



Holmston Primary School

School Improvement Plan

2018 - 2019

WORKING WITH PARTNERS
AND COMMUNITIES TO
MAKE LIFE BETTER

south
AYRSHIRE
COUNCIL

Our Values



Respect
Responsibility
Fairness
Honesty
Courage



Our Vision

It is our vision that the pupils at Holmston Primary receive an education for the 21st Century, which encompasses sound educational knowledge and understanding, responsibility for the environment and knowledge and opportunities to enable them to lead healthy, active lives.

They will value and contribute to their community, while their wider achievements will be celebrated and learners will have a voice in the school community.

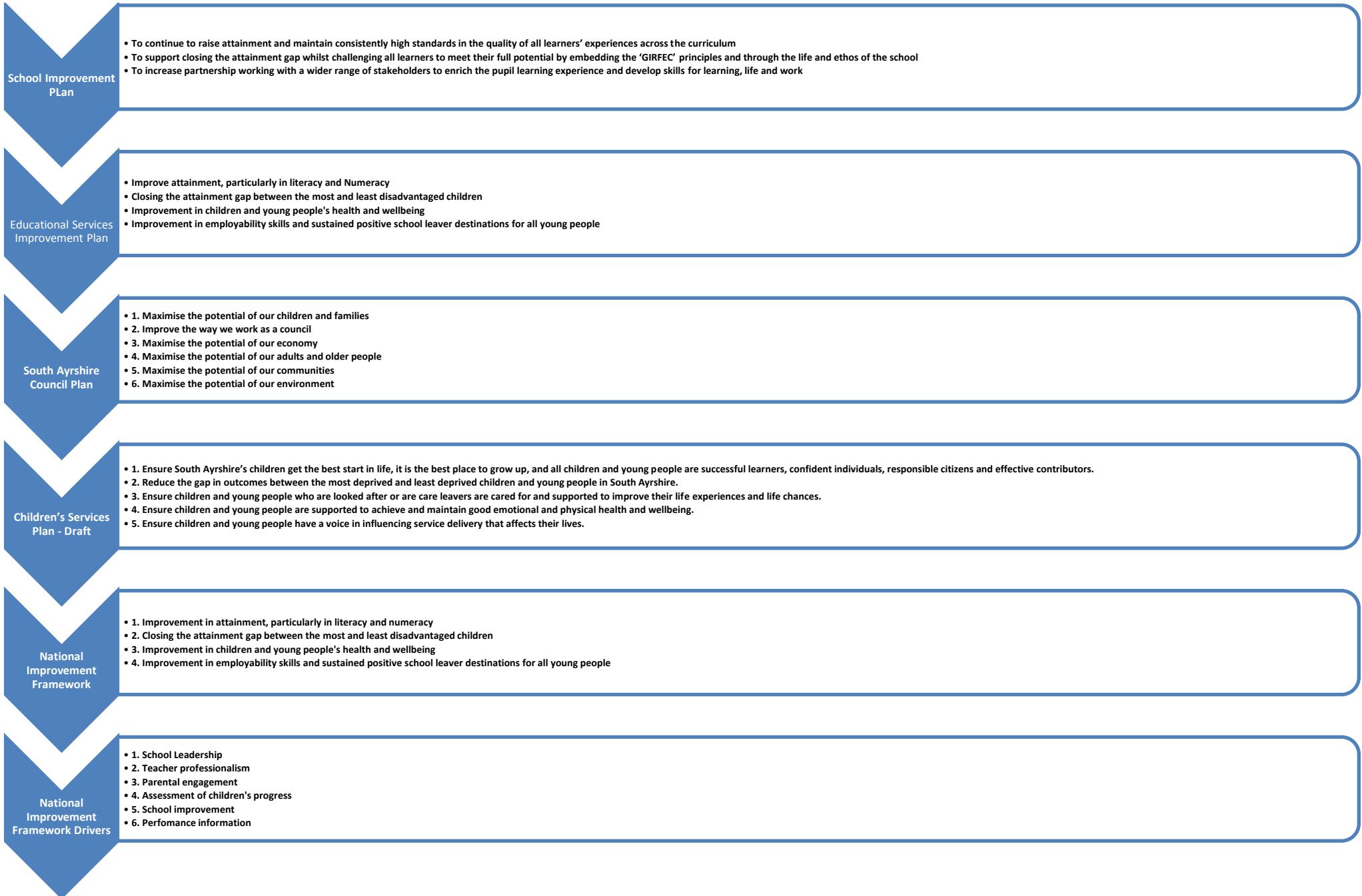
This education for the 21st century will be delivered in a motivating manner which results in the pupils of Holmston achieving the 4 capacities of Curriculum for Excellence enabling them to become successful learners, confident individuals, responsible citizens and effective contributors.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



Summary of School Improvement Plan

ASPECT OF HGIOS4?		TARGETS FOR 2017/18	NIF PRIORITIES AND DRIVERS
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 2.6 Transitions 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	1	To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum	<ul style="list-style-type: none"> • <i>Improvement in attainment for all, particularly in literacy and numeracy</i> • <i>Closing the attainment gap between the most and least disadvantaged children</i> • <i>Improvement in employability skills and sustained positive school leaver destinations for all young people</i> <ul style="list-style-type: none"> ○ School improvement ○ School leadership ○ Teacher professionalism ○ Assessment of children's progress ○ Performance information
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 3.3 Creativity and Employability	2	To support closing the attainment gap whilst challenging all learners to meet their full potential by embedding the 'GIRFEC' principles and through the life and ethos of the school	<ul style="list-style-type: none"> • <i>Improvement in children's and young people's health and wellbeing</i> • <i>Improvement in attainment for all, particularly in literacy and numeracy</i> • <i>Closing the attainment gap between the most and least disadvantaged children</i> <ul style="list-style-type: none"> ○ School improvement ○ School leadership ○ Teacher professionalism ○ Assessment of children's progress ○ Performance information
1.3 Leadership of Change 2.5 Family Learning 2.7 Partnerships 3.2 Raising Attainment and Achievement 3.3 Creativity and Employability	3	To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work	<ul style="list-style-type: none"> • <i>Improvement in employability skills and sustained positive school leaver destinations for all young people</i> <ul style="list-style-type: none"> ○ School improvement ○ School leadership ○ Parental engagement

Target 1. To continue to raise attainment and maintain consistently high standards in the quality of all learners' experiences across the curriculum				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
All staff are confident in delivering progressive and engaging curriculum. All pupils experience a curriculum which enables them to achieve, be successful, confident, responsible and effective in school, work and life. All pupils experience a curriculum that provides opportunities for creativity and employability All staff confident in promoting creativity and employability skills across the curriculum	<p>Review and implement revised Teaching and Learning Policy and curriculum rationale – ensuring it is research based and includes:</p> <ul style="list-style-type: none"> • AifL • Guidance on LI and SC, plenaries, feedback • Growth mindset • Talk partners • Linked to UNCRC <p>Develop a planning framework to support staff to promote creativity skills across learning linked to DYW standards and MTV</p> <p>All staff trained in and are embedding Making Thinking Visible across the curriculum strategies to promote higher order thinking skills and creativity skills.</p> <p>Further CLPL for staff on creativity across learning, AifL strategies including target setting and growth mindsets</p> <p>Further develop the approaches to creativity to include employability skills and contributing to the local/wider community</p> <ul style="list-style-type: none"> • Each stage to develop a project involving a local business partner. 	RH RH/HM/CT RH/HM Class teachers	Term 1 to review Term 2 to implement Term 1 On-going Term 1, 2 Staff to identify timescale for project	<p>Learning visits and jotter monitoring reflect policy statements and 100% of visits identify the quality of teaching and learning is identified as good or better</p> <p>Pupil survey indicates that almost all pupils enjoy learning and are making progress.</p> <p>All staff identify they are more confident in teaching creativity across the curriculum through feedback and discussion.</p> <p>Displays across the school reflect MTV approaches to promoting thinking across a range of subjects.</p> <p>Almost all pupils become more confident in thinking, planning, creating, questioning and developing creativity skills. This is identified through discussion, feedback and observation of pupils undertaking tasks.</p> <p>There will be an increase in the number of business partnerships.</p>
All Staff are confident in grouping experiences and outcomes to plan holistic approaches to teaching, learning and assessment within Literacy and English All Staff are confident in assessing standards within a level. Almost all parents are clearer about the progression through a level.	<p>CLPL on planning for holistic assessments within Literacy and English. Staff to work together to develop and plan assessments.</p> <p>All staff participate in moderation events at school, cluster and authority level – cluster focus: Literacy and English</p> <p>CLPL on new tracking system in SEEMIS – four stage approach. All staff to set targets for pupils and review throughout the year in Reading, Writing and Maths.</p> <p>SLT and identified staff trained and can use the BGE tracking tool as appropriate to identify strengths and development needs of the school.</p> <p>Parent information session to include explanation of new levels of progress and consult on reporting arrangements</p>	RH/KR TG RH RH RH	Term 1 May 2019 Term 1 – OCT Term 2 – Feb Term 3 - May Term 1 Term 1	<p>Assessment and moderation discussion between class teachers will lead to increased knowledge and confidence in both teaching and assessing reading, leading to increase in CfE attainment.</p> <p>School tracking sheets updated to new format.</p> <p>Pace of pupil progress is tracked more rigorously. All staff are more confident in identifying progress of individuals.</p> <p>Almost all parents demonstrate they are confident to describe the progress their child is making through a level.</p>
All pupils experience an enriched Language curriculum with challenging and more meaningful texts. To raise attainment in reading to 92% of all children being secure in a level in P1, P4 and P7	<p>Embed Active Reading. Provide opportunities for staff to share practise and develop ideas of using the North Lanark approach.</p> <p>Introduce Accelerated Reader scheme for pupils in P4 – P7 (link to PEF)</p> <ul style="list-style-type: none"> • Staff CLPL in Accelerated Reader • Library to be set up and books banded appropriately • Parents information session and workshop <p>Pupil reading survey undertaken at start and end of year</p> <p>See Cluster Improvement Plan for additional planned improvements in reading</p> <p>Embed 'Word Aware' and 3 Read Approach in Primary 1 and 2</p>	KR RH/KR Support assistants KR Cluster staff KR	On-going Term 1 August 18 and May 19 Term 1	<p>PM benchmarking results</p> <p>Improved results in CEM and Teacher Judgements</p> <p>Increased/accelerated reading ages in STAR reader assessments</p> <p>Increase in pupils identifying they enjoy reading for pleasure.</p> <p>All pupils in P4 -P7 can access appropriate level of books independently.</p> <p>Most parents identify that pupils enjoy reading.</p>

<p>To raise attainment in writing to 89% by:</p> <p>All staff confident to use Talk for Writing methodology to enrich the writing curriculum</p>	<p>Implement 'Talk for Writing' Approaches in Primary 1 – 7.</p> <ul style="list-style-type: none"> • Staff CLPL provided on INSET day 1 and during staff meetings • Embed Active Spelling approaches • Audit resources and identify additional resources needed to deliver these approaches. 	KR	August 2018 Focus on Term 1 to implement	Learning visits indemnify that approaches are being used. Jotter monitoring identifies good progress being made in writing Holistic assessments indicate that all pupils have the opportunity to learn across the organisers within Literacy and English.
<p>To raise attainment in Numeracy and Mathematics to 90% by:</p> <p>All staff are trained and confident in using a concrete, pictorial, abstract approach to developing mathematical ideas</p> <p>Almost all pupils are able to use multiple representations to represent numbers and calculate.</p> <p>Most parents are confident in supporting their child at home in Numeracy and Mathematics</p>	<p>Implement the use of Numicon throughout the school (link to PEF)</p> <ul style="list-style-type: none"> • Staff CLPL and training on Numicon • Staff CLPL on Bar Modelling • Embed mathematical mindsets P5 – P7 staff to attend Jo Boaler conference, Edinburgh • Identified staff to enrol on On-line Course from Stamford on Mathematical mindsets (PEF) <p>Identify and purchase further additional concrete resources as appropriate</p> <p>Focused interventions in place for targeted pupils (link to PEF)</p> <ul style="list-style-type: none"> • Power of 1 / Plus 2 • Numicon intervention • 5 min box maths (P1/P2) <p>Host parental workshops and information leaflet on approaches to Numeracy and Mathematics</p>	RH RH RH	Term 2 Term 2 on-going Term 2	Jotters and Learning Visits identify approaches used in practise. Consistent and progressive approach to recording visuals in place (bar modelling) Almost all pupils can use a range of concrete materials independently and with confidence; represent these ideas visually and use this understanding to help record abstractly. Targeted pupils make accelerated progress identified through tracking meetings and targets set. Teacher judgements / CEM data
<p>All staff are increasingly confident to deliver the revised technology experiences and outcomes especially in Digital Literacy and Computing Science.</p> <p>All pupils are confident to use and interrogate a range of digital technology.</p> <p>All pupils are confident they can stay safe online.</p>	<p>Further CLPL for staff on technology Es and Os, Computing Science and Digital Literacy (Barefoot Computing)</p> <p>Implement programme of work to support digital literacy and computer science.</p> <p>Begin work towards achieving a Digital School Award</p> <ul style="list-style-type: none"> • Audit of staff skills • Develop action plan identifying key areas for development <p>Participation in Safer Internet Day events – locally and nationally</p>	RH/GD GD GD RH/GD	Term 1 Ongoing – Term 2 Term 2	All staff confident to implement planners Consistent and progression planners used to develop computer science and digital literacy skills At least 96% of pupils identify they can stay safe online. Through discussions pupils can identify methods of staying safe on-line. This is reflected in the pupil survey results
All pupils are motivated and encourage to develop skills in the STEM subjects	<p>Organise a STEM week during March 2019 linked to British Science Week</p> <ul style="list-style-type: none"> • Visiting STEM ambassadors • Science Fayre for parents • Science homework task – <i>linked to cooking(?)</i> • Crest/Science activities and technology challenges planned for classes • Maths Roadshow activities <p>Pupils to participate in the Primary Leaders/ Engineers competition</p>	Staff working party HM, SH, RH	March 2019	Almost all pupils can discuss the importance of and are excited about the STEM subjects and make links with creativity and DYW. Almost all pupils identify they enjoy learning about STEM at school through feedback after the events. Through observations of pupils most demonstrate curiosity, open-mindedness, imagination and ability to problem solve in a range of unfamiliar contexts

Target 2. To support closing the attainment gap whilst challenging all learners to meet their full potential by embedding the 'GIRFEC' principles and through the life and ethos of the school				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
All stakeholders have a clear vision of the direction of the work of the school	Involve all stakeholders in reviewing the vision of the school to ensure it is ambitious and focuses on improvements in outcomes for all	RH	Term 2	All stakeholders can articulate the shared vision of the school.
Pupils experience a fair and consistent approach to behaviour management. Staff are supported through clear and consistent procedures, policy and guidelines relating to promoting positive behaviour and nurturing approaches. All pupils experience more constructive/positive playtimes All staff have an increased awareness of adverse childhood experiences (ACES) and attachment theory	Involve all stakeholders in reviewing the school policy on behaviour and anti-bullying. Consider <ul style="list-style-type: none"> • nurturing principles • de-escalation strategies • language associated with bullying behaviour • improve the recording and reporting of bullying incidents in school • rewards and consequences • UNCRC • school values Implement a positive playtime/lunchtime approach <ul style="list-style-type: none"> • staff CLPL on strategies • pupils trained in approach Staff CLPL on nurturing approaches, trauma and ACEs – liaise with Ed Psych. service	RH AD KR Ed. Psych. KR/AD	Term 1 and 2 Term 1	Decrease in the number of incidents involving negative behaviours 96% of pupils agree or strongly agree that they feel safe and cared for in school and staff are good at dealing with bullying behaviour Decrease in the number of negative incidents at lunchtime All staff indicate they have an increased knowledge and understanding of ACEs and are confident in using strategies to support children based on nurture principles.
Almost all parents and pupils celebrate and value their achievements and progress through a variety of reporting methodology. Staff confident in setting up and using profiles Pupils confident in identifying targets for their learning and tracking their learning journey	Implement system for pupil target setting and profiling Pupil profiles built up that include pupil targets, links to DYW and skills for learning, life and work, wider achievements and holistic assessment evidence of learning.	SH/RH	Term 1 and on-going	All pupils have a profile that they are proud of and this demonstrates their learning journey. Pupils discuss their education using the language of learning and are aware of the next steps they need to take. Staff and Parental Feedback
Ensure that all pupils with dyslexia are identified and supported across the curriculum. All staff confident in using a range of DfS strategies to ensure all pupils are included	Continue to implement the action plan for DFS Silver Award <ul style="list-style-type: none"> • Staff CLPL on meeting needs • Pupil/parent focus group established • Displays around school reflect inclusivity • Resources available in every classroom • Profile of dyslexic learners is raised through the work of the school 	GM	Term 1	Learning visits and tracking meetings identify that all identified pupils are included in all aspects of school life. Almost all pupil and parent feedback indicate that pupils feel supported and make good progress. Achieve Silver Award
Most pupils are confident in articulating the rights within the UNCRC and are seeing themselves as campaigners All Staff are confident in promoting the UNCRC.	Continue to embed the work of the RRS committee and begin to take this to a wider audience through: <ul style="list-style-type: none"> • Linking with learning for sustainability and global goals develop a framework for teaching and learning for each stage • Make explicit links to the SHARARRI indicators, assembly plan and monthly focus. • Identify campaign each stage or whole school can be involved in to facilitate change on either a local or global scale (could link to DYW project) • Complete policy document and implement with staff and share with community • Investigate possibility of connecting classrooms project 	CT CT/AD	Term 1 – on-going	All pupils can articulate the Rights of the Child Almost all pupils demonstrate respect for the rights of others Almost all parents are aware of their responsibilities in regards to the Rights of the Child. Almost all pupils have the opportunity to be agents of change in the local/global community. All staff are confident in promoting the Rights of the Child through curriculum developments.

<p>All pupils experience a broad, relevant and progressive curriculum in Health and Wellbeing</p> <p>All staff are confident in delivering all aspects of the HWB curriculum</p> <p>Almost all targeted pupils are equipped with strategies to enable them to relax, focus and build resilience</p>	<p>Identify a mental health champion</p> <p>Audit the current curriculum provision in relation to benchmarks – focus on Mental, Social and Emotional Wellbeing</p> <ul style="list-style-type: none"> Identify any gaps in provision Implement revised authority planning and assessment processes Identify and purchase additional resources Review assembly programme Identify any CLPL needs Provide CLPL on circle time approaches <p>Review Authority guidance on monitoring and tracking of HWB and prepare action plan for implementation.</p> <p>Develop and pilot a series of mindfulness lessons with Primary 5</p> <p>Health and Wellbeing Day organised as part of the Week of Culture and Wellbeing (see target 3)</p>	<p>AD/RH</p> <p>AD</p> <p>AD</p>	<p>Term 1</p>	<p>Professional dialogue with staff and pupils identifies that pupils are happy, safe and respected. This is reflected in the annual pupil survey with almost all pupils identifying they are respected and they have someone to turn to if they need help.</p> <p>Pupil survey</p> <p>Parent Survey</p>
<p>All pupils in targeted year groups develop a growing understanding of inclusion and supporting pupils with additional needs</p>	<p>Partnership with Southcraig School:</p> <p>Term 1 – Sherborne Developmental Movement Therapy Sessions with P7</p> <p>Term 2 – messy sensory play with P1-3 mixed groups of approx. 6 pupils each week.. P7 pupils to assist.</p> <p>Term 3 – outdoor literacy sessions with P4-6 mixed groups weekly.</p> <p>Mrs McIntyre will deliver an information session in August to P7 on Sherborne and also on the needs of the Southcraig pupils who they will be working with.</p>	<p>RH KM/JG (Southcraig)</p>	<p>Ongoing through session</p>	<p>Almost all pupils are confident in working with pupils from Southcraig and demonstrate an increased awareness of supporting individuals with a range of needs.</p> <p>Observation of pupils</p> <p>Feedback from staff and parents</p>
<p>To develop the ability of targeted pupils to move and think in a more cohesive way</p>	<p>Evaluate the appropriateness of Better Movers, Better Thinkers programme – liaise with other schools.</p> <p>Provide training for identified staff co-ordinator</p> <p>Trial and evaluate with identified classes</p> <p>Provide staff CLPL</p>	<p>GD</p>	<p>Term 1 and 2</p>	<p>Observation of pupils and feedback from staff identify almost all target pupils:</p> <ul style="list-style-type: none"> feel safe – the learner is not frightened to experiment, to voice opinions, to fail, recover and try again engage in the process of learning by bringing a focus of attention to the task - this is part of the process of developing Executive Function skills

Target 3. To increase partnership working with a wider range of stakeholders to enrich the pupil learning experience and develop skills for learning, life and work				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
Almost all pupils enrich their understanding of being a global citizen. Most parents have an increased awareness of the diversity of the school population	<p>Organise a Week of Global Culture and Wellbeing building on from the previous Scottish Showcase. To be a celebration of the school's diversity and strategies to support mental, emotional, social wellbeing.</p> <ul style="list-style-type: none"> Identify opportunities for parents to support classes Identify opportunities for partners to support school (Yoga, relaxation techniques, mindfulness etc.) Links to food technology/healthy living Campaign to promote global wellbeing (unicef/fairtrade/plastic?) Include wellbeing day Showcase for parents at the end of the week. 	Class teachers AD/CT/DS RRS committee RH	Term 1	<p>Feedback from almost all pupils identify they have a growing understanding of Scotland's place in the world and an appreciation of different cultures.</p> <p>Almost all pupils can identify strategies to support their own mental wellbeing.</p>
Pupils increasingly aware of career pathways and options open to them. Staff confident to make links between skills for learning, life and work in line with the DYW agenda and Career Education standards Partnerships with stakeholders are developed across the curriculum involving collaborative planning with staff and pupils	<p>Staff embed opportunities for career education to be taught across the curriculum – CLPL on the Career standard and My World of Work</p> <p>Explore further opportunities for local partners to be utilised across the curriculum to promote skills for learning, life and work.</p> <p>More parents and partners involved as employers and employees delivering workshops to pupils during STEM and DYW/Ayrshire fortnight</p> <p>DYW – Use My World of Work website for pupils in P5 – P7 to identify skills and possible career options to inform pupil profile</p> <p>Develop a framework of DYW curricular events – 'The Big Splash!', 'Rural Ayrshire – Forests and Farms' and Travel, Tourism and Beyond</p> <p>Organise a fortnight based around the theme of 'Travel, Tourism and Beyond – Ayrshire: Gateway to the stars'</p>	Class teachers RH/TG/SH TG/SH SH RH TG	Term 1 Term 1 – Culture and Wellbeing Week Term 2 – STEM week Term 3 – TT&B29 Ongoing – class project Term 3 Term 3	<p>Stage planning meetings identify opportunities for partnership links and developing skills for work</p> <p>Professional dialogue Pupil dialogue</p> <p>Increase in number of partners working with the school (DYW return)</p> <p>Pupil Profiles provide evidence of pupils considering skills for work.</p> <p>Pupil feedback and work</p>
Almost all parent identify they are supported to help their child at home Increase number of parents involved in their child's learning, progress and life of the school.	<p>Host parental workshops on a range of subjects including:</p> <ul style="list-style-type: none"> P1 Literacy and Numeracy Growth Mindsets Approaches to calculating <p>Provide increasing opportunities for parents to work alongside pupils including:</p> <ul style="list-style-type: none"> STEM fayre Pupil-led workshops in the classroom e.g. number talks, active spelling <p>Provide increasing opportunities for parents to be involved in the life and work of the school including:</p> <ul style="list-style-type: none"> Leading workshops linked to STEM or DYW Supporting in class Input into SQ and SIP Input into reviewing TL and Behaviour Policy 	KR/DS/RH RH Class teachers RH All staff	Term 1 Term 2 Term 2 Term 1 Term 2 /3 Ongoing Term 3 Term 1	<p>In the annual parent questionnaire:</p> <p>80% of parents agree '<i>The school organises activities where my child and I can learn together</i>'</p> <p>95% of parents agree 'The school gives me advice on how to support my child's learning at home'</p> <p>Feedback from almost all parents indicates they feel they are able to support their child at home after attending events.</p>

CLUSTER READING PROJECT (Year 1 of 2)				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>Through cluster moderation of reading, class teachers will become more confident in assessing and recording achievement of a level across all levels.</p> <p>Following focused CLPL for class teachers, children will experience high quality learning, teaching and assessment, through consistent and effective pedagogy.</p> <p>To raise attainment in READING in P1 – P7 by 10% by 2020, by targeting:</p> <ul style="list-style-type: none"> * Mechanics of reading * Comprehension of reading * Additional support needs in reading 	<p>Baseline for class teachers to be attained at beginning of new session. This to consist of:</p> <ul style="list-style-type: none"> * Class teacher survey * Class teacher judgement within CfE (using 4 new point scale) 	<p>Ian Sturgeon (Survey) Individual Head Teachers (CfE)</p>	<p>Class Teacher survey to be administered by 7th September CfE judgement by 7th Sept (before PM Benchmark activities are completed)</p>	<p>Survey will be repeated later in the session to inform of improved confidence in teaching mechanics and comprehension of reading. PM Benchmark at end of session will measure impact on children's reading</p>
	<p>All children at P3 and P6 to complete PM Benchmark exercise.</p> <p>Focus group of 4 pupils to be assessed by representative from another cluster school. Pupils to include:</p> <ul style="list-style-type: none"> 1 x Challenge pupil 2 x Core group pupils 1 x Support pupil (not dyslexic) <p>Class teachers to discuss results of PM Benchmarking with visiting representative, using Pro-forma</p>	<p>All cluster HTs <u>Class Teachers at P3 and P6:</u></p> <ul style="list-style-type: none"> * Alloway and Tarbolton * Doonfoot and Kincaidston * Braehead and Holmston <p>Pro forma created by Jackie Blair</p>	<p>10th - 2nd September</p>	<p>PM Benchmark at end of session will measure impact in children's reading. Assessment and moderation discussion between P3 and P6 class teachers will lead to increased knowledge and confidence in both teaching and assessing reading, leading to increase in CfE attainment.</p>
	<p>Following collation of class teacher confidence in teaching reading, CLPL to be offered at November Twilight session</p>	<p>PM Benchmarking – Karen Butler SAC ASN Assessments(?) – Richard Hardy Bloom's Buttons - Caroline Connell Catch-up Literacy and Phonics – Jackie Blair Reading Wise – Braehead Primary Accelerated / STAR Reader – Ian Sturgeon</p>	<p>Twilight Session on 14th November</p>	<p>Impact on CLPL will be measured through:</p> <ul style="list-style-type: none"> * Staff feedback / Questionnaire following CLPL event * Staff survey at end of session * Learning conversation / Target setting meetings with teaching staff * CfE Attainment results * PM Benchmark results
	<p>During authority twilight on 28th January, cluster HTs to arrange networking event for teaching staff to meet in stages. Each teacher to bring along at least one piece of good practice to share with colleagues. From this session, it is hoped that class teachers will:</p> <ul style="list-style-type: none"> * Take at least one idea to try in their own class * Arrange team teaching opportunity with someone in another school 	<p>Jackie Blair</p>	<p>Twilight Session on 28th January 2019</p>	<p>Impact on network event will be measured through:</p> <ul style="list-style-type: none"> * Staff feedback / Questionnaire following CLPL event * Staff survey at end of session * Learning conversation / Target setting meetings with teaching staff * CfE Attainment results * PM Benchmark results
	<p>Reissue and collate teacher survey, in order to measure impact on teacher confidence in teaching and assessing reading.</p>	<p>Ian Sturgeon</p>	<p>29th March 2019</p>	<p>Comparison of baseline and final surveys will show impact on teacher practice and confidence in both teaching and assessing reading</p>
	<p>Administer PM Benchmark exercise (with same pupils and partner school). P3 and P6 teachers to meet following assessments, in order to discuss results and compare to CfE levels.</p>	<p>All cluster HTs Class Teachers at P3 and P6</p>	<p>26th April 2019</p>	<p>PM Benchmarks will measure impact on readers in both Primary 3 and 6.</p>
	<p>All P3 and P6 class teachers to get together to discuss the project:</p> <ul style="list-style-type: none"> * Impact on learners * Impact on teaching practice * Evaluation of project * Next steps 	<p>Caroline Connell</p>	<p>24th May 2019</p>	<p>Through group discussion and moderation, agreed levels will lead to better understanding and confidence in assessing reading and planning next steps.</p> <p>Overall impact on learners will be discussed and recorded during evaluative meeting.</p>

PEF Funding Bid				
What Outcomes Do We Want To Achieve?	How Will We Achieve This?	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
90% of most deprived children will achieve Early Level Reading by the end of P1	Improving Pedagogy - Numeracy All Staff trained and confident in using concrete, pictorial, abstract approaches to the teaching of mathematics and promoting mathematical mindsets <ul style="list-style-type: none">• Staff Training on Numicon• Resources identified for teaching numeracy and purchased for each class to enrich the learning experience• Numicon purchased and used as an intervention for identified pupils• Mathematical Mindset Training	RH/DS P5-7 teachers	January 19 – Easter 19 Sept 19	Jotter monitoring – All jotters demonstrate range of approaches and multiple representations Learning visits identify all teaching and learning as good or better Pupil dialogue indicates most pupils are thinking with a growth mindset in mathematics Standardised testing and SNSAs indicate increase in attainment Teacher Judgements reflect targets
90% of the most deprived children will achieve First Level reading by the end of P4	Focused Interventions 1 x Support Staff in place to deliver: <ul style="list-style-type: none">• 3 Read Approach and Numicon for identified pupils• 5 minute boxes available for identified pupils in P1 and P2• Plus 1 and Power of 2 programme• PAT Phonics	KR	On-going throughout session with identified pupils	Staff and pupil dialogue Intervention assessments indicate progress Teacher judgements
90% of most deprived children will achieve Second Level in Reading by the end of P7	Parental Involvement <ul style="list-style-type: none">• Parent Workshop on approaches to mathematics	RH	Term 2	Feedback from most parents indicates they are confident in supporting their child at home in mathematics
90% of the most deprived children will achieve First Level Numeracy by the end of P4	Engagement in Reading <ul style="list-style-type: none">• Accelerated reader used to encourage a love of reading and raise standards in reading	KR	Term 1 to set up Term 2 launch with parents and pupils	Increase in almost all pupils reading ages through STAR reader assessments Teacher judgements, SNSA, standardised test data show improvements in reading age Almost all pupils identify they enjoy reading for pleasure. Teacher dialogue indicates almost all pupils are motivated and engaged in reading
90% of the most deprived children will achieve Second Level Numeracy by the end of P7	Using Data to Identify Progress and Plan Next Steps <ul style="list-style-type: none">• Standardised assessments in P2, P3, P5 and P6	RH	June 18 June 19	Interventions are targeted appropriately to pupils requiring support demonstrated through increase in scores from baseline tests Progress of pupils is tracked rigorously over time to ensure pace in learning Teacher dialogue identifies clear areas for focus within the class.
Targeted pupils identify that they enjoy school and they fully engage with the learning.	Improving the Health and Wellbeing of Targeted Pupils <ul style="list-style-type: none">• Nurture teacher for an afternoon/week• Forest schools for identified pupils	DM/KR RH/KR	Weekly Term 2 and 3	Increase in targeted pupils self-confidence and social skills identified through Boxhall