meney</p> <p>Lynsey Hopper and Lisa Stewart – P.T. Support for Learning</p> <p>Lynsey Hopper</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Assessment data fully analysed to track children's progress, identify gaps and enabling appropriate next steps to be identified. ➤ Children experience equity in learning, ensuring that attainment and achievement are improved in the core areas of the curriculum.

	<ul style="list-style-type: none"> ➤ Identified children from PEF cohort or out with this who may benefit from further interventions will be supported to build upon last year's progress in literacy, numeracy and health and wellbeing. ➤ SNSA will be completed by P1, P4 and P7 in November and GL assessments to key stages (authority assessment project). ➤ Support team to work with specific groups of children to provide targeted support and devise bespoke programmes for children who are disengaging. 	<p>Doreen Connor – Pupil Support Teacher</p> <p>All teaching and support staff</p> <p>Other agencies – Home Link, Educational Psychologists</p>	<p>November 2022</p>	<p>November 2023</p>	<ul style="list-style-type: none"> ➤ STINT paperwork is robust and reflects all support received which is regularly evaluated and adapted where necessary to ensure vulnerable learners are equipped to meet their full potential. ➤ Nurture Lead works closely with support assistants delivering interventions for PEF cohort, ensuring all needs are being fully met to close the attainment gap. ➤ SNSA reports generated and all data fully analysed to support tracking of pupils and identifying next steps in learning to ensure all supports are in place where needed.
<p>To support children, staff and parents' wellbeing.</p>	<ul style="list-style-type: none"> ➤ All families will be supported to have access to online/remote learning where necessary. <p>In the event of potential public health intervention school closures or periods of whole class self-isolation:</p> <ul style="list-style-type: none"> ➤ All children will benefit from remote learning approach that provides high quality, relevant learning experiences. ➤ Identified most vulnerable children will have access to school hub at least two days/week. ➤ Virtual platforms and online access will be used to bring staff together. ➤ Pastoral support will be provided to staff as necessary. 	<p>SLT</p>	<p>August 2022</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ All families have access to Wi-Fi and a device. ➤ All children self-isolating receive work posted on Seesaw app and Microsoft Teams daily. ➤ Home learning platforms for classes self-isolating and where the teacher is unable to teach are supported by teachers who are not class committed on the day. (Dependent on staff absence levels.) ➤ All staff who are fit to work from home are given appropriate tasks to support learning and teaching priorities by working online. <p>In the event of school closures or periods of whole class self-isolation:</p> <ul style="list-style-type: none"> ➤ All children experience equity in learning, ensuring that attainment and achievement continue to improve in the core areas of the curriculum. ➤ Support for learning groups take place remotely where staffing levels allow. ➤ Nurture provision takes place remotely where staffing levels allow. ➤ Identified most vulnerable children identified and encouraged to attend school hub for at least two days/week during school closure. ➤ Staff support each other in safe ways and use online platforms to stay connected. ➤ SLT and Staff Emotional Wellbeing Champion provide ongoing pastoral support for all.

Priority 4: To ensure all children and young people have access to high quality, interdisciplinary learning experiences.

(Targeting any child who is disadvantaged to ensure we narrow the gap between the most and least advantaged.)

Lead Person – Mrs Hopper

Interdisciplinary Learning group

Links to Local and National Priorities: 1.1, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

What Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Personnel responsible	Start and Finish Dates		How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
			Start date	Deadline	
Staff understand, and can deliver, high quality teaching and learning through Interdisciplinary learning.	<ul style="list-style-type: none"> ➤ Staff will use SAC framework planner and pathways of core skills to ensure progression and achievement of a level. Planners used appropriately for each ability group to ensure differentiation and adequate support and challenge. ➤ Staff will continue to use Alloway PS Curricular Maps to ensure coverage and progression of Experiences & Outcomes ➤ Continued focus on planning and revision of planning formats, to ensure breadth, progression and achievement of a level. Planning formats will also identify: <ul style="list-style-type: none"> - KWL - opportunities for play - outdoor learning experiences - Co-operative learning opportunities - Learning across stages and levels - Pupil interests and motivations - RRS - Global Goals - DYW - Community links, including parental involvement ➤ Work collegiately to discuss & implement a tracking document for tracking achievement and progress in IDL ➤ Continue to embed KWL format as initial introduction to all IDL projects for pupil consultation. This will directly inform planning, teaching and learning of IDL projects ➤ Continued focus on Playful Pedagogy (infants) and outdoor learning across the school will help to encourage creativity and innovation in teaching and learning, and encourage pupils to apply learning in unknown and unfamiliar contexts. ➤ Continue to seek opportunities to undertake well planned outdoor learning experiences, demonstrating progression and promoting wellbeing and learning, taking advantage of surrounding areas and local community. ➤ Continued focus on differentiation in Social Subjects as a standalone curricular area to ensure appropriate support and challenge. 	All teaching staff – quality assured by SLT L Hopper – PT lead IDL SIP Group	August 2021	June 2023	<ul style="list-style-type: none"> ➤ Forward plans and planning conversations ➤ Learning and teaching visits / evaluations ➤ Tracking data and CFE achievement levels ➤ Staff feedback ➤ Quality assurance documents and calendar ➤ CLPL feedback and evidence ➤ Profile of IDL will be raised with all stakeholders ➤ Increased opportunities for community partnerships ➤ Revised IDL policy ➤ Revised Planning format ➤ Revised tracking of coverage and progression of Experiences and Outcomes

<p>Pupils experience authentic opportunities to lead their own learning and the learning of the class.</p>	<ul style="list-style-type: none"> ➤ Continued focus on Social Subjects / IDL as separate and intertwined teaching and learning. ➤ IDL policy will be revised to reflect focus on Pupil led learning, 'Big Questions', Playful Pedagogy (infants) and outdoor learning ➤ Ensure protected time in department meetings to train all staff on strategies to support pupil led learning through IDL ➤ Work collegiately to create guidance and resources which help foster opportunities for pupils to help create learning experiences which respond to their motivations and interests, through IDL ➤ Create an IDL experience using masterclass as a whole school/departmental focus, with pupil motivations and interests at the heart ➤ Continue to share best practice in the area of pupils leading learning ➤ Quality-assure pupils' experiences through learning walks, with a focus on pupil led learning and pupil voice 	<p>L Hopper – PT Lead IDL SIP Group</p>	<p>August 2021</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Pupils can confidently speak about their learning ➤ Pupil feedback / questionnaires ➤ Pupil focus group ➤ Pupils are more engaged in their learning and lead their learning in a more meaningful way ➤ Evidence of pupil learning, including KWL planning format
<p>An increase in pupil's skills of enquiry, critical thinking and reflection.</p>	<ul style="list-style-type: none"> ➤ Outline a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum outdoors. ➤ Quality-assure pupils' experiences through learning walks, with a focus on pupil led learning and pupil voice 	<p>All teaching staff – Quality Assured by SLT</p>	<p>August 2021</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ High quality assessments ➤ Record of learning walks
<p>Quality outdoor learning experiences which ensure an increase in pupils' attainment.</p>	<ul style="list-style-type: none"> ➤ Outdoor learning experiences are planned for, demonstrating progression and which promote wellbeing and learning, taking advantage of surrounding areas and local community ➤ Development of policy to support Outdoor Learning ➤ Work collegiately to discuss and generate a progressive learning programme to inform practice on outdoor learning. This should be underpinned by a coherent whole school approach to learning for sustainability. ➤ Produce a policy and progressive learning framework to inform practice on outdoor learning ➤ Outdoor learning CLPL, information sessions and support materials will be offered to all staff and parents on the benefits of outdoor learning Audit & create and outdoor learning store with a range of resources 	<p>L Hopper – PT Lead IDL SIP Group</p>	<p>August 2021</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Learning and teaching visits / evaluations ➤ Quality Assurance visits by SLT to include Outdoor Learning where appropriate ➤ Pupils / parent / staff questionnaires/consultations ➤ Revised outdoor learning policy ➤ Outdoor learning teaching & learning programme ➤ Staff evaluation of CLPL and workshops ➤ Raised attainment in Literacy & Numeracy ➤ Classes learning outdoors a minimum of 1/5 of each week.

<p>Teachers have a deeper understanding of the impact of pedagogical change related to children leading learning, play and responsive planning, within the infant department.</p> <p>Parents and carers have a deeper understanding of playful pedagogy and the impact it has on their children's experiences in school.</p>	<ul style="list-style-type: none"> ➤ Introduce playful pedagogy into Primary 1 through IDL, creating an implementation plan which includes: <ul style="list-style-type: none"> - audit - timelines - resource requirements - CLPL needs. ➤ Disseminate, through CLPL, the Pedagogy of Play within infant department. ➤ Work collegiately to create a planning format to identify opportunities for play ➤ Work collegiately to create a format for observations to track learning through play ➤ Share best practice in the area of playful pedagogy. ➤ Where possible, staff will visit other establishments to see good practice in action and learn from colleagues across the cluster and beyond ➤ Communicate the principles of Playful Pedagogy to parents and carers through induction, Open Afternoons, written communication and parent consultations. 	<p>All infant teaching staff</p> <p>L Hopper – PT lead / SLT</p> <p>Nita Ferguson- Authority lead</p>	<p>August 2021</p>	<p>June 2023</p>	<ul style="list-style-type: none"> ➤ Increased opportunities for play in P.1 ➤ Planned opportunities for play are evident in both long term and short-term planning ➤ Forward plans and planning conversations ➤ Pupil consultation and feedback / questionnaires ➤ Staff feedback ➤ Quality assurance documents and calendar ➤ CLPL feedback and evidence ➤ Revised policies
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PEF Budget - £18,375

Priority	Staffing implications
<ul style="list-style-type: none"> • Target and support children who have low attainment within literacy and numeracy. • Support vulnerable families. • Increased CLPL for all staff to continue to develop their understanding of mental, social and emotional wellbeing and how this can impact on behaviours. • Support all children and families with social and emotional HWB concerns as needs arise. • Re-establish nurture work in the Nurture Hub led by Lead PT. • PEF PTs 0.2 will focus on Nurture needs in each department. 	<p>23 hours PEF support assistant</p> <p>0.4 acting up PT (split between 2 members of staff)</p> <p>Continue to upskill all staff in knowledge and understanding of as well as approaches to support emotional wellbeing.</p> <p>Time commitment for online training modules and INSET training.</p>