



# DUNDONALD PRIMARY SCHOOL AND EARLY YEARS CENTRE

## SCHOOL IMPROVEMENT PLAN

.....

### SESSION 2023-24



## SOUTH AYRSHIRE VISION AND STRATEGIC IMPROVEMENT OBJECTIVES

### South Ayrshire Council Plan

Spaces and PLaces  
Live, Work, learn  
Civic and Community Pride

### 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

### Education Services Priorities

Equity, Wellbeing and Inclusion  
Learning, Teaching and Assessment  
Curriculum  
Self Evaluation for Self Improvement

### 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

# DUNDONALD PRIMARY AND EARLY YEARS CENTRE

## Dundonald Primary and Early Years Centre Improvement Plan 2023-24

In line with guidance from the '*National Improvement Framework 2023*' the key priorities for Dundonald Primary School and Early Years' Centre for session 2023-24 are:

- **Raising attainment and improving skills in literacy and numeracy**
  - High quality learning experiences in literacy and numeracy will be prioritised across all four contexts for learning;
  - The Refreshed Narrative for Curriculum for Excellence will shape our curriculum planning;
- **Closing the attainment gap between the most and least disadvantaged children**
  - High quality learning, teaching and assessment
  - Applying the principle of equity, additional support will be provided where it is most needed in order to maximise engagement with learning and continue the work to close the poverty related attainment gap;
- **Improvement in children and young people's health and wellbeing and placing the human rights and needs of every child at the centre of education**
  - Physical, mental and emotional wellbeing of children and young people will be prioritised - this will include embedding the PATHS Programme to support and promote the development of emotional awareness, self-control and interpersonal problem-solving skills;
  - Nurture principles and Children's Rights will underpin our curriculum;
  - Benefits of play and outdoor learning will be factored into learning plans - including opportunities for learners to be physically active, to enjoy learning about their natural environment, and to relax;
- **Improvement in skills for learning, life and work**

The focus of our plan is improving Literacy, Numeracy and Health and Wellbeing outcomes for all learners in our school; high quality learning and teaching underpins our commitment to continual improvement in these areas. Increased collaboration and collegiality, sustained partnership working and leadership of learning at all levels will further support improvement in learning and teaching in Literacy, Numeracy and Health and Wellbeing.



## Our Vision, Values and Aims

### Vision

At Dundonald Primary and Early Years Centre we want **everyone** to feel **nurtured** (Article 9), **included** (Article 23) and **involved** in all aspects of early years and school life. **Everyone** has the right to engage in **high-quality learning**, to **achieve success** (Article 29) and to experience **positive relationships** (Article 4 and 5).

We aspire to be a school of excellence where the children are at the heart of all that we do.

### Values

**Friendship, Respect, Honesty, Perseverance, Optimism and Inclusion** are the 6 core values that permeate throughout Dundonald school community. These help us to focus on our aspirational vision and aims for our school and EYC. (Articles 1, 2, 15 and 28).

### Aims

Our aims are founded on the shared values and ambitions of the school and its wider community.

At Dundonald Primary School and Early Years Centre we aim to:

- Provide a **safe** and **nurturing** environment **for all** (Article 19)
- Develop **all pupils'** self-esteem and confidence to allow them to reach their full potential (Article 28)
- Recognise and celebrate achievement for **all pupils** within and beyond school
- Encourage children to be actively involved within the school and their own community (Article 11)
- Provide everyone with challenging, motivating, positive and purposeful **learning experiences** (Article 29)

Our aim at Dundonald is to ensure **all pupils** fulfil their potential as **Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals** through engaging fully with school life and embedding our vision and values in our practice.

Our school vision, values and aims were reviewed, refreshed and shared with the school community in May 2023.



# PRIORITY 1: RAISING ATTAINMENT IN LITERACY

## HGIOS 4 Quality Indicators

- 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;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

## NIF Priorities

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

## Targets for Raising Attainment

- EYC Developmental Milestones: To increase the percentage of children achieving all communication and language developmental milestones by 3%
- Raising attainment in listening and talking: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 89% to 93%
- Raising attainment in writing: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 74% to 90%
- Raising attainment in reading: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels from 74% to 90%

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
<b>PERFORMANCE INFORMATION</b>				
Improvement in attainment, particularly in literacy	<ul style="list-style-type: none"> <li>✓ Track and monitor pupil progress in Literacy and English: Regular Pupil Progress Meetings - <b>refine approaches</b> so that next steps in relation to <b>attainment data, attendance and achievement</b> are identified clearly.</li> </ul>	<p>All staff - Led by SLT Mentor</p> <p>(HT Mentor for EYC to P3; DHT P4-P7)</p>	Sept, Jan, May	<p>Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>Progress towards securing CfE attainment targets will be informed by:</p> <p>Pupil Progress Meetings with all teachers - notes and actions</p>
<b>CURRICULUM AND ASSESSMENT</b>				
Learners will benefit from improved use of assessment: assessment outcomes will inform learning and teaching and will ensure progression and support for learning	<ul style="list-style-type: none"> <li>✓ Continue to develop approaches to <b>assessment</b>, ensuring that it is planned as part of learning and teaching and results in <b>high quality feedback</b> and <b>next steps for learners - embed Assessment Rationale and Pathway</b></li> </ul>	Led by F Paterson : All staff	Revisit Assessment Rationale and Pathway - Aug Inset	<p>Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>Progress towards securing CfE attainment targets will be informed by:</p>
	<ul style="list-style-type: none"> <li>✓ Implement <b>GL Single Word Reading Test</b> P3-7 in September then May to assess and track children's progress - analyse data to identify trends - strengths and areas for development</li> <li>✓ Implement <b>GL Single Word Spelling Test</b> P3-7 to assess and track children's progress - strengths and areas for development</li> <li>✓ Implement the <b>Renfrewshire Vocabulary Assessment</b> at P1 and P2 (September and May) - strengths and areas for development and tracking of impact of interventions</li> </ul>	All Staff	<p>P1 Vocab Assessment: Sept and May</p> <p>P3-7 <b>GL SWRT a &amp; GL SWST</b>: Sept and May</p>	<ul style="list-style-type: none"> <li>➤ Staff self-evaluation learning, teaching and assessment and the child's learning experience</li> <li>➤ Sampling views - pupil views (using Wee HGIOS), staff views, and parent views (parent survey)</li> <li>➤ Sampling pupils' work</li> <li>➤ Pupil Progress Meetings with all teachers</li> <li>➤ Professional dialogue: learning from and with each other</li> <li>➤ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➤ Monitoring the impact of staged intervention targets</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Develop and refine our approach to <b>capturing and sharing Children's Learning Profiles</b> in our EYC by implementing the use of <b>My Learning Journals</b> (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones</li> </ul>	Led by K Macpherson, Senior EYP	August Collegiate Meeting then ongoing	

<p>A highly professional team are impacting positively and consistently towards raising standards for all</p> <p>To raise attainment in reading and writing across all levels</p> <p>To increase engagement and enjoyment in literacy for all learners</p> <p>Close the attainment gap in literacy between the most and least disadvantaged</p>	<p><b>TEACHER PROFESSIONALISM &amp; SCHOOL LEADERSHIP</b></p> <p>✓ Continue to improve the quality of our learning and teaching through collaborative professional learning  'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on:</p> <ul style="list-style-type: none"> <li>✚ <b>Raising attainment in Listening and Talking at Early Level - Early Talk Boost</b>  Early level staff to engage in professional learning focused on the children's language and communication skills - implement Talk Boost led by Sula O'Duffy and Rachel Niven (Speech and Language Therapists) and Karen Gaw (EYP &amp; Communication Champion - May In-Service on 02/05/2024);</li> <li>✚ <b>Raising attainment in Reading - Reading and Phonics Progression P1-P7 (Aug Inset)</b></li> <li>✚ <b>South Ayrshire Reads:</b> All staff to participate in South Ayrshire Reads Engagement Sessions</li> <li>✚ <b>'Read, Write, Count' Family Learning Workshop for P1-7</b> led by Dundonald Staff</li> <li>✚ <b>South Ayrshire Reads - Science of Reading Professional Learning Session</b></li> <li>✚ <b>Key features of a Taught Reading Session:</b> Focused on non-fiction as well as fiction texts (Aug In-Set)</li> <li>✚ <b>Raising attainment in Writing through High Quality Feedback:</b> Key features of a high quality feedback; the learning, teaching and assessment cycle; consistent implementation of Writing Feedback sheets.</li> </ul> <p>✓ Continue to invest in staff leadership of learning through <b>Lead Learner</b> roles. Lead Learners will engage in professional learning in relation to an area of their choosing (<b>Scottish Book Trust Reading Schools Lead Learners; HWB - PATHS; Rights Respecting Schools and Pupil Council Lead Learner</b>) and will then lead/share evidence-based practice from research and their own experiences</p>	<p>Led by Speech &amp; Lang Therapy &amp; Karen Gaw, EYC for all EY staff</p> <p>All staff - led by F Paterson based on SA Reads materials</p> <p>Led by F Paterson All Staff</p>	<p>Please see Staff Meeting and Inservice Calendar</p> <p>Aug Inset then ongoing</p> <p>Please see Staff Meeting and Inset Calendar</p>	<p>Staff Professional Review and Development</p> <p>Staff self-evaluation learning, teaching and assessment and the child's learning experience</p> <p>Professional dialogue: learning from and with each other</p>
<p>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</p> <p>Equip all children with skills to develop creativity and employability</p>	<p><b>SCHOOL AND EYC IMPROVEMENT</b></p> <p>✓ Implement a '<b>Coaching and Mentoring</b>' approach to medium term planning for learning, teaching and assessment - time will be protected for staff to:</p> <ul style="list-style-type: none"> <li>➢ Develop <b>medium term plan collegiately</b></li> <li>➢ Engage in <b>shared evaluations</b> of plans for learning, teaching and assessment with Senior Leadership Mentor</li> <li>➢ Include time for 'Sharing of Practice' at every Collegiate Staff Meeting</li> </ul> <p>✓ <b>Enhance Literacy Across the Curriculum</b> through implementing <b>teaching and learning approaches which promote creativity, curiosity, metacognition and problem solving</b> (Play based approaches - embed RTA in EYC; Play-Based Pedagogies from P1-P4 and planing IDL in P1-3 using Talking and Thinking Floorbooks; Making Thinking Visible Thinking Routines, Critical Skills approaches)</p> <p>✓ Revise how we set targets with children to ensure they are aware their next steps in learning - introduce fortnightly '<b>Our Learning Targets</b>' time in classes</p> <p>✓ Refine our approach to planning support for children with additional support needs - all staff will engage in <b>Professional Learning</b> focused on <b>Staged Intervention Plans and Creating SMART (Specific Measurable Achievable Realistic Timed) Targets</b> - linked to Es&amp;Os/Benchmarks/Boxall as appropriate</p>	<p>HT Mentor for EYC to P3; DHT Mentor P4-P7</p> <p>All Staff</p> <p>SLT / All staff Nita Ferguson</p> <p>SLT / All staff</p> <p>Led by F Paterson All staff</p>	<p>Aug Inset then ongoing</p> <p>Aug, Oct, Jan, April</p> <p>Oct Inset</p> <p>Staff Meeting Calendar</p> <p>Please see Staff Meeting Calendar</p>	<p>Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>Progress towards securing CfE attainment targets will be informed by:</p> <ul style="list-style-type: none"> <li>➢ Self evaluation of EYC and classroom practice and the children's learning experiences</li> <li>➢ Sampling views - pupils, staff, and parents</li> <li>➢ Pupil Progress Meetings with all teachers</li> <li>➢ Tracking progress of targeted groups of pupils: pupils eligible for PEF support; pupils supported through staged intervention</li> <li>➢ Professional dialogue: learning from and with each other</li> <li>➢ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➢ Monitoring the impact of staged intervention targets</li> <li>➢ Increased confidence of staff to try new approaches - professional dialogue</li> </ul>

<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>	<ul style="list-style-type: none"> <li>✓ Promote reading for enjoyment and build a <b>culture of reading</b> throughout the school and early years centre by working in partnership to become a '<b>Scottish Book Trust Reading School</b>' - this will include: <ul style="list-style-type: none"> <li>✚ Establishing a <b>Reading Leadership Group</b> who will create a <b>Reading Schools Action Plan</b></li> <li>✚ Share progress and reading activities through '<b>Dundonald Loves Reading</b>' assemblies</li> <li>✚ Involving all children in <b>selecting new books for class</b> libraries</li> <li>✚ Daily '<b>Everyone Reads in Class</b>' and storytelling from EYC to P7</li> <li>✚ <b>Weekly Bookbug</b> sessions for EYC children and regular <b>Bookbug Family Sessions</b> for children at Early Level (EYC and P1 - Four over the course of the school year)</li> <li>✚ Special <b>Storytelling</b> sessions led by published authors (Martin Stewart, Simon Lamb) and drama specialist (Moxie Kids Entertainment, M&amp;M Theatre Productions)</li> </ul> </li> </ul>	<p>Julia Kerr, Lorna Street &amp; Siobhan Spraggs - Lead Learners for SAC Reads</p> <p>All staff</p> <p>C Linton &amp; Tia Parker: Bookbug Lead Learners</p>	<p>Reading Focus - September Staff Meeting</p> <p>Ongoing</p>	
<b>PARENTAL AND WIDER ENGAGEMENT</b>				
<p>Engage families and wider partners in collaborative working opportunities to enhance and enrich the learning</p> <p>Increase engagement and enjoyment in Literacy for all learners</p> <p>Equip all children with skills to develop creativity and employability</p> <p>Learners will benefit from engaging in activities which support transition from EYC to P1 and P7 to S1: activities will be focused on ensuring progression in learning</p>	<p>Provide opportunities for families to engage in their children's learning in relation to Literacy and English in a variety of ways:</p> <ul style="list-style-type: none"> <li>✓ School and EYC Learning Together Calendar to include '<b>Bookbug</b>' focus at <b>Early Level</b> (EYC and P1) PEEP sessions (four over the course of the year)</li> <li>✓ EYC 'Stay and Play' (four over the year)</li> <li>✓ Establish a calendar of <b>regular visits</b> from the <b>South Ayrshire Mobile Library</b> to the school car park (at end-of-school day pick-up times to allow families easy access)</li> <li>✓ Promote '<b>Dundonald Loves Reading</b>' activities through Newsletters and messages to families</li> <li>✓ <b>South Ayrshire Reads Family Engagement Sessions</b>: Share and promote opportunities for families to participate in South Ayrshire Reads Family Engagement Sessions</li> <li>✓ Inspire children to read and write through providing opportunities for them to participate in workshops led by published authors (Martin Stewart and Simon Lamb)</li> <li>✓ <b>Enrich learning</b> in Literacy across the curriculum through <b>seeking opportunities for children to work with partners from the world of work</b> (for example, visits from History Alive, visiting specialists from Museums/Dundonald Castle/STEM)</li> </ul>	<p>Carol Linton - PEEP Sessions for EYC focused on Bookbug</p> <p>Julia Kerr, Lorna Street &amp; Siobhan Spraggs - Lead Learners for SAC Reads</p> <p>Led by F Paterson</p> <p>All Staff</p>	<p>Sept onwards</p> <p>Term 4</p>	<p>Annual questionnaire - pupil, parents, partners</p>
	<p><b>MARR CLUSTER PRIORITIES</b></p> <ul style="list-style-type: none"> <li>✓ Develop our approaches to planning of high-quality assessment of children's writing. Staff to collaborate throughout the process ensuring effective moderation and consistency of standards through Marr Cluster Creative Writing Competition.</li> <li>✓ Promote reading for enjoyment and build a culture of reading throughout the Marr Cluster through engaging in South Ayrshire Reads CLPL and implementing South Ayrshire Reads approaches.</li> <li>✓ Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning (May 2024).</li> <li>✓ Lead SAC pilot to develop knowledge of terminology that is essential to supporting learners' transition from primary to secondary through Critical Literacy Transition Project and recommended list of texts.</li> </ul>	<p>F Paterson, G Sargent</p> <p>J Fleming, G Sargent</p> <p>P7 Teachers, C Mair (Muirhead), G Sargent, PT English, D Russell, LT Literacy</p>	<p>Feb 24- March 24</p> <p>Aug 23- June 24</p> <p>Term 4</p>	<ul style="list-style-type: none"> <li>➤ Pupil Progress Meetings with all teachers</li> <li>➤ Tracking progress of targeted groups of pupils: pupils eligible for PEF support; pupils supported through staged intervention</li> <li>➤ Professional dialogue: learning from and with each other</li> </ul>

## PRIORITY 2: RAISING ATTAINMENT IN NUMERACY

### HGIOS 4 Quality Indicators

- 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;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

### NIF Priorities

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

### Targets for Raising Attainment

- EYC Developmental Milestones: To increase the percentage of children achieving all numeracy and maths developmental milestones from by 3%
- Raising attainment in numeracy and mathematics: To increase the percentage of children at P1, P4 and P7 achieving expected CfE levels in numeracy and mathematics from to 86% to 90%

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
Improvement in attainment, particularly in numeracy	<b>PERFORMANCE INFORMATION</b>			
	<ul style="list-style-type: none"> <li>✓ Track and monitor pupil progress in <b>Numeracy and Mathematics</b>: Regular Pupil Progress Meetings - <b>refine approaches</b> so that next steps in relation to <b>attainment data, attendance and achievement</b> are identified clearly.</li> </ul>	All staff - Led by SLT Mentor  (HT Mentor for EYC to P3; DHT P4-P7)	Sept, Jan, May	Gains made in attainment levels/data (please see impact measures in Appendix 1)
Learners will benefit from improved use of assessment: assessment outcomes will inform learning and teaching and will ensure progression and support for learning	<b>ASSESSMENT OF CHILDREN'S PROGRESS</b>			
	<ul style="list-style-type: none"> <li>✓ Continue to develop approaches to <b>assessment</b>, ensuring that it is planned as part of learning and teaching and results in <b>high quality feedback</b> and <b>next steps for learners - embed Assessment Rationale and Pathway</b></li> </ul>	Led by F Paterson : All staff	Revisit Assessment Rationale and Pathway - Aug Inset	Gains made in attainment levels/data (please see impact measures in Appendix 1)  Progress towards securing CfE attainment targets will be informed by:
	<ul style="list-style-type: none"> <li>✓ Develop and <b>refine our approach to capturing and sharing Children's Learning Profiles</b> in our EYC by implementing the use of My Learning Journals (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones</li> </ul>	Led by K Macpherson, Senior EYP	August Collegiate Meeting then ongoing	<ul style="list-style-type: none"> <li>➤ Monitoring classroom/playroom practice and the child's learning experience</li> <li>➤ Sampling views - pupils, staff, and parents</li> <li>➤ Sampling pupils' work</li> <li>➤ Pupil Progress Meetings with all teachers</li> <li>➤ Professional dialogue: learning from and with each other</li> <li>➤ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➤ Monitoring the impact of staged intervention targets</li> </ul>



<p>A highly professional team are impacting positively and consistently towards raising standards for all</p> <p>To raise attainment in Numeracy and Maths across all levels</p>	<p><b>TEACHER PROFESSIONALISM &amp; SCHOOL LEADERSHIP</b></p>				
<p>Close the attainment gap in literacy between the most and least disadvantaged</p>	<ul style="list-style-type: none"> <li>✓ Continue to improve the quality of our learning and teaching through collaborative professional learning 'Taking a Closer Look at . . . ' Prof. Learning Sessions focused on: <ul style="list-style-type: none"> <li>➢ <b>Creating a Numeracy Rich Early Years Centre - Indoors and Out:</b> Professional Dialogue and associated follow-up focused on Education Scotland's Early Level 'Number and Number Processes Sketch Note'; EYC staff learning visits to other Early Years Centres will focus on Numeracy, Maths and Outdoor Learning (Term 1)</li> <li>➢ <b>Being Me through Block Play - Promoting Mathematical Language and Creativity -</b> professional learning for EYC staff (Ed. Scotland Wakelet: <a href="https://wakelet.com/wake/tZ4pZVWflaaYORuMoldJ7">https://wakelet.com/wake/tZ4pZVWflaaYORuMoldJ7</a>)</li> <li>➢ <b>Improving Children's Understanding of Numbers and Number Fluency</b> (Count on Us - Numeracy Blueprints - Professional Learning and Team Teaching)</li> <li>➢ <b>Improving Children's Mental Agility</b> (Number Talks Professional Learning and Team Teaching)</li> </ul> </li> </ul>	<p>EYC Learning Visits Term 1</p> <p>EYC Collegiate Meetings focused on Numeracy Term 1</p> <p>Number Talks - F Paterson</p> <p>Numeracy Blueprints: Chris McKenna (Feb Inservice)</p> <p>All Staff</p>	<p>Please see Staff Meeting Calendar</p>	<ul style="list-style-type: none"> <li>➢ Staff Professional Review and Development</li> <li>➢ Learning Visits</li> <li>➢ Sampling views - pupils, staff, and parents</li> <li>➢ Sampling pupils' work</li> <li>➢ Professional dialogue: learning from and with each other</li> </ul>	
<p><b>SCHOOL IMPROVEMENT</b></p>					
	<ul style="list-style-type: none"> <li>✓ Implement a '<b>Coaching and Mentoring</b>' approach to medium term planning for learning, teaching and assessment - time will be protected for staff to: <ul style="list-style-type: none"> <li>➢ Develop <b>medium term plan collegiately</b></li> <li>➢ Engage in <b>shared evaluations</b> of plans for learning, teaching and assessment with Senior Leadership Mentor</li> </ul> </li> </ul>	<p>HT Mentor for EYC to P3; DHT P4-P7</p> <p>All Staff</p>	<p>Aug Inset then ongoing</p> <p>Aug, Oct, Jan, April</p>	<p>Gains made in attainment levels/data (please see impact measures in Appendix 1)</p> <p>Progress towards securing CfE attainment targets will be informed by:</p> <ul style="list-style-type: none"> <li>➢ Monitoring classroom/playroom practice and the child's learning experience</li> <li>➢ Sampling views - pupils, staff, and parents</li> <li>➢ Sampling pupils' work</li> <li>➢ Pupil Progress Meetings with all teachers</li> <li>➢ Tracking progress of targeted groups of pupils: pupils eligible for PEF support; pupils supported through staged intervention</li> <li>➢ Professional dialogue: learning from and with each other - shared evaluations of medium term planning</li> <li>➢ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➢ Monitoring the impact of staged intervention targets</li> </ul>	
	<ul style="list-style-type: none"> <li>✓ Revise how we set targets with children to ensure they are aware their next steps in learning - introduce fortnightly '<b>Our Learning Targets</b>' time in classes</li> </ul>	<p>SLT / All staff</p>	<p>Oct Inset</p>		
	<ul style="list-style-type: none"> <li>✓ Refine our approach to planning support for children with additional support needs - all staff will engage in <b>Professional Learning</b> focused on <b>Staged Intervention Plans and Creating SMART (Specific Measurable Achievable Realistic Timed) Targets</b></li> </ul>	<p>Led by F Paterson</p> <p>All staff</p>	<p>Please see Staff Meeting Calendar</p>		
	<ul style="list-style-type: none"> <li>✓ <b>Enhance Numeracy Across the Curriculum</b> through implementing <b>teaching and learning approaches which promote creativity, curiosity and problem solving</b> (Play based approaches - embed RTA in EYC; plan IDL in P1-3 using Talking and Thinking Floorbooks; Block Play in P1-3; Making Thinking Visible Thinking Routines, Critical Skills approaches)</li> </ul>	<p>SLT / All staff</p>	<p>Oct Inset</p>		
	<ul style="list-style-type: none"> <li>✓ Refine our approaches to <b>medium and short term planning for Numeracy and Mathematics</b> - planning will continue to be underpinned by South Ayrshire's Numeracy and Maths Skills Pathways and enhanced by the exemplification provided within the Highland Numeracy Progression.</li> </ul>	<p>Led by F Paterson</p> <p>All staff</p>	<p>Please see Staff Meeting Calendar</p>		

PARENTAL AND WIDER ENGAGEMENT				
Engage families to enhance and enrich children's learning	Provide opportunities for families to engage in their children's learning in relation to Numeracy and Maths in a variety of ways:	Num & Maths Priority led by F Paterson	"Learning Together Calendar" shared by Sept Weekend	Annual questionnaire – pupil, parents, partners
Engage partners from the world of work/specialists to enrich children's learning	<ul style="list-style-type: none"> <li>✚ School and EYC "Learning Together Calendar" to include:</li> <li>✚ <b>'Numeracy and Mathematics'</b> focus at Early Years PEEP sessions (four over session 2023-24) – share 'Every Day is a Learning Day' activities via PEEP and via children's online interactive Learning Journals</li> <li>✚ EYC 'Stay and Play' (four over the year)</li> <li>✚ <b>'Read, Write, Count' Family Learning Workshop for P1-7</b> led by Dundonald Staff</li> </ul>	EYC Peep Led by K Macpherson, Senior EYP and Lorna Street	Please see Staff Meeting Calendar	Professional dialogue: learning from and with each other
Equip all children with skills to develop creativity and employability	<ul style="list-style-type: none"> <li>✚ EYC: <b>Numeracy Rhyme of the Week</b> to be shared with families via 'EYC – We are Learning to...' fortnightly newsletters (shared via My Learning Journal online platform)</li> <li>✚ <b>Enrich learning</b> in Numeracy across the curriculum through <b>seeking opportunities for children to work with partners from the world of work</b> linked to the focus of their learning (for example, STEM Ambassadors to classes when strong structures, financial education etc)</li> </ul>	"Count on us Family Learning Workshop" Term 2	Discussed Termly at Shared Evaluations of Medium Term Planning	HGIOS4 Self-evaluation/impact reports QI 2.4-2.7
Learners will benefit from engaging in activities which support transition from EYC to P1 and P7 to S1: activities will be focused on ensuring progression in learning	MARR CLUSTER IMPROVEMENT PRIORITY:	All staff		
	<ul style="list-style-type: none"> <li>✚ Provide consistent high-quality learning experiences across numeracy and Maths, using data to inform improvement planning and interventions to support improvements in attainment. Re-launch common methodology and language of numeracy through Maths Challenge Day.</li> </ul>	F McCue, PT Maths	Aug-Oct 2023	
	<ul style="list-style-type: none"> <li>✚ Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning (May 2024).</li> </ul>	A Mendy, LT Numeracy P7 Teachers		
		G Hobson, J Fleming	May 2024	

## PRIORITY 3: IMPROVING CHILDREN'S HEALTH AND WELLBEING

### HGIOS 4 Quality Indicators

- 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;
- 2.5 Family Learning;
- 3.1 Ensuring Wellbeing; Equality & Inclusion
- 3.2 Raising attainment & achievement

### NIF Priorities

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

### Targets for Improving Health and Wellbeing

- EYC Developmental Milestones: To increase the percentage of children achieving all health and wellbeing developmental milestones by 5%
- Average school attendance is 92%; increase to 95%
- Early Years attendance is 85%; increase to 95%

WHAT OUTCOMES DO WE WANT TO ACHIEVE?	HOW WILL WE ACHIEVE THIS?	PERSONNEL	TIMESCALES	HOW WILL WE MEASURE IMPACT?
<b>PERFORMANCE INFORMATION</b>				
Increased participation in wider achievement opportunities  Increased attainment in Health and Wellbeing	<ul style="list-style-type: none"> <li>✓ Track and monitor <b>pupil wellbeing, attendance</b> and opportunities for <b>personal achievements</b>: Regular 'Pupil Progress Meetings'; monthly review of attendance and supports in place to promote positive attendance</li> </ul>	All staff - Led by SLT	PPM: Sept, Jan, May  Attendance - Monthly	Gains made in attainment levels/data  (please see impact measures in Appendix 1)
<b>ASSESSMENT OF CHILDREN'S PROGRESS</b>				
Learners will benefit from improved use of assessment planning - holistic assessments and moderation will ensure consistency, pace and progression	<ul style="list-style-type: none"> <li>✓ Continue to develop approaches to <b>assessment</b>, ensuring that it is planned as part of learning and teaching and results in <b>high quality feedback</b> and <b>next steps for learners - embed Assessment Rationale and Pathway</b></li> </ul>	Led by F Paterson : All staff	Revisit Assessment Rationale and Pathway - Aug Inset	Progress towards securing targets will be informed by: <ul style="list-style-type: none"> <li>➤ Monitoring classroom/playroom practice and the child's learning experience</li> <li>➤ Sampling views - pupils, staff, and parents</li> <li>➤ Sampling pupils' work</li> <li>➤ Pupil Progress Meetings with all teachers</li> <li>➤ Professional dialogue: learning from and with each other</li> <li>➤ Quality assurance of the effectiveness of planning including EYC Care Plans</li> <li>➤ Monitoring the impact of staged intervention targets</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Develop and <b>refine our approach to capturing and sharing Children's Learning Profiles</b> in our EYC by implementing the use of My Learning Journals (online profiles) - sharing of learning to be child led, child friendly and linked to the EYC developmental milestones</li> </ul>	Led by K Macpherson, Senior EYP	August Collegiate Meeting then ongoing	

Staff and young people will feel that they are respected and valued members of the school community (survey results)	<b>TEACHER PROFESSIONALISM &amp; SCHOOL LEADERSHIP</b>				
	<ul style="list-style-type: none"> <li>✓ Inspire high quality learning and teaching through professional learning for staff: <ul style="list-style-type: none"> <li>✚ <b>Professional Learning</b> focused on <b>Staged Intervention Plans and Creating SMART (Specific Measurable Achievable Realistic Timed) Targets</b> (linked with CfE experiences, outcomes and benchmarks for Health and Wellbeing and scaffolded by Boxall resources)</li> <li>✚ <b>'Taking a Closer Look at Realising the Ambition'</b> Professional Learning for EYC staff</li> </ul> </li> </ul>	All Staff	Please see Staff Meeting Calendar	Staff Professional Review and Development Learning Visits Sampling views - pupils, staff, and parents Sampling pupils' work	
<ul style="list-style-type: none"> <li>✓ Continue to invest in staff leadership of learning through <b>Lead Learner</b> roles. Lead Learners will engage in professional learning in relation to an area of their choosing (<b>Scottish Book Trust Reading School</b> Lead Learner; HWB - <b>PATHS: Rights Respecting Schools and Pupil Council</b> Lead Learner) and will then lead/share evidence-based practice from research and their own experiences</li> </ul>	EYC Staff - Aug Inset	All Staff			Professional dialogue: learning from and with each other
A highly professional team are impacting positively and consistently towards raising standards for all	<b>SCHOOL IMPROVEMENT</b>				
Our school community has a shared understanding of wellbeing - including emotional wellbeing - and what each of us can do to improve this	<ul style="list-style-type: none"> <li>✓ <b>Highlight</b> the school and early years centre <b>values</b> through: making them visible in all classrooms and communal areas; <b>celebrating achievements</b> which <b>reflect our values</b> through weekly Dundonald Achievement Awards (shared by class teachers and key workers); linking values to Assembly Calendar</li> <li>✓ <b>Promote</b> our <b>refreshed Curriculum Rationale</b> with staff, pupils and families (all stakeholders) to ensure we have a shared understanding of what we are aiming to achieve through our curriculum and how we are going to achieve it</li> </ul>	Head Teacher and All Staff	August then ongoing	Staff and young people will feel that they are respected and valued members of the school community (survey results)	
	<ul style="list-style-type: none"> <li>✓ Continue to develop approaches to building resilience and strategies to support mental wellbeing; <b>Continue to embed the PATHS Programme</b> from EYC to P7 with a focus on improving the children's emotional wellbeing (the Programme includes activities to develop self-esteem, emotional awareness, self-control and conflict resolution)</li> <li>✓ Introduce <b>Nurture Group-Time</b> within our EYC to support and promote the children's social and emotional wellbeing</li> </ul>	All Staff  David Hardie, EYP	Aug Inset then ongoing		
Increase engagement and enjoyment in Health and Wellbeing for all learners	<ul style="list-style-type: none"> <li>✓ Refresh the programme for <b>'Together Time Assemblies'</b> and our <b>Themes of the Fortnight</b> (Theme shared via Staff Bulletin). Include the following: focus on school values; Learning about UNCRC Rights of the Child; Promotion of Health and Wellbeing; Personal Achievements</li> </ul>	All staff	Ongoing		
Close the attainment gap between the most and least disadvantaged					

<p>To identify creative approaches to engage families and wider partners in collaborative working opportunities to enhance and enrich the learning</p>	<p><b>PARENTAL AND WIDER ENGAGEMENT</b></p>			
<p>A highly professional team are impacting positively and consistently towards raising standards for all</p>	<p>Provide opportunities for families to engage in their children's learning in relation to health and wellbeing in a variety of ways:</p> <ul style="list-style-type: none"> <li>✓ Develop school and EYC <b>"Learning Together Calendar"</b> which includes activities focused on health and wellbeing: <ul style="list-style-type: none"> <li>✚ EYC Outdoor PEEP sessions focused on Health and Wellbeing (three over the year)</li> <li>✚ EYC 'Stay and Play' (four over the year)</li> <li>✚ EYC 'Play on Pedals' (term 3 - families invited to join sessions and home learning activities shared via 'My Learning Journals')</li> <li>✚ P1-7 Outdoor Learning sessions (at least two over the year) - implement South Ayrshire's Outdoor Learning Experiences Grid</li> </ul> </li> </ul>	<p>SLT / All staff</p>	<p>"Learning Together Calendar" shared by Sept Weekend  Please see staff meeting calendar</p>	<p>Early Years children achieve 85% of developmental milestones.</p> <p>Overall school participation levels in lunchtime/after-school clubs and activities of 80%.</p>
<p>Our school community has a shared understanding of wellbeing - including emotional wellbeing - and what each of us can do to improve this</p>	<p>Inspire children to appreciate and value the importance of good health and wellbeing in our everyday lives through:</p> <ul style="list-style-type: none"> <li>✓ Active Schools initiatives and lunchtime/after school clubs led by staff</li> </ul>	<p>Active Schools support coordinated by HT</p>		<p>➤ Progress towards securing positive outcomes will be informed by:</p>
<p>Raise attendance levels particularly for targeted groups of children</p>	<p><b>Increase attendance</b> at Dundonald Primary School and Early Years Centre:</p> <ul style="list-style-type: none"> <li>✓ Identify <b>factors impacting on attendance</b></li> <li>✓ <b>Raise awareness of impact of attendance</b> with families - including term time holidays - Marr Cluster to create posters/leaflets for families highlighting importance of good attendance</li> <li>✓ Work in <b>partnership with our families who are facing challenges</b> to build relationships and trust and strengthen communication</li> <li>✓ Work in <b>partnership with local agencies and services</b> to reduce barriers to attendance</li> </ul>	<p>HT to Lead  Cluster Resources</p>	<p>Monthly attendance monitoring</p>	<ul style="list-style-type: none"> <li>○ Monitoring classroom/playroom practice and the child's learning experience;</li> <li>○ Sampling views - pupils, staff, and parents;</li> <li>○ Sampling pupils' work;</li> <li>○ Regular Pupil Progress Meetings with all teachers;</li> <li>○ Monitoring the effectiveness of planning including EYC Care Plans</li> <li>○ Monitoring the impact of staged intervention targets;</li> <li>○ Monthly attendance data;</li> <li>○ Minutes from Team Around the Child Meetings;</li> </ul>
	<p><b>MARR CLUSTER PRIORITIES</b></p> <ul style="list-style-type: none"> <li>✓ Promote the Marr Cluster vision across the school and wider community to ensure unity of approach. Embed a shared understanding of what high-quality learning, teaching and assessment looks like. Develop approaches to celebrating success underpinned by values and rights.</li> <li>✓ Plan and deliver a cluster family learning event that promotes learning in literacy, numeracy and health and wellbeing. Involve a wide range of partners to support learning.</li> </ul>	<p>P7 Staff  All staff - ongoing</p>	<p>Cluster Twilights and Feb Inservice (please see Staff Meeting Calendar)  Family Learning - May 2024</p>	
	<p>Promotion of positive relationships and engagement with secondary school for pupils identified at P5-P7 with a view to ensuring increased attendance by:</p> <ul style="list-style-type: none"> <li>✓ Identifying factors impacting on attendance</li> <li>✓ Raising awareness of impact of attendance on our families - including term time holidays</li> <li>✓ Working in partnership with our families who are facing challenges to build relationships and trust and strengthen communication</li> <li>✓ Working in partnership with local agencies and services to reduce barriers to attendance</li> </ul> <p>Implement the Team Around the Cluster pilot, evaluating the impact on children and families.</p>	<p>G Hobson  Cluster HTs D Alford K Webster PEF Leads J Scott</p>	<p>August 2023 - June 2024</p>	

## APPENDIX 1: SCHOOL IMPROVEMENT PLAN: IMPACT MEASURES

### RAISING ATTAINMENT IN LITERACY AND ENGLISH

CfE Attainment in Reading		
	June '23	DPS Target June '24
P1 year group	70%	90%
P4 year group	82%	90%
P7 year group	72%	90%

CfE attainment in Writing		
	June '23	DPS Target June '24
P1 year group	74%	90%
P4 year group	76.5%	90%
P7 year group	72%	90%

CfE attainment in Listening and Talking		
	June '23	DPS Target June '24
P1 year group	85%	90%
P4 year group	100%	100%
P7 year group	83%	90%

### RAISING ATTAINMENT IN NUMERACY

CfE attainment in Numeracy		
	June '23	DPS Target June '24
P1 year group	85%	90%
P4 year group	100%	100%
P7 year group	79%	90%

### INCREASING ATTENDANCE

	March 2022	DPS Target March 2023
Primary School P1-7 Attendance	92.1%	96%
Early Years Centre Attendance	85.4%	95%

## APPENDIX 2: SCHOOL IMPROVEMENT PLAN - STAFF MEETING & INSERVICE CALENDAR

TERM 1 - AUGUST UNTIL OCTOBER 2023			
Date	Meeting	Duration	Focus
Thurs 17 Aug	In-Service	Full day	Child Protection; Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh); Planning for Learning Teaching and Assessment - Medium Term Overview based on Narrative for CfE (Early Years to P7); Draft One of School and Early Years Centre "Learning Together" Calendar for 2023-24; Refreshed and Refocused Curriculum Rationale; School Values; EYC - Realising the Ambition
Fri 18 Aug	In-Service	Full day	South Ayrshire Reads - including Reading and Phonics Progression across School; Opportunities for Lead Learners (ICT and Digital Technologies; Book Trust Reading Schools); Early Years Focus - Talking and Thinking Floorbooks (Mindstretchers Refresh); Class Learning Walls - Literacy, Numeracy, HWB, Charter, Values
Wed 23 Aug	Staff Meeting: Collegiate 1	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (A3 Medium Term Planners; Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof. dialogue in levels) - Ready for Shared Evaluation of Plans with Fiona (EYC to P4)/Julia (P5-7) week beginning 10 <sup>th</sup> Sept - cover will be arranged
Wed 30 Aug	Staff Meeting: Collegiate 2	3.15-4.45pm	Taking a Closer Look at IDL and Creativity (including Talking and Thinking Floorbooks planning approach; MTV; Critical Skills); Refreshed Approach to Staged Intervention Planning and Target Setting (SMART Targets focus) linked to Es and Os and Benchmarks; Preparation for Pupil Progress Meetings
Mon 4 Sept	South Ayrshire Twilight	3.30-5.30pm	South Ayrshire Priorities: Science of Reading; Foundational Training
Wed 13 Sept	Learning Together Afternoon with Parents and Carers	3.10-4.10pm	Marketplace style 'Learning Together' afternoon will include: sharing of 'Learning Together Calendar'; focus on supporting children's learning in Literacy and Numeracy; time for parents/carers to talk with teachers about what children will be learning about in their classes.
Mon 18 <sup>th</sup> , Tues 19 <sup>th</sup> and Wed 20 <sup>th</sup> Sept	Staff Meeting 3 - Pupil Progress Meetings	3.15-4.45pm	Pupil Progress Meetings: Early Level (Mon); First Level (Tues); Second Level (Wed)
HOLIDAY WEEKEND 22-25 SEPTEMBER			
Wed 27 Sept	Staff Meeting Collegiate 4	3.15-4.45pm	Self-Evaluation - Professional Dialogue and Calendar for Session 23-24 - Learning Visits; Scottish Book Trust Reading Schools; Literacy Rich environments
Wed 4 Oct	Staff Meeting Collegiate 5	3.15-4.45pm	Revisit Assessment Rationale and Pathway - including 'Taking a Closer Look at Assessment of Taught Writing'; Feedback to Learners; Our Learning Targets - Fortnightly Focus in Class
Week Beginning 9 <sup>th</sup> Oct	Parents' Appointments		Options: 2 x 2.5 hour meetings (4-6.30pm over two days) or 2 x 2.5 hour sessions (3.30-6.00; 6.30-9.00)
OCTOBER HOLIDAY - CLOSE ON FRIDAY 13 <sup>th</sup> OCTOBER 2023			
TERM 2			
Mon 23 Oct	In-service day (2)	Full day	South Ayrshire Priorities - Primary Schools: Learning, teaching and assessment conference (half day) EYC: Professional Learning - Being Me Through Block Play; Creativity in Early Years; Possible Cluster EYC Network Event
Wed 25 Oct	Staff Meeting: Collegiate 6	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof. Dialogue in Levels) - Ready for Shared Evaluations Week Beginning 6 <sup>th</sup> Nov
Wed 1 Nov	Staff Meeting: Collegiate 7	3.15-4.45pm	Taking a Closer Look at Children's Understanding of Number and Mental Agility - SAC Skills Frameworks, Number Talks
Wed 8 Nov	Authority Twilight	3.15-5.15pm	South Ayrshire Priorities: The Promise/ Trauma informed
Wed 15 Nov	Staff Meeting: Collegiate 8	3.15-4.45pm	Taking a Closer Look at PATHS
Wed 22 Nov	Staff Meeting: Collegiate 9	3.15-4.45pm	Tracking of Attainment - Four Stages of Progress; Planning for December
CHRISTMAS HOLIDAY - CLOSE ON FRIDAY 22 DECEMBER 2023			

## APPENDIX 2: SCHOOL IMPROVEMENT PLAN - STAFF MEETING & INSERVICE CALENDAR

TERM 3 - REOPEN ON MONDAY 8 <sup>TH</sup> JANUARY 2024			
Date	Meeting	Duration	Focus
Wed 10 Jan	Staff Meeting: Collegiate 10	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof Dialogue in Levels) - Ready for Shared Evaluations wk begin. 22 <sup>nd</sup> Jan
Wed 17 Jan	Staff Meeting: Collegiate 11	3.15-4.45pm	Preparation for Pupil Progress Meetings; Staged Intervention Review and Target Setting
Thurs 24 Jan	Authority Twilight	3.15-5.15pm	South Ayrshire Priorities - Rights Respecting Schools
Tues 30 Jan, Wed 31 Jan, Thurs 1 <sup>st</sup> Feb	Staff Meeting: Collegiate 12	3.15-4.45pm	Pupil Progress Meetings: Early Level (Tues); First Level (Wed); Second Level (Thurs)
Wk Begin 5 <sup>th</sup> Feb	Parents' Appointments		Please see October options
HOLIDAY WEEKEND - CLOSED ON 12 <sup>TH</sup> FEB 2024			
Tues 13 Feb	In-Service (4)	Full day	Cluster priorities - Cluster Vision
Wed 21 Feb	Stagg Meeting: Collegiate 13	3.15-4.45	Meeting Learners' Needs - Staged Intervention Update
Wed 28 Feb	Staff Meeting: Collegiate 14	3.15-4.45pm	Reporting on Pupil Progress: Final Report Guidance and Preparation
Wed 6 March	Staff Meeting: Collegiate 15	3.15-4.45pm	Planning for Easter Service
EASTER HOLIDAY - CLOSE ON FRIDAY 29 MARCH AND REOPEN ON MONDAY 15 APRIL			
TERM 4			
Wed 17 April	Staff Meeting: Collegiate 16	3.15-4.45pm	Collegiate Planning - Planning for Learning, Teaching and Assessment (Use of South Ayrshire Frameworks: Es & Os, Skills and Benchmarks - Prof. Dialogue in Levels) - Ready for Shared Evaluations wk begin. 6 <sup>th</sup> May
Thurs 2 May	In-Service (5)		Self Evaluation: Preparation for Standards and Quality Report; School Improvement Plan; Focus on Attainment - Four Stages of Progress; Class Structure for 24-25 EYC: Early Years Talk Boost Professional Learning
MAY DAY HOLIDAY MONDAY 6 MAY			
Fri 3 <sup>rd</sup> May	Pupil Reports to SLT		
Wed 8 <sup>th</sup> May	Staff Meeting: Collegiate 17	3.15-4.45pm	Prep. for Pupil Progress Meetings; Prep for SNSA; Tracking of Attainment
Tues 14, Wed 15 and Thurs 16 May	Staff Meeting 18 - Pupil Progress Meetings	3.15-4.45pm	Pupil Progress Meetings: Early Level (Tues); First Level (Wed); Second Level (Thurs)
Wed 22 May	Staff Meeting: Collegiate 19		Class Structure for 24-25; Review of Attainment and Data Analysis CfE/SNSA; SQR and SIP; Prep for Transfer of Information
HOLIDAY - FRI 24 MAY AND MONDAY 27 MAY 2024			
Thurs 6 June	Parent Appointments		Reporting to Parents: Optional 3 <sup>rd</sup> Appointment for Parents
Wed 12 June	Staff Meeting: Collegiate 20	3.15-4.45pm	Working Time Agreement 2024-25

**20 x 1.5 hour staff meetings = 30 hours; Authority Twilight = 6 hours; Transition = 1.5 hours; 2.5 hours of flexibility retained (Total = 40 hours)**



## APPENDIX 2: S.I.P - EARLY YEARS CENTRE - OVERVIEW OF COLLEGIATE MEETINGS & INSERVICE

	Term One	Term Two	Term 3	Term 4
<b>Focus for In-Service</b>	<p><b><u>In-Service One:</u></b></p> <ul style="list-style-type: none"> <li>✓ Child Protection;</li> <li>✓ Fire Safety and Health and Safety Update (Including Anaphylaxis Refresh);</li> <li>✓ Planning for Learning - Draft One of School and Early Years Centre "Learning Together" Calendar for 2023-24;</li> <li>✓ Refreshed and Refocused Curriculum Rationale;</li> <li>✓ Promoting our Values;</li> <li>✓ South Ayrshire Reads - Literacy Rich EYC</li> <li>✓ Key Worker Groupings</li> </ul> <p><b><u>In-Service Two</u></b></p> <ul style="list-style-type: none"> <li>✓ Taking a Closer Look at Realising the Ambition - What does this Look Like in Action (Spaces, Experiences, Interaction)</li> <li>✓ Child-Centred and Child-Led Learning - Talking and Thinking Floorbooks (Mindstretchers Refresh);</li> <li>✓ Learning Walls - Literacy, Numeracy, HWB, Charter, Values</li> </ul>	<p><b><u>In-Service Three</u></b></p> <ul style="list-style-type: none"> <li>✓ Professional Learning - Being Me Through Block Play;</li> <li>✓ Creativity in Early Years;</li> <li>✓ Marr Cluster EYC Network Event - Sharing Practice</li> </ul>	<p><b><u>In-Service Four</u></b></p> <ul style="list-style-type: none"> <li>✓ Health and Wellbeing Focus - PATHS and Play on Pedals</li> <li>✓ Self-Evaluation Learning Walk - Focus on Key QIs from HGIoELC and Care Inspectorate Quality Framework</li> </ul>	<p><b><u>In-Service Five</u></b></p> <ul style="list-style-type: none"> <li>✓ Early Talk Boost Professional Learning led by Speech and Language Therapy</li> </ul>
<b>Focus for Collegiate Meetings</b>	<ul style="list-style-type: none"> <li>✓ Initial Personal Learning and Care Plans - 'All About Me'</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ South Ayrshire Reads</li> <li>✓ Literacy Rich Environment</li> <li>✓ Self-Evaluation: HGIOELC and Care Inspectorate Quality Framework - Focus on 'How Good is our Learning Provision'</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Learning and Care Plans</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ Numeracy, Maths and Outdoor Learning</li> <li>✓ Self-Evaluation: HGIOELC and Care Inspectorate Quality Framework - Focus on 'Successes and Achievements'</li> <li>✓ Early Years Christmas Concert</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Learning and Care Plans</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ HWB (including Play on Pedals)</li> <li>✓ Self-Evaluation: HGIOELC and Care Inspectorate Quality Framework -- Focus on 'Leadership'</li> <li>✓ PATHS</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personal Learning and Care Plans</li> <li>✓ My Learning Journal - Online Profiles</li> <li>✓ Pupil Progress Meetings</li> <li>✓ Focus on Talking and Listening - Talk Boost</li> <li>✓ Self-Evaluation: Care Inspectorate Quality Framework - Our Learning Provision</li> <li>✓ EYC Graduation</li> </ul>

## APPENDIX 4: SCHOOL IMPROVEMENT PLAN – BUDGET, RESOURCES AND LINKS WITH UNCRC

### BUDGET / RESOURCES SESSION 2023-24

LITERACY AND ENGLISH	NUMERACY AND MATHEMATICS	HEALTH AND WELLBEING
<ul style="list-style-type: none"> <li>Resources for class libraries: £150 per class = £1050</li> <li>Resources for EYC library plus books for children = £200</li> <li>Active Literacy Resources: Refresh magnetic boards, letters, teacher boards, Jolly Phonics resources for P1-3 = £300</li> <li>Toe by Toe Resource = £200</li> <li>My Learning Journal Online Platform/App for EYC to P3 = £500</li> <li>PEF funded School Assistant to support learners in class and to provide targeted interventions</li> <li>Literacy Shed = £200</li> <li>EYC - Early Talk Boost Resource £525</li> <li>EYC - Early Talk Boost Training £175</li> <li>PEF funded Scottish Book Trust Author - Literacy Patron and Creative Writing Workshops £2000</li> </ul>	<ul style="list-style-type: none"> <li>Concrete resources to support learning and teaching, including Numicon: £1000</li> <li>Power of Two Resource: £200</li> <li>PEF funded School Assistant to support learners in class and to provide targeted interventions</li> <li>Numeracy and maths resources for play based learning in EYC (lose parts play, objects for counting, numbers for numeracy rich environment, large foam dice): £250</li> <li>Count on Us Professional Learning: £750</li> </ul>	<ul style="list-style-type: none"> <li>Playground Resources to promote health and wellbeing: £500</li> <li>PEF funded School Assistant to support learners in class</li> <li>Outdoor learning resources for EYC - including small world: £500</li> <li>Transport for Educational Outings £1500</li> </ul>
		MODERN LANGUAGES
		<ul style="list-style-type: none"> <li>Investment in Linguascope Resources to support learning £200</li> </ul>

### RIGHTS RESPECTING SCHOOLS LINKS

#### UNCRC ARTICLES

<p><b>Article 3</b> Adults must do what's best for me</p> <p><b>Article 6</b> I should be supported to live and grow.</p> <p><b>Article 12</b> I have the right to be listened to, and taken seriously.</p> <p><b>Article 13</b> I have the right to find out and share information.</p> <p><b>Article 15</b> I have the right to meet with friends and to join groups.</p>	<p><b>Article 19</b> I have the right to be protected from being hurt or badly treated.</p> <p><b>Article 23</b> If I have a disability, I have the right to special care and education.</p> <p><b>Article 28</b> I have the right to an education.</p>	<p><b>Article 29</b> I have the right to an education which develops my personality, respect for others' rights and the environment.</p> <p><b>Article 31</b> I have a right to relax and play.</p> <p><b>Article 39</b> I have the right to help if I have been hurt, neglected or badly treated.</p> <p><b>Article 41</b> Where our country treats us better than the U.N. does we should keep up the good work!</p> <p><b>Article 42</b> Everyone should know about the UNCRC.</p>
		