



Dailly Primary School and Early Years Centre

Improvement Plan: 2022 – 2024



*“Let’s **communicate**, be **positive** and show **respect**...”*

The Vision for South Ayrshire Council Educational Services

Our vision and ambition in South Ayrshire Educational Services is to achieve excellence and equity.

We have the highest expectations for all learners so that they achieve their potential regardless of their circumstances. We want to achieve this in a context where we act with integrity in a climate of mutual trust and respect and have the highest ambition for every learner.

It is our ambition to close the attainment gap while constantly stretching and challenging children and young people who are attaining at the highest levels to achieve more.

Closing the gap while challenging every learner will guide and define the work of the educational services.

The Vision for Dailly Primary School and Early Years Centre

Staff in Dailly Primary School and Early Years Centre are committed to improving the opportunities in and quality of education we provide. This is carried out by doing all we can to ensure that all learning experiences provided meet the needs and aspirations of the pupils, parents, staff and wider community of Dailly. The school and everyone associated with it are committed to working to provide education of the highest quality. We achieve this vision by creating a culture and ethos of achievement.

The School and Early Years Centre improvement plan sets out the agreed aims that are at the heart of all of our working practices and planning for improvement. The plan identifies projects for the next three years but focuses mainly on the next year.

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South Ayrshire Council Service Plan

National Improvement Framework

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people

National Improvement Framework drivers

- School Leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

Children's Services Plan 2020/23

- Outstanding universal provision
- Tackling inequalities
- Love and support for our care experienced young people and young carers
- Good physical and mental health and wellbeing
- Promoting Children's Rights

Educational Services Plan 2021-2024

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained positive school leaver destinations for all young people

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Priority 1: RAISING ATTAINMENT IN LITERACY

To raise attainment in literacy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Girvan and Carrick Cluster through partnership working.

HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SAC P1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

How Will We Achieve This? (Intervention Strategies)	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
SCHOOL PRIORITIES : Literacy Leads – Louise Morrison and Jennifer Kirkwood			
To provide children with opportunities to develop their talking and listening skills through real life contexts.	<ul style="list-style-type: none"> ➤ Analysis of class based assessment data from Term 1. ➤ Continue to embed the Talk for Writing approaches from P1-7. ➤ Re-visit the Making Thinking Visible Strategies to remind staff. ➤ Primary 7/6 to participate in the Mock Court Initiative ➤ Continued focus on debates and opportunities to deliver presentations to their class within Primary 4-7 stages. 	Sep 2022 to May 2023	<p>Target: - Increase the number of children achieving expected levels in Talking and Listening at P1, P4 and 7 by 5% from CfE results in June 2022.</p>
Children within P1-3 will develop their literacy skills through play based learning Leads:- Eilidh and Cara	<ul style="list-style-type: none"> ➤ P1-3 and early years staff to participate in play based learning CLPL including through SWEIC. ➤ Work with play based learning development officers. ➤ Early Years Practitioners timetabled to ensure appropriate support in P1 to support play based learning opportunities. ➤ Playbased learning opportunities developed within P2 and 3. 	Sep 2022 to May 2024	<p>Target: - Increase by 5% the number of children achieving expected levels in literacy in P1 from CfE results in June 2022.</p>
To improve reading skills for all children throughout the school.	<ul style="list-style-type: none"> ➤ Analysis of GL and SNSA data for all children which will then be discussed at termly attainment meetings between SMT / PST and CTs. ➤ Teacher-led PM benchmark assessments across the school. ➤ Accelerated Reader programme introduced P3-7. ➤ All classes to engage in whole class reading using the reading spine texts for their stage as part of the ‘Talk for Writing’ approach. ➤ To engage in evaluation of Dyslexia and Inclusive Practice in order to support many of our children. Submit the paperwork as part of the DIPA. ➤ To develop higher order thinking skills further at all levels. 	Sep 2022 to May 2024	<p>Target: - 90% of children who receive ASL will improve their reading age to be closer to their chronological age</p> <p>Increase by 5% the number of children achieving expected CfE levels in Reading at P1, P4, P7 from CfE results in June 2022.</p> <p>SNSA scores, Readingwise, GL single word reading tests, GL New Group Reading Test and routine PM Benchmarking assessments.</p>

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<p>To improve writing skills for all children.</p>	<ul style="list-style-type: none"> ➤ Analysis of GL and SNSA data for all children which will then be discussed at termly attainment meetings between SMT/PST/CTs ➤ Literacy Leads to support the rest of the staff to embed, ‘Talk for Writing’ approaches. ➤ To support new staff with training and embed the use of fiction and non-fiction as part of the ‘Talk for Writing’ approach. ➤ Implementation of the writing planners and whole school text map to support the development of fiction and non-fiction across the school. ➤ Promote Talk for writing approaches with parents, through attending workshops and Class open days to encourage them to be more confident in supporting their child’s literacy. ➤ Work with colleagues to create, implement and moderate holistic assessments in Literacy using the ‘Teaching Guide for progression’ and the benchmarks within agreed timescales. ➤ Create opportunities for purposeful writing in a range of curricular areas including Science and through topics. 	<p>Sep 2022</p> <p>Sep 2022 to May 2024</p>	<p>Target: -</p> <p>Increase by 5% the number of children achieving expected CfE levels in Writing at all stages from results in June 2022.</p> <p><i>Teachers will evaluate the impact of TFW through moderation and tracking of 4 children from each class each term.</i></p>
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EYC PRIORITIES - Leads : Suzanne Parker (Principal and EYC Teacher), Megan Gibson and Jenna Sykes (EYPS)

<p>To develop children’s early communication and language skills.</p>	<ul style="list-style-type: none"> • Analysis of EYC developmental milestones data in Oct and May and then appropriate support plans implemented. • Engage with the CfE benchmarks for Literacy at Early level, through discussion with colleagues when assessing children’s progress and setting targets to be reviewed within agreed timescales. • EYC teacher to plan and enhance the literacy opportunities across the curriculum with a focus on any developmental milestones that groups or individuals are not achieving. • Early Years Staff to continue to lead the Talk Boost intervention and promotion of Home Link books within the EYC and into P1. • To develop and promote home learning bags and the lending library to promote links with home and to support learning. • Staff to prepare learning bags for children to take home weekly with activities to develop their literacy learning targets. • To develop the use of Makaton symbols within the EYC. • Continue to promote the learning of sounds and rhyming through focused activities, group time and boost groups. 	<p>Sep 2022</p> <p>Oct 2022 to May 2024</p>	<p>Target: -</p> <p>90% of all EYC children will have met 8-10 Literacy and English developmental milestones by the time they begin Primary 1.</p> <p>Staff will collegiately monitor progress and attainment and have termly tracking meetings, focusing on communication milestones.</p>
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	<ul style="list-style-type: none">• Continue to implement the 'Three Read Approach' to support children with poor literacy skills.• Continue to implement the Bookbug initiative • To introduce Talk for Writing for the early years with a particular focus on working with Pre-school and P1. • To further develop the transition activities between Pre-school and P1 with a focus on literacy through Outdoor Learning.• Explore PEEP and Bookbug training for all staff.• During Team meetings, focus on aspects of 'Realising the Ambition' and self-evaluation through HGIOELC.		
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Priority 2: RAISING ATTAINMENT IN NUMERACY

To raise attainment in numeracy for all children whilst closing the gap through collaborative dialogue around learning and teaching, data literacy and high quality professional development across the Girvan and Carrick Cluster through partnership working.
 HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
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SCHOOL PRIORITIES : Numeracy Leads – Suzanne Parker and Louise Baillie

<p>Children will use a range of strategies to successfully tackle mental calculations.</p>	<ul style="list-style-type: none"> ➤ Daily interactive maths sessions using bar modelling and number talks strategies as part of Maths lesson using the Numeracy Blueprint boards and IWB. ➤ Programme of CLPL to support staff in using ‘Bar modelling’ techniques across all classes. ➤ Scott Morrow and Suzanne Parker to lead staff in changing approaches to teaching maths across the school. • All classes to test children using the South Ayrshire Maths Assessments, at appropriate level, for baseline and final assessments. 	<p>Sep 2022 to May 2023</p>	<p>Target: - Increase the number of children achieving expected levels in Mental Maths by 5% from the South Ayrshire Maths Assessments results in Term 1 to Term 4 in June 2023</p>
<p>Children within P1-3 will develop their numeracy skills through play based learning Leads:- Eilidh and Cara</p>	<ul style="list-style-type: none"> ➤ P1-3 and early years staff to participate in play based learning CLPL. ➤ Work with play based learning development officers. ➤ Early Years Practitioners timetabled to ensure appropriate support in P1 and the development of play based learning opportunities. ➤ Playbased learning opportunities developed within P2 and 3. 	<p>Sep 2022 to May 2023</p>	<p>Target: - Increase by 5% the number of children achieving expected levels in numeracy in P1 from CfE results in June 2022.</p>
<p>To improve children’s skills in numeracy and maths and their ability to apply their skills to a range of everyday problems in a range of real life contexts, using concrete pictorial abstract approach as a foundation for learning.</p>	<ul style="list-style-type: none"> ➤ Analysis of GL and SNSA data for all children which will then be discussed at termly attainment meetings between SMT / PST and CTs. ➤ To develop the use of a concrete pictorial abstract approach to teaching maths and core number skills. ➤ Planned opportunities at all stages to link the mathematics curriculum to skills for learning, life and work. ➤ 90 minutes of maths implemented each day with the structure of the lesson to include Interactive Mental Maths, differentiated tasks including Teacher led, independent and active task as well as Problem Solving strategies taught weekly. ➤ All classes to implement at least one Problem Solving session a week where the children are systematically taught the Problem Solving Strategies. 	<p>Sep 2022 Sep 2022 to May 2023</p>	<p>Target:- 90% of children who receive ASL will improve their mathematical age to be closer to their chronological age. (PSTs to gather data). Increase by 5% the number of children achieving expected CfE levels in Maths at P1, P4, P7</p>

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	<ul style="list-style-type: none"> ➤ Work with colleagues to create, implement and moderate holistic assessments in Maths and Numeracy with specific attention to assessing and measuring progress using the benchmarks within agreed timescales. ➤ Weekly data driven boost groups for P1-3 and P4-7. ➤ Organise training sessions for Parents/Carers to familiarise them with resources and techniques being used within the school including Mental Maths strategies, Blue print boards, bar modelling and ICT resources which can be used for home learning. 	Sep 2022 to May 2024	<p>All pupils in the school will be able to demonstrate core numeracy skill using concrete materials to explain.</p> <p>CfE, SNSAs, Pupil Support data.</p>
EARLY YEARS CENTRE - Lead : Suzanne Parker (Principal Teacher and EYC Teacher) and Suzanne Maxwell and Kerri-anne Jardine			
To improve children's involvement and enjoyment in Maths and Numeracy through play, number talks and numeracy home link activities.	<ul style="list-style-type: none"> ➤ Analysis of baseline Developmental Milestone tracking data gathered in October and individuals' progress tracked throughout the year at October, January and May. ➤ Engage with the CfE benchmarks for Maths at Early level, through discussion with colleagues when assessing children's progress and setting targets to be reviewed within agreed timescales. ➤ Focus on Numeracy developmental milestones targets in the fortnightly planning cycle and use the tracking sheet to chart progress of each child throughout the year. ➤ EYC teacher to plan and enhance the numeracy opportunities across the curriculum with a focus on developmental milestones that many children are not achieving i.e. shape and dot pattern. ➤ Introduce concept cat throughout the EYC. ➤ All staff participate on Mindstretchers online CLPL. ➤ Staff to prepare learning bags for children to take home weekly with activities to develop their mathematical learning targets. ➤ To develop planning and implement guidance in 'Realising the Ambition'. ➤ During Team meetings, focus on aspects of 'Realising the Ambition' and self-evaluation through HGIOELC. 	<p>Sep 2022</p> <p>Oct 2022 to May 2023</p> <p>Oct 2022 to May 2024</p>	<p>Target: -</p> <p>90% of all EYC children will have met 8-10 Maths and Numeracy developmental milestones by the time they begin Primary 1</p> <p>EYC staff will assess impact through observations of play and child consultations.</p> <p>HT and EYC will monitor progress termly and will observe strategies in use during termly learning visits.</p>

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Priority 3: WELLBEING, EQUALITY & INCLUSION FOR ALL

To provide enjoyable learning experiences with appropriate support and challenge, for all learners through addressing the principles of GIRFEC.

HGIOS 4 / HGIOELC Q.Is 1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.2, 3.3

SAC P1, 3,6/ CSP 1,2, 3, 4, 5 / ESP 2, 3, 5 / NIF 1, 2, 3

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
SCHOOL PRIORITIES - Lead Louise Morrison			
<p>To provide enjoyable learning experiences with appropriate support and challenge, for all learners, addressing the principles of GIRFEC : Safe Healthy Active Nurtured Achieve Respect Responsibility included</p>	<ul style="list-style-type: none"> • GL Pass Assessments to be carried out with all Pupil Support children at September and May to measure impact of support. • Develop a whole school focus on children’s mental health and wellbeing including Growth Mindset and Zones of Regulation. • Boxall profiles to be carried out with children being considered for Nurture and targets re-visited termly. • Provide HT with data from termly analysis of Well-being webs and parents informed if any concerns with well-being webs. • Ensure consistent use of HWB resources, “Knowing Me, Knowing You” Ice pack and Emotionworks within HWB programme. • To develop the HWB programme to ensure that the CfE experiences and Outcomes are mapped out for each level, to ensure progression across all stages and depth of learning through HWB topics. • Staff trained in ‘Seasons for growth’ programme continue to support individuals and groups when required. • Invite partner agencies back into school to maintain links and profile within local community. 	<p>Sep 2022</p> <p>Sep 2022 to May 2024</p>	<p>Target: Almost all children will have improved scores in their GL PASS assessments from September to May 2022.</p> <p>Almost all children will have made progress with their well-being targets September to May.</p> <ul style="list-style-type: none"> - Wellbeing web - SD questionnaire - Boxall profiling - Pupil evaluations - Staff evaluations - GL PASS survey
<p>To develop physical skills and promote an active lifestyle through providing a range of enjoyable learning experiences with a</p>	<ul style="list-style-type: none"> ➢ Children will be encouraged to be more active through outdoor learning experiences and support from Active schools. ➢ All Classes will cover the key outcomes focusing on : Independence, Communication, Risk Assessment and Resilience (See SA Outdoor Learning Grid). ➢ Active Schools in school each week to develop programme of PE, outdoor learning, lunch clubs and afterschool clubs. ➢ Active schools to develop sports council and support Gold Award application 	<p>Sep 2022 to May 2023</p>	<p>Target:-</p> <ul style="list-style-type: none"> ➢ Daily mile implemented twice a week with all pupils. ➢ All classes engage with a structured programme of outdoor learning each week ➢ Almost all P5-7 children achieving the Bikeability awards.

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particular focus on outdoor learning	<ul style="list-style-type: none"> ➤ Participation in level 1 and 2 Bikeability sessions for P5-7. ➤ HWB development group to identify further opportunities for physical activity and outdoor learning and organise a whole school health week. 		
Children will be emotionally able to engage productively in their learning Leads – Louise and Pauline	<ul style="list-style-type: none"> ➤ Develop whole school nurture approach by leading staff in self-evaluation of the Nurturing approaches ‘How Nurturing a School are we?’ and improve communication and transition between nurture/pupil support and class. ➤ All staff to complete the COAST module on Nurture online. ➤ Louise and Pauline to attend Nurture Network meetings. ➤ Develop the Nurture sessions through an outdoor learning focus including cooking and gardening. ➤ Staff to complete the personal achievement tracker-termly and support children who do not have many opportunities for achievement including identifying LAC children to develop out of school hobbies/interests. ➤ All staff to be aware of statutory obligations including named person, Care Experienced and child protection. Staff to complete online training. 	Sep 2022 to May 2023	<p>Target:- Almost all children involved in nurture sessions are consistently engaging in classroom activities out with nurture sessions.</p> <p>Almost all children will have made progress with their Boxall targets from September to May.</p>
All children will have a deeper understanding and working knowledge of food and nutrition.	<ul style="list-style-type: none"> ➤ All class teachers implementing the SAC food and nutrition framework on a regular basis. ➤ Provide family learning opportunities to promote healthy eating in school. ➤ Establish a Phunky Foods Ambassador Pupil Group and staff to engage with Phunky Foods through CLPL opportunities. 	Sep 2023 to May 2024	<p>Target: All children will have experience of making healthy foods.</p> <p>Increased numbers of parents/carers engaging with cooking sessions in school and at home.</p>
EARLY YEARS CENTRE - Lead : Suzanne Parker (Principal Teacher and EYC Teacher) and All EYPs			
To provide enjoyable play experiences with support and challenge for children within and out with the EYC. To develop a foundation of self-control, emotional awareness and interpersonal problem-solving skills in the early years.	<ul style="list-style-type: none"> ➤ Analysis of baseline Developmental Milestone tracking data gathered in October, January and May and track progress throughout the year. ➤ Engage with the CfE benchmarks for HWB at Early level, through discussion with colleagues when assessing children’s progress and setting targets to be reviewed within agreed timescales. ➤ To develop focused circle time sessions using Jenny Mosley approaches. ➤ All staff to complete the COAST module on Nurture online. ➤ Develop the PATHS programme and make connections with mental health strategies being promoted at other stages in school. ➤ Work with primary 1 class teacher to develop PATHS across early level and as part of transition activities. It could also be reinforced as part of nurture sessions. ➤ Use of colour monster story and resources to identify and manage feelings. ➤ Establish a child friendly check in (Colour Monster, SHANARRI, Zones of Regulation) 	Sep 2022 Sep 2022 to May 2023	<p>Target:- 90% of all EYC children will have met 8-10 HWB developmental milestones by the time they begin Primary 1.</p> <p>PATHS assessments</p>

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	<ul style="list-style-type: none">➤ To develop, 'My World Outdoors' within the EYC.➤ Develop mindfulness within the EYC.➤ EYC children participating in outdoor learning sessions including weekly Forest /Beach Schools with outings to Culzean and Girvan beach.➤ Staff to engage in training from Nature Schools.➤ Children to benefit from swimming lessons at Girvan pool.➤ Provide family learning opportunities to promote healthy eating. (PEEP sessions)➤ Play on pedals delivered to all pre-school children in the EYC with 3 sessions per week for each group. ➤ To develop the HWB programme to ensure that the CfE experiences and Outcomes are mapped out for Early level, to ensure progression and depth of learning through HWB topics.➤ During Team meetings, focus on aspects of 'Realising the Ambition' and self-evaluation through HGIOELC.➤ To develop planning and implement guidance in 'Realising the Ambition'.➤ Engage in self-evaluation, using local and national guidelines e.g. My world Outdoors, My Creative Journey,➤ Looking outwards through engaging with colleagues from other establishments and arranging visits to share good practice.➤ Ongoing consultation with staff, children and parents to ensure their views are represented. ➤ Staff to develop creative activities to share with parents through learning bags and on SEESAW for children to participate in weekly to further develop learning targets.➤ Application for local grants to improve staff training and outdoor resources such as learning through landscapes and nature schools, utilising £200 from outdoor donation.	Sep 2022 to May 2023	Sep 2022 to May 2024
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Priority 4: SCIENCE FRAMEWORK

To focus on improving confidence and competence of Staff to teach effectively STEM education and provide learners with STEM skills, approaches, knowledge and understanding that they require throughout their lives.

HGIOS 4 / HGIOELC Q.Is1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.2 / SACP 1,2/ CSP 1,2 / ESP 2, 3, 4 / NIF 1, 2

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
Cluster Priority STEM group : Lead Paul Woods and Science Steering Group			
<ul style="list-style-type: none"> ➤ Children and young people’s skills development, approaches to and knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff. ➤ Children and young people’s science enquiry and approach skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment. ➤ Children and young people have a coherent and progressive learning experience in science across and throughout Girvan cluster schools. There is a 	<ul style="list-style-type: none"> ➤ Individual schools will have negotiated with staff, collegiate time, to make these tasks happen. ➤ All teaching staff will join a group of 3. ➤ Each member of staff may be from another CFE level. (where possible) ➤ August – Staff will be introduced to their Trio and asked to communicate with each other, introducing themselves to each other. ➤ September 5th 2022 – trios will meet at Girvan Primary School, choose and plan lessons (from TAPS resources) and arrange dates for lessons to be taught and observed over the next 5 months. (3 lessons, 3 visits) ➤ September – November – trios will observe one colleague teaching a science lesson (time swapped from RNCT and Collegiate time) ➤ October 24th 2022 In Service morning – Cluster CLPL organised by cluster mentors (Girvan Primary School) ➤ November 9th 2022 twilight – observed lesson will be discussed (planning, preparation, resources, delivery, assessment information, photographs to be used etc to create a collaborative feedback form). Next visit for observed lesson will be arranged. ➤ December – January – Second observed lesson to take place. 	<p>August 2022 to June 2023</p>	<ul style="list-style-type: none"> ➤ Individual school self-evaluation of science. (Showcase Presentation, May) ➤ Classroom observations (SMT, mentors, stage partners from across schools) ➤ Staff evaluations following CLPL activities. <p>Children’s views on science.</p>

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<p>collegiate development of a science programme of study based on TAPS activities.</p> <ul style="list-style-type: none"> ➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science. ➤ Staff will share experiences and good practice at all levels, moderate expectations in science and develop greater collegiality between cluster schools. ➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff. ➤ Quality learning and teaching will be informed through reliable and relevant assessment information. 	<ul style="list-style-type: none"> ➤ January 24th 2023 Twilight – trios meet to discuss observed lesson (co-creation of feedback form) and plan for next lesson to be observed ➤ January – March – third lesson to be observed by trio ➤ March 15th 2023–twilight session for discussion and co-creation of feedback form ➤ May 30th 2023 Inservice – cluster Inservice allowing trios to share with others, work undertaken throughout the session. Possibly grouped into 3 trios. ➤ 		
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<ul style="list-style-type: none"> ➤ Children and young people will experience quality learning and teaching in science due to increased levels of confidence and expertise in staff. ➤ Children and young people's skills development, approaches to and knowledge and understanding in science subjects is enhanced due to further development in pedagogy and assessment skills in staff. ➤ Children and young people's science enquiry, skills and understanding of science is enhanced due to staff confidence in applying TAPS focussed assessment. ➤ Children and young people have a coherent and progressive learning experience in science across and throughout Girvan cluster schools. There is a collegiate development of a science programme of study based on TAPS activities. ➤ Children, young people and staff will engage more readily with science enquiry and aspire to pursue a career in science. ➤ Staff will continue to share experiences and good practice at all levels, moderate expectations in science and develop greater collegiality between cluster schools. 	<p>Ongoing Practice and Priorities from 2021-22:</p> <ul style="list-style-type: none"> ➤ Cluster Science Steering group consisting of school mentors for Science will continue to access CLPL directly from SSERC and other sources and take the lead within each cluster school. ➤ Mentors will apply for further grants and funding through SSERC and the Edina Trust to source science resources for schools. ➤ Staff throughout the cluster will implement STEM based activities in classrooms and develop a consistent approach to enquiry skills and approaches using TAPS resources and supplementary resources from Primary Science Teaching Trust (PSTT) and Explorify. ➤ Primary/Secondary links will be established to create a programme of study to ensure a seamless transition of skills, approaches, knowledge and understanding from Early level to third/fourth level within science enquiry. ➤ ??? Mentors within schools will use the TAPS Pyramid to support a whole school approach to developing and embedding science within individual schools ➤ ??? mentors will collect a range of evidence from across stages within their schools based on the TAPS Pyramid, bringing this evidence together in a showcase to moderate expectations in science. ➤ ???Early Years staff will undertake Fostering Curiosity in Early Years science CLPL and develop a consistent understanding of enquiry skills and approaches throughout the cluster. 		<p>Individual school self-evaluation of science based on TAPS Pyramid.</p> <p>Classroom observations (SMT, mentors, stage partners from across schools)</p> <p>Staff evaluations following CLPL activities.</p> <p>Children's views on science.</p> <p>Class case studies.</p>
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