

PRIORITY ONE : LITERACY – Raising attainment in Literacy by maintaining consistently high standards in the quality of all children’s experiences. (Targeting any child who is disadvantaged to ensure we narrow the gap between the most and least advantaged.)



Lead Person – Mrs Stewart

Links to HGIOS/HGIOELC:

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership of Learning
- 1.3 Leadership of Change
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement

Links to Education Service Plan :

- 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

Links to NIF drivers:

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

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	

EYC PRIORITIES

Children will develop early reading skills and a love for reading through promotion of a reading culture within the EYC, both indoors and in the outdoor area.	<ul style="list-style-type: none"> • Staff to develop an attractive and accessible reading area which is motivating and engaging for children. • Provide children with exposure to a variety of texts (stories, comics, newspapers etc.) within the EYC, allowing them to lead their learning. • Staff to attend reading based training, including, South Ayrshire Reads Engagement session. • Staff to cascade information to colleagues and provide support within the EYC. • Increased opportunity for parents / carers to be involved in the promotion of reading (e.g. jammies and stories, parent reading sessions during the day). • Links to continue to be made with the on-site library to enhance reading opportunities. 	<p>Mrs Adgie (EYP)</p> <p>Mrs Ahmed (EYP)</p>	<p>May 2023</p> <p>Aug 2023</p>	<p>Nov 2023</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ➢ Assess in October using Literacy Developmental Milestones to establish a baseline. ➢ Track progress in Literacy Developmental Milestones throughout the session. ➢ Re-assess Literacy Developmental Milestones in June to show value. ➢ Value added from October so that 85% of all children in our Early Years Centre achieve their developmental milestones in Literacy. <p>(This target is a stretch aim as agreed by SAC Early Years)</p>
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SCHOOL PRIORITIES

Children experience a consistent and progressive experience through Literacy planning approaches that are embedded across all stages in the school.	<ul style="list-style-type: none"> • Staff will continue to plan using SAC Literacy pathway planners from Early to 3rd level • Online Literacy planning, as well as variety of planning formats, will continue to be developed and established and used by all, with support from planning working party • Continue to explore a variety of reading pedagogies to ensure appropriate attainment 	<p>Mrs Stewart (PT)</p> <p>Planning working party</p>	<p>Ongoing</p> <p>March 2023</p>	<p>Ongoing</p> <p>June 2025</p>	<ul style="list-style-type: none"> ➢ Planning conversations demonstrate that there is consistency in planning across the school. ➢ SLT audit of online planning processes show consistency in planning across the school. ➢ Quality assurance will demonstrate the use of pedagogies which promote and foster a love of reading, with a focus on South Ayrshire Reads.
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	<p>and enjoyment in all aspects of Literacy, with a focus on South Ayrshire Reads.</p> <ul style="list-style-type: none"> Literacy policy will be updated to reflect changes in planning 	<p>Mrs Stewart (PT)</p> <p>Mrs Stewart (PT)</p>	<p>Ongoing</p> <p>August 2023</p>	<p>Ongoing</p> <p>May 2024</p>	
<p>There is a positive impact on children's writing attainment through further developing Talk for Writing as part of our writing pedagogy.</p>	<ul style="list-style-type: none"> Staff will continue to implement the principles of Talk for Writing, and will begin to explore non-fiction aspects. Staff will continue to engage with Tfw CLPL Staff will continue to develop assessment methods, through moderation of writing. Whole school overview will be created and in use by all to aid planning of Tfw 	<p>Mrs Stewart (PT)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>August 2023</p>	<p>Ongoing</p> <p>Ongoing</p> <p>June 2024</p>	<ul style="list-style-type: none"> All classes will complete baseline cold task which will be moderated by class teachers. Class teachers will engage in writing moderation 3 times per year (Sept, Nov, May). Results from moderation will show progress across the year. Progress made will be evident through tracking and attainment conversations. Talk for Writing approaches, including non-fiction, will be evident in classroom observations and planning. Whole school overview will be fully embedded and used by all. Attainment in writing will rise by a minimum of 5% across all stages.
<p>Children's progress in Literacy will be measured by focusing on gathering high quality assessment information through a refreshed assessment calendar.</p>	<ul style="list-style-type: none"> Assessment calendar will be re-established through consultation with staff Staff will continue to create high quality assessments in Literacy Staff will use a variety of assessment information to assess children's progress in Literacy Staff will engage in moderation activities to support attainment tracking and professional judgement, in Literacy 	<p>Mrs Stewart (PT)</p> <p>Mrs Stewart (PT)</p> <p>Mrs Stewart (PT)</p>	<p>June 2023</p> <p>Ongoing</p> <p>August 2023</p>	<p>September 2023</p> <p>Ongoing</p> <p>June 2024</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. SNSA and GL 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. Staff will have enhanced professional judgement, backed up by evidence- this will be demonstrated through attainment data Attainment in Literacy will rise by a minimum of 5% across all stages
<p>Children will experience high quality play experiences through further development of our playful pedagogy and outdoor learning within Literacy.</p>	<ul style="list-style-type: none"> Infant staff will engage in Play CLPL to aid the continued development of play in P.1-3 P.1-3 staff will engage with the Zone Monitoring Tool to develop and evaluate play and play spaces within classrooms Continue to seek opportunities for outdoor learning to engage and motivate all learners. Staff will engage in Outdoor learning CLPL in line with SAC priorities Staff will engage with SAC Outdoor Learning planning grid through online planning platform 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 	<p>Mrs Stewart (PT)</p>	<p>Ongoing</p> <p>August 2023</p> <p>Ongoing</p> <p>August 2023</p> <p>August 2023</p>	<p>Ongoing</p> <p>June 2025</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2024</p>	<ul style="list-style-type: none"> Play will be fully imbedded in Primary 1 with increased play opportunities in P2 and P3. Planned opportunities for play are evident in both long term and short-term planning Revised outdoor learning policy Outdoor learning teaching & learning programme Pupil and staff consultation and feedback / questionnaires Quality assurance documents and calendar CLPL feedback and evidence Revised play policy Classes learning outdoors a minimum of 1/5 of each week

	<p>Afternoons, written communication and parent consultations.</p> <ul style="list-style-type: none"> • 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 • 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. 				
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SOUTH AYRSHIRE READS
 South Ayrshire Service Plan Priority:
 1. Closing the poverty-related attainment gap by improving attainment in literacy

SAR Strategic Plan Priority:
 To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

ALL SOUTH AYRSHIRE SCHOOLS (BELMONT CLUSTER PRIORITY)
 2023-2024

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</p> <p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge,</p>	By June 2023 all schools will have an identified Reading Leader	<p>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</p>	All reading leaders can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.		June 2023
	By June 2023 all clusters will have an identified SAR link person to direct enquiries / requests to.		South Ayrshire Reads strategy document and MS Team		June 2023
	By end of August 2023 ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff. <i>(Please share with all pupils during the first few weeks of term and share the video link on your school social media channels)</i>		August 2023

collaboration and enquiry	By April 2024 ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By April 2024 ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By September 2023 ALL primary education staff will have engaged in initial science of reading training (Sept Twilight) and follow-up training (TBC)		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		April 2024
	By February 2024 ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		October 2023 February 2024

PRIORITY TWO : NUMERACY - Raising attainment in Numeracy by maintaining consistently high standards in the quality of all children's experiences. (Targeting any child who is disadvantaged to ensure we narrow the gap between the most and least advantaged.)



Lead Person – Mrs Park

<p>Links to HGIOS/HGIOELC: 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 2.2 Curriculum 2.3 Learning teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement</p>	<p>Links to Education Service Plan :</p> <ul style="list-style-type: none"> • 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 	<p>Links to NIF drivers:</p> <ul style="list-style-type: none"> • School and ELC Leadership • Teacher and practitioner professionalism • Parent/ carer involvement and engagement • Curriculum and assessment • School and ELC Improvement • Performance Information
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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	

EYC PRIORITIES

<p>Children will develop early numeracy skills through development of the outdoor area to promote high quality numeracy and maths experiences.</p>	<ul style="list-style-type: none"> • Staff to seek out opportunities attend training which focuses on numeracy and maths outdoors. • Staff to visit other establishments to gain ideas and implement what they learn. • Mrs Fraser to liaise with Miss Downie to incorporate aspects of Forest Schools. • Staff to share information with parents to promote how they can support learning in numeracy and maths in the outdoor environment. 	<p>Mrs Fraser (EYP)</p>			<ul style="list-style-type: none"> ➢ Assess in October using Numeracy Developmental Milestones to establish a baseline. ➢ Track progress in Numeracy Developmental Milestones throughout the session. ➢ Monitoring of planning and tracking shows an increase in the amount of outdoor experiences linked to Numeracy and Maths. ➢ Observations within the EYC demonstrate well-planned and resourced learning experiences in the outdoors linked to Numeracy and Maths. ➢ Re-assess Numeracy Developmental Milestones in June to show value. Value added from October so that 85% of all pre-school children in our Early Years Centre achieve their developmental milestones in Numeracy and Maths.
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SCHOOL PRIORITIES

<p>Children experience a consistent and progressive experience through Numeracy planning approaches that are embedded across all stages in the school.</p>	<ul style="list-style-type: none"> • Staff will continue to plan using SAC Numeracy pathway planners from Early to 3rd level • Suggested order of teaching used flexibly by staff and updated in line with IDL themes and other yearly events • Online planning for numeracy, as well as variety of planning formats, will continue to be developed and established and used by all, with support from planning working party 	<p>Teaching staff Planning working party</p>	<p>Ongoing March 2023 Ongoing</p>	<p>Ongoing June 2025 Ongoing</p>	<ul style="list-style-type: none"> ➢ Planning conversations demonstrate that there is consistency in planning across the school. ➢ SLT audit of online planning processes show consistency in planning across the school. ➢ Quality assurance will demonstrate the use of CPA pedagogies within numeracy ➢ Policy updated and shared with staff ➢ Attainment in Numeracy will rise by a minimum of 5% across all stages
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	<ul style="list-style-type: none"> Continue to explore a variety of numeracy approaches in line with SAC Numeracy Strategy and national guidance Explore numeracy pedagogies in authority – working with Numeracy Development Officers and sharing good practice with other schools Numeracy policy and curriculum rationale will be updated in line with new approaches and planning 	<p>Mrs Park (PT)</p> <p>Mrs Park (PT)</p> <p>Mrs Park (PT)</p>	<p>August 2023</p> <p>Ongoing</p>	<p>May 2024</p> <p>Ongoing</p>	
Children will benefit from a revised numeracy teaching pedagogy across the school to ensure a consistent approach of the Concrete, Abstract and Pictorial approach.	<ul style="list-style-type: none"> Approach to teaching numeracy to be streamlined in all stages – use of Number Talks, Big Maths, Whiterose, CPA approach – policy updated in line with this Parental workshops throughout 23-24 session to inform parents on this approach and how to support children at home Principal teacher to provide CLPL – staff meetings, team teaching and modelling in class – on the use of manipulatives such as Numicon Seek opportunities for team teaching in term 4 from cluster school (Belmont Academy) as well numeracy development officer (Scott Morrow) Explore resources within the school, ordering more where required and ensuring accessible for all staff 	<p>Mrs Park (PT)</p> <p>Mrs Park (PT)</p> <p>Mrs Park (PT)</p> <p>Mrs Park (PT) and SIP Working Group</p>	<p>August 2023</p> <p>August 2023</p> <p>August 2023</p> <p>August 2023</p>	<p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> ➤ Measure staff and parent understanding through surveys ➤ Engagement of parents – attendance at workshops ➤ Policy updated and shared with staff and parents ➤ Attainment in Numeracy will rise by a minimum of 5% across all stages
Children’s progress in Numeracy will be measured by focusing on gathering high quality assessment information through a refreshed assessment calendar.	<ul style="list-style-type: none"> Continue to develop high-quality, contextualised assessments in numeracy. Assessment calendar will be re-established through consultation with staff Staff will use a variety of assessment information to assess children’s progress in Numeracy CLPL provided for staff on tracking CFE attainment using all data Staff will engage in moderation activities to support attainment tracking and professional judgement in Numeracy Research baseline/standardised assessments in P1 and P2 where no GL carried out Revisit weekly numeracy assessments in numeracy, measuring impact and approaches used (Big Maths) 	<p>Mrs Park (PT)</p> <p>Mrs Stewart (PT)</p> <p>Mrs Stewart (PT) and Mrs Park (PT)</p> <p>Mrs Stewart (PT)</p> <p>Mrs Park (PT) and Mrs Stewart</p> <p>Mrs Park (PT)</p> <p>Mrs Park (PT)</p>	<p>August 2023</p> <p>June 2023</p> <p>Ongoing</p> <p>August 2023</p>	<p>June 2024</p> <p>September 2023</p> <p>Ongoing</p> <p>June 2024</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. ➤ SNSA and GL 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. ➤ Staff will have enhanced professional judgement, backed up by evidence- this will be demonstrated through attainment data ➤ Attainment in Numeracy will rise by a minimum of 5% across all stages
Children will experience high quality play experiences through further development of our playful pedagogy and outdoor learning within Numeracy.	<ul style="list-style-type: none"> Infant staff will engage in Play CLPL to aid the continued development of play in P.1-3 P4-7 will engage in Play CLPL to provide play provocations for upper department with a particular focus on numeracy opportunities P.1-3 staff will engage with the Zone Monitoring Tool to develop and evaluate play and play spaces within classrooms Continue to seek opportunities for outdoor learning to engage and motivate all learners 	<p>Emma Park (PT)</p>	<p>Ongoing</p> <p>August 2023</p> <p>Ongoing</p>	<p>Ongoing</p> <p>June 2025</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ➤ Play will be fully imbedded in Primary 1 with increased play opportunities in P2 and P3. ➤ Planned opportunities for play are evident in both long term and short-term planning for numeracy ➤ Revised outdoor learning policy ➤ Outdoor learning teaching & learning programme ➤ Pupil and staff consultation and feedback / questionnaires ➤ Quality assurance documents and calendar ➤ CLPL feedback and evidence

PRIORITY THREE : Health Wellbeing - To ensure all children meet their full potential, are inclusive, develop resilience and aware of their own health and wellbeing through developing consistent practices across the school.



Lead Person – Mrs Meney

Links to HGIOS/HGIOELC:

- 1.3 Leadership of Change
- 1.5 Management of Resources to Promote Equality
- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support
- 2.6 Transitions
- 3.1 Ensuring Wellbeing, Equality and Inclusion
- 3.2 Raising Attainment and Achievement

Links to Education Service Plan :

- 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

Links to NIF drivers:

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

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	

EYC PRIORITIES

Children will experience a nurturing environment through developing nurture based approaches within the EYC.	<ul style="list-style-type: none"> • All staff to undergo ongoing Nurture Training. • Continue to develop the Nurture area within the EYC. • Staff to visit other centres to observe good practice. • Staff to share their learning with their colleagues. • Staff to create a Nurture Policy and Nurture Checklist within the EYC. • Staff to use Education Scotland document, <i>Applying nurture as a whole school approach - A framework to support self-evaluation</i> to self-evaluate progress • Staff to engage with Educational Psychologist and Local Authority Nurture Team. • Children to be involved in the process through well-planned activities and processes which gather their views. I.e. - <ul style="list-style-type: none"> ○ What does being cared for look like for me? ○ This is how I look when I feel safe. ○ I know my keyworker cares for me when... • Staff to work in close collaboration with parents and carers to promote consistency in nurturing approaches. 	Mrs Pollock (EYP) Miss Downie (SEYP)	March 2023 March 2023 Dec 2022 April 2023 April 2023 Aug 2023 Aug 2023 Aug 2023	June 2024 Ongoing June 2025 Ongoing Ongoing Mar 2024 Mar 2024 Mar 2024	<ul style="list-style-type: none"> ○ 5% reduction in the number of incidents happening in the EYC within a month ○ Observations demonstrate nurturing approaches are helping children to feel safe and secure in our centre. ○ Observations demonstrate a consistent understanding of nurture approaches both in and outside the playroom. ○ Staff are confident and there are consistent nurture approaches within our centre, helping children to feel safe and secure.
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SCHOOL PRIORITIES

Children experience a consistent and progressive experience through HWB planning	<ul style="list-style-type: none"> • All teaching staff to engage with online planning of HWB. 	Mrs Meney	August 2023	June 2024	➤ Planning conversations demonstrate that there is consistency in planning across the school.
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<p>approaches that are embedded across all stages in the school.</p>	<ul style="list-style-type: none"> Initial IDL topic to be based on HWB and Social Subjects. HWB pathway to be further developed across each stage. Medium term planning to be developed for each stage in HWB. Assessment opportunities to be identified and planned for each stage. Staff to develop use of SHANARRI indicators and focus on how children engage with these. Staff to embed Rise Resilience programme with all classes with a real focus on building resilience within children. Resilience baseline established and revisited twice across the session. SHANARRI baseline established and revisited three times across the session. 	<p>All teaching staff</p>			<ul style="list-style-type: none"> ➤ SLT audit of online planning processes show consistency in planning across the school. ➤ 5% rise in resilience baseline across each class. ➤ Observations of classroom and playground demonstrate a rise in resilience and wellbeing indicators of children.
<p>Children will experience a nurturing environment through developing our approaches to nurture with a focus on social, emotional and mental health.</p>	<ul style="list-style-type: none"> Establish a part time nurture teacher role to focus on additional nurture for individuals and small groups. Provide appropriate training for nurture teacher role. To engage in whole school nurture training based. Embed the 6 principles of nurture in all classes. Staff to use Education Scotland document, <i>Applying nurture as a whole school approach - A framework to support self-evaluation</i> to self-evaluate progress Build upon the Nurture Hub and ensure it meets the needs of individuals and small groups. Create strong links with Chestnut Cottage Nurture Provision to help support children within the school. Ensure strong links made with external agencies that will help support and nurture children's social and mental health. Regularly share information with parents about additional supports for social, emotional and mental health. Re-establish staff Mental Health Champions role. Raise awareness of The Promise and embed the principles within our practice Build upon whole class nurture work with Primary 7 that targets transition. 	<p>Nurture teacher</p> <p>Mrs Meney</p> <p>Nurture teacher/PTs</p> <p>Mrs Meney</p> <p>Mrs Meney/Mrs Stewart/ Educational Psychologist</p> <p>Mrs Harrison / Mrs Gibson Educational Psychologist</p> <p>Mrs Meney</p> <p>Educational Psychologist / Primary 7 teachers</p>	<p>August 2023</p> <p>August 2023</p> <p>August 2023</p> <p>August 2023</p> <p>August 2023</p> <p>August 2023</p> <p>October 2023</p> <p>April 2024</p>	<p>Sept 2023</p> <p>June 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2024</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 2024</p>	<ul style="list-style-type: none"> ➤ Nurture teacher provides bespoke nurture sessions for individual children as well as groups to support their social and emotional needs. ➤ SLT and Nurture teacher works closely with individual families to offer further pastoral support as needs arise. ➤ STINT paperwork reflects targets and evaluations, including pupil and parental views. ➤ 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. ➤ Nurture principles are evident in 100% of classrooms. ➤ Strong links are established with external agencies and these are evident within children's plans.
<p>Children's attendance will improve through promotion a pattern of good attendance that will impact directly on raising attainment.</p>	<ul style="list-style-type: none"> Review and revise our current attendance policies and procedures. Develop a multi agency approach to attendance. Develop approaches to engage parents and carers with establishing good patterns of attendance. Build upon tracking procedures to track and monitor attendance. 	<p>Mrs Meney</p>	<p>August 2023</p>	<p>June 2024</p>	<ul style="list-style-type: none"> ➤ Track attendance more robustly to support in raising attainment ➤ Attendance rises 5% across the school. ➤ Attendance remains above the local and national average. ➤ Attendance of PEF cohort is tracked and demonstrates a 5% rise.

	<ul style="list-style-type: none"> Explore resources that would help support good attendance and provide interventions where children are experiencing attendance issues. 				
Children's rights will be at the heart of decision making as we build upon existing approaches to embedding UNCRC within our school.	<ul style="list-style-type: none"> Relaunch Rights Respecting Schools and UNCRC with all school staff. Establish Class charters, playground charters and the language of UNCRC within classes at the start of the session. Global Goals and UNCRC are explored and evident within planning to promote sustainability. Pupil committee will be created to help give children a voice in leading RRS within the school. To engage with the reaccreditation process for Gold RRS. RRS is embedded throughout the school and EYC and within our policies and practice. 	<p>Mrs Park</p> <p>Teaching staff</p> <p>Mrs Park, Mrs Wylie</p> <p>Mrs Park</p> <p>Mrs Park</p>	<p>August 2023</p> <p>August 2023</p> <p>August 2023</p> <p>August 2023</p> <p>August 2023</p>	<p>August 2023</p> <p>August 2023</p> <p>Ongoing</p> <p>June 2024</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ➤ 100% of classes have a class charter and playground charter. ➤ Classroom observations and Pupil Focus Groups demonstrate that children can talk about their rights and know about the UNCRC and Global Goals. ➤ Planning conversations and quality assurance procedures demonstrate that staff embed the principles of UNCRC within their planning and practice. ➤ Gold RRS Award is reaccredited.
Children's needs will be identified and vulnerable learners will be supported with a view to close the poverty related attainment gap.	<ul style="list-style-type: none"> Assessment calendar to be revisited to provide clear opportunities for assessment which will inform planning and tracking. SNSA will be completed by P1, P4 and P7 in November (P4/7) and February (P1). STINT Paperwork updated for all identified children. New SAC policy on STINT is implemented. Team Around The Class model to be implemented in order to ensure interventions are appropriate and to share and discuss targets and impact. 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. 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. Explore ways to support families from our PEF cohort or beyond, in particular with the cost of the school day. 	<p>Mrs Stewart</p> <p>Mrs Stewart</p> <p>Mrs Stewart /Mrs Meney</p> <p>Teaching staff</p> <p>Mrs Meney / Mrs Stewart</p> <p>Mrs Meney</p>	<p>August 2023</p> <p>November 2023</p> <p>September 2023</p> <p>August 2023</p> <p>August 2023</p> <p>August 2023</p>	<p>September 2024</p> <p>February 2024</p> <p>June 2024</p> <p>Ongoing</p> <p>June 2024</p> <p>Ongoing</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. ➤ 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. ➤ PT 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.
Children's experiences will be underpinned by refreshed school vision and values through consultation with all stakeholders.	<ul style="list-style-type: none"> Audit all stakeholder opinion of school vision and values. Take part in consultation about school values and vision with all stakeholders. Create shared vision and values, share and promote with all stakeholders. 	<p>Mrs Meney</p> <p>Mrs Miller</p> <p>All stakeholders</p>	<p>August 2023</p>	<p>June 2024</p>	<ul style="list-style-type: none"> ➤ High return in stakeholder audit of school vision and values. ➤ Revised Vision and Values reflect the needs of the school community. ➤ Revised Vision and Values can be visible in the ethos of the school.

PRIORITY FOUR : To increase attainment through further developing our wider curriculum, practices and systems to enrich the pupil learning experience and develop skills for learning, life and work



Lead Person – Mrs Miller

<p>Links to HGIOS/HGIOELC:</p> <ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership of Learning 1.3 Leadership of Change 1.5 Management of Resources to Promote Equality 2.2 Curriculum 2.3 Learning, Teaching and Assessment 2.4 Personalised Support 2.6 Transitions 3.1 Ensuring Wellbeing, Equality and Inclusion 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability 	<p>Links to Education Service Plan :</p> <ul style="list-style-type: none"> • Placing the human rights of every child and young person at the centre of education • 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. 	<p>Links to NIF drivers:</p> <ul style="list-style-type: none"> • School and ELC Leadership • Teacher and practitioner professionalism • Parent/ carer involvement and engagement • Curriculum and assessment • School and ELC Improvement • Performance Information
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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	

EYC PRIORITIES

<p>Children will experiences will be enhanced through developing our approaches to sustainability within the EYC garden.</p>	<ul style="list-style-type: none"> • Staff to create outdoor vegetable garden which will be led by children. • Staff to develop partnership with parent volunteer to support this project. • Staff to engage in discussions with children about growing your own, and the benefits of this. • Staff to seek out parental volunteers to support with the upkeep of the vegetable garden. • Staff to seek out opportunities for additional funding to support the project (e.g. Food for Thought). • Staff to plan an EYC event for parents and community during which, children will have the opportunity to use what they grow and gain experiences in the World of Work (e.g. soup kitchen, EYC shop). 	<p>Mrs Lorimer (EYP)</p> <p>Mrs Gibson (EYP)</p> <p>Mrs Grant (EYP)</p>	<p>Aug 2023</p>	<p>June 2024</p>	<ul style="list-style-type: none"> • Discussions with children indicate a basic understanding of sustainability, and the benefits of growing your own. • Observations show that children are engaged and motivated when taking part in experiences in the vegetable garden. • Baseline survey carried out with children, parents and staff to gauge baseline understanding of sustainability. • Survey completed in June shows a development in children, parent and staff understanding of sustainable approaches.
<p>Children will experience a coherent approach to digital technologies within the EYC and will benefit from increased opportunities and skills.</p>	<ul style="list-style-type: none"> • Staff to create opportunities for children to access a range of digital technologies in the EYC (e.g. iPads, desktops, laptops, Interactive Whiteboard, BeeBots etc.). • Staff to ensure they provide engaging and well planned experiences linked to digital technologies. 	<p>Mr McGill (EYP)</p>	<p>Aug 2023</p>	<p>June 2024</p>	<ul style="list-style-type: none"> • Baseline survey carried out with children, parents and staff to gauge baseline understanding and confidence in the use of digital technologies. • Survey completed in June shows a development in children, parent and staff confidence and skills in the use of digital technologies.

	<ul style="list-style-type: none"> • Staff to continue to use online app for communication and profiles. Staff to ensure children have opportunity to access their profiles, and paper copies should be made in order to create a paper-based profile for each child. • Staff to create QR codes to be displayed in the EYC which can be used by children, parents and staff. <ul style="list-style-type: none"> ○ Children’s QR codes should give them the opportunity to access a variety of songs and rhymes using an iPad. ○ Staff QR codes should contain links for staff to access a range of CLPL documents (e.g. Setting the Table, My World Outdoors etc.). ○ Parent QR codes should contain links for parents to access a range of relevant information and documentation (e.g. Parent Zone etc.). • Staff to access the South Ayrshire digital learning library for a variety of resources. • Staff to seek out opportunities for training in the use of digital technologies. 				<ul style="list-style-type: none"> • Profile monitoring shows that all staff are engaging with online profiles consistently. • Discussion with children shows that they are aware of and have regular access to their online profiles. • planning and tracking conversation demonstrate an increase in the amount of experiences which incorporate digital technologies. • Observations in the EYC demonstrate a range of well planned and resource activities which link to digital technologies.
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SCHOOL PRIORITIES

<p>Children experience consistent and progressive experiences in Interdisciplinary Learning with a focus on skills development through developing and embedding medium term planners which will provide continuity and progression across all stages in the school.</p>	<ul style="list-style-type: none"> • Staff to develop medium term planning to support Interdisciplinary Learning. This should provide a clear pathway of skills progression from Early through to Second level. • Staff to develop whole school themes. • Staff will revisit the Refreshed Curriculum to ensure children get opportunities to develop in the four capacities. • Staff to look at teaching pedagogy and curriculum to ensure that children experience opportunities to develop in creativity and curiosity. • Staff to consider a meta-skills framework to support planning and delivery of lessons. • Staff to be responsive to the needs and interests of the children, whilst ensuring skills progression. 	<p>Planning Group Working Party</p> <p>All staff</p>	<p>Aug 2023</p> <p>Aug 2023</p> <p>Aug 2023</p> <p>Aug 2023</p> <p>Oct 2023</p> <p>Aug 2023</p>	<p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>June 2024</p> <p>June 2025</p> <p>June 2024</p>	<ul style="list-style-type: none"> ➤ Medium term planners clearly show development of skills from early to first level. ➤ Staff planning demonstrates that whole school themes are embedded and children are experiencing high quality learning through these. ➤ During planning and tracking conversations, staff can talk confidently about the refreshed curriculum narrative and how this is displayed in the curriculum. ➤ Through classroom observations and tracking conversations, it is clear that children have opportunities to develop in creativity and curiosity. ➤ Through classroom observations and tracking conversations, it is clear that staff are embedding meta-skills across the curriculum. ➤ Through classroom observations and tracking conversations, it is clear that staff are responsive to the needs and interest of children in their class.
<p>Children experience consistent and progressive experiences in developing discrete skills in Social Subjects, Technologies, Sciences, Expressive Arts and RME through developing and embedding medium term planners which will provide continuity and progression across all stages in the school.</p>	<ul style="list-style-type: none"> • Staff to develop medium term planning to support the delivery of discrete subjects. This should provide a clear pathway of skills progression from Early through to Second level for each curricular area. • Staff will revisit the Refreshed Curriculum to ensure children get opportunities to develop in the four capacities. • Staff to look at teaching pedagogy and curriculum to ensure that children experience 	<p>Planning Group Working Party</p> <p>All staff</p>	<p>Aug 2023</p> <p>Aug 2023</p> <p>Aug 2023</p>	<p>June 2024</p> <p>June 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> ➤ Medium term planners clearly show development of skills I discrete subjects from early to first level. ➤ During planning and tracking conversations, staff can talk confidently about the refreshed curriculum narrative and how this is displayed in the curriculum. ➤ Through classroom observations and tracking conversations, it is clear that children have opportunities to develop in creativity and curiosity. ➤ Through classroom observations and tracking conversations, it is clear that staff are embedding meta-skills across the curriculum.

	<ul style="list-style-type: none"> opportunities to develop in creativity and curiosity. Staff to consider a meta-skills framework to support planning and delivery of lessons. Staff to be responsive to the needs and interests of the children, whilst ensuring skills progression. 		<p>Aug 2023</p> <p>Aug 2023</p>	<p>June 2025</p> <p>June 2024</p>	<ul style="list-style-type: none"> ➤ Through classroom observations and tracking conversations, it is clear that staff are responsive to the needs and interest of children in their class.
Children benefit from a refreshed curriculum that focuses on developing our approaches to sustainability, Developing the Young Workforce and STEM.	<ul style="list-style-type: none"> Continue to embed Global Goals within our school curriculum. Ensure regular opportunities for DYW and STEM. Staff to provide opportunities to involve parents in the development of STEM and DYW. 	<p>Planning Group Working Party</p> <p>Mrs Miller</p> <p>All staff</p>	<p>Aug 2023</p> <p>Aug 2023</p> <p>Aug 2023</p>	<p>June 2024</p> <p>June 2024</p> <p>June 2024</p>	<ul style="list-style-type: none"> ➤ Classroom Observations and Planning and tracking conversations highlight the focus on Global Goals with planning and delivery of lessons. ➤ Planning and tracking conversations highlight the development of STEM and DYW, and staff can talk about how they are involving parents in this.
Children's voice is evident in target setting, development of children's individual and class learning journeys.	<ul style="list-style-type: none"> Implement How Good is OUR School with all classes through input at assembly and follow up work in class. This will ensure that pupil voice is evident in our self-evaluation work. Staff to consider effective ways to document and share children's learning. Staff to consider approaches to target-setting. 	<p>Mrs Miller</p> <p>All staff</p>	<p>Aug 2023</p> <p>Aug 2023</p> <p>Aug 2023</p>	<p>June 2025</p> <p>June 2025</p> <p>June 2025</p>	<ul style="list-style-type: none"> ➤ Discussions at Pupil Focus Groups highlight children's understanding of HGIOURS. ➤ During classroom observations and pupil focus groups, children can confidently talk about their learning and targets. ➤ There is a consistent approach to target setting and documenting learning journeys across the school.

PEF Budget - £18,375

Priority	Staffing implications
<ul style="list-style-type: none"> To raise attainment of PEF cohort in session 2023-24. To maintain progress of the 50% of cohort on track, to target the 31% who are making progress but not yet on track and to support 19% to make further progress. 	<ul style="list-style-type: none"> 24 hours School Assistant time (paid for by PEF) PT PEF lead