

**Cunningsburgh Primary School
and Early Years Department**



**Standards & Quality Report
2020-21**

and

**School Improvement Plan
2021-22**

Introduction

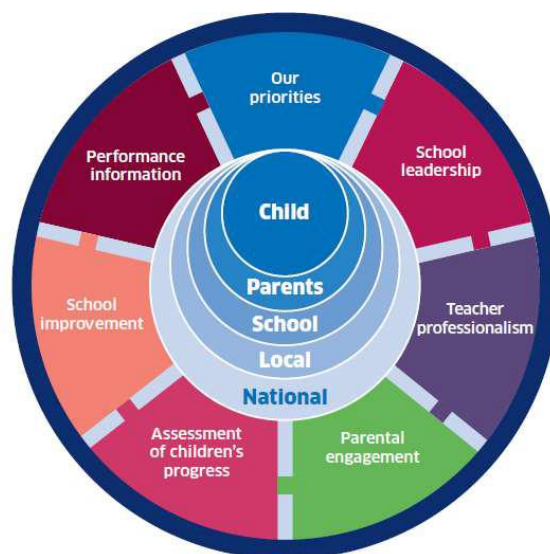
Shetland Islands Council is committed to delivering the best possible outcomes for children and young people so that they have the best start in life and are ready to succeed by following the principles of Curriculum for Excellence, the National Improvement Framework, Getting it Right for Every Child (GIRFEC), and Developing the Young Workforce.

We want to know how well we are doing this and how we can improve. We are continuously evaluating what we do and how it makes a difference to our learners. We have been asking ourselves – staff, pupils, parents/carers, and other partners – the questions contained in this Standards and Quality Report. Our self-evaluation – involving staff, pupils, parents/carers, and other partners – is in the pages that follow, along with our main improvement priorities for session 2021/22. This report is based on the quality indicators in *How Good is Our School?* 4th Edition (2015) and *How Good is our Early Learning and Childcare?* (2016) and on the priorities and drivers of the National Improvement Framework.

The current National Improvement Priorities are:

- 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; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

The National Improvement Drivers are:



Context of the School

Cunningsburgh Primary School is situated in the village of Cunningsburgh, a rural community roughly 10 miles south of Lerwick. The school serves the communities of Quarff, Fladdabister and Cunningsburgh and is an associated primary of Sandwick Junior High School. It is non-denominational and caters for pupils from Early Years up to Primary 7.

Vision, values and aims

The vision of the school is to provide pupils with a nurturing learning environment which celebrates effort and achievement and challenges pupils to always do their best.

Our aim is to ensure that pupils develop the skills, knowledge and attributes they need to achieve their fullest potential in learning, life and work.

The underpinning values are for our pupils to **SHINE** in every aspect of their learning and wellbeing. Pupils shine when they feel **Safe, Happy, Independent, Nurtured and Engaged**.

Staffing and class arrangements in Primary and Early Years

Primary

The roll during session 2020-21 was 61 pupils in the primary with a further 31 in the Early Years department. The primary roll has increased to 67 pupils in this current school session with 27 registered in the Early Years department. Staffing has remained consistent during 2020-21 and in this current year.

Our classes for 2021-22 are:

- P 1/2 Miss Jessie-May Hunter (21 pupils)
- P 3/4/5 Mrs Marie Irvine/ Mrs Kayleigh Dade * (23 pupils)
- P 5/6/7 Mrs Fiona Johnson (23 pupils)

* After the October holidays, Mrs Kayleigh Dade will be the full-time class teacher in P3/4/5

Early Years

The Early Years department provides 1140 hours of Early Learning and Childcare offering families up to 30 hours of fully funded ELC per week.

There have been changes in ELC staffing for 2021-22 following the resignation of Mrs Rachel Hewitt, Senior Practitioner, at the end of 2020-21.

The new Senior Practitioner is Mrs Tracey Malcolmson who was formerly the ELC Practitioner.

Miss Molly Farmer, ELC support worker, is currently acting up as ELC Practitioner until the vacant post is filled in the winter term.

Miss Rachel Macleod continues as ELC support worker and also Learning Support Worker in the ELC until Mrs Dhanika Drakeford takes up the position of Learning Support Worker at the beginning of November.

Miss Marie Irvine's hours as ELC teacher have increased to 2.5 days for the remainder of 2021-22 when this will be reviewed in line with the nursery roll for 2022-23. Mrs Wilma Sineath continues as the ELC manager.

Backfill in the ELC support worker roles has been provided by Mrs Nicola Smith and Mrs Patricia Parham.

Although this has been a period of change for the nursery, the impact on the setting has been kept to a minimum through ensuring consistency of supply staff.

Support for Learning

The school has a 3 day Learning Support teacher allocation provided by Mrs Wilma Sineath and Mrs Vaila Stevenson. The additional learning support staff are Mrs Kay Adamson and Mrs Gemma Manson. Mrs Louise Jamieson was the PEF funded learning support worker during 2020-21 and will continue in this role until January 2022. The school also received additional funding for 7.5 hrs of Play pedagogy support which is also provided by Mrs Louise Jamieson.

Visiting specialist teachers and tutors

A number of visiting specialist teachers continue to support the school:

- Art and Design - Mrs Fiona Burr
- Music - Mrs Shyrleen Pottinger
- PE - Mrs Lynn Ritchie

Each class also receives a block of 6 x 30 min swimming sessions at the South Mainland Pool each year.

Music tuition is offered to pupils in P5-7. Music tutors currently providing instrumental tuition are: Mrs Moira Peterson - piano, Ms Eunice Henderson - fiddle and Mrs Annalie Irvine – strings. Tuition is provided through alternating in person and remote lessons until such time as Covid mitigations allow tutors to attend more than one school per day. Mr Stevie Hook provides guitar tuition through the Youth Music Initiative funding.

School support staff

Mrs Janis Adamson continues as the school's clerical assistant. Mrs Joanne Sutherland as head cook with Mrs Val Williamson as kitchen assistant and Mrs Donna Hawkins as the 2nd kitchen assistant.

Mrs Brenda Williamson continues as cleaner in charge and Mrs Val Williamson as school cleaner. Mrs Beverley Clarke is employed as an additional day cleaner providing enhanced cleansing services as part of Covid mitigations. Mr Trevor Jamieson continues in a 14 hr post as school janitor.

Parent council

The school has a very active and supportive parent council. Mrs Sandra Summers is the current Parent Council chair, Mrs Marlene Irvine is vice-chair and Miss Dawn Paton is treasurer. Clerk to the parent Council is Mrs Emma Mylett.

PEF funding

The school received £3172 Pupil Equity Funding for the 12 months from March 2020 which was used to fund a 15 hour learning support worker post targeting literacy and numeracy across early and first level. The PEF funding for 2021-22 is £3308.00. It will continue to be used to fund the same post.

Inspection visits from HMI and the Care Inspectorate

During 2020-21 all HMI and Care Inspectorate scrutiny was postponed due to the ongoing Covid-19 pandemic. Inspection visits from the Care Inspectorate are now underway again and HMI inspections will resume in January 2022.

The schools most recent reports can be accessed below:

[HMI return visit to Cunningsburgh Nursery November 2019](#)

[Cunningsburgh Primary School inspection May 2018](#)

[Cunningsburgh Nursery Class HMI inspection May 2018](#)

[Care Inspectorate report March 2019](#)

Local Authority Quality Assurance visits and School Improvement support

Due to the impact of Covid-19, School Quality Assurance visits were suspended during the summer term of 2019-2020 until the beginning of 2021-22. The school has been supported by the Schools Service throughout this time by holding weekly School Managers Meetings online throughout the pandemic and School Improvement Planning support meetings in the summer term of 2020-21. The regional attainment advisor from Education Scotland also supported schools with Improvement Planning.

Impact of Covid-19 on the school Community

Schools had a further period of school closures with remote learning for pupils during the spring term of 2020-21. Staff reviewed the remote learning provision for pupils in response to parent & carer feedback from the previous year. In December, the Scottish Government gave prior notice that the start of the spring term would be delayed and so pupils were provided with all their remote learning materials in preparation for the term ahead.

- All schools were closed to the majority of pupils from Thursday 7th January 2021.
- Key worker parents and carers of children with additional support needs were offered a school placement for their child in their own local school. This was done through an application system for key workers and offer letters for parents of children with ASN.
- Remote learning was adapted to incorporate pupils having their own hard copy Learning Folder with all resources already prepared and filed under each curricular area. This was supported online using the Microsoft class Team to share weekly timetables, teaching PowerPoints and any additional resources required for each day. Teaching staff also offered live online study support sessions for pupils.
- The school loaned out laptops to families where siblings had to share IT along with parents working from home. Some previously identified families were allocated a device, for use at home and at school, through Scottish Government funding.
- Head Teachers attended weekly school managers meetings on Teams to keep informed of all the latest local and national developments. All relevant information was shared with staff and parents as soon as possible.
- Transition arrangements were put in place for pre-school and P7 pupils following the guidelines of one setting per day for staff and keeping class bubbles separate. The nursery pupils had weekly visits from their P1 teacher during May 2021 and a moving up morning in P1 in June. P7 pupils had a set of online lessons with secondary staff, taster sessions at Sandwick Junior High School and 2 days following the S1 timetable in June 2021.
- Because of small pupil numbers P7 were able to hold a socially distant, outdoor leavers assembly with parents in attendance. The Nursery recorded their pre-school leavers' assembly and shared it with parents online as it was not possible to hold this safely in person due to the number of children and families.
- Comprehensive Covid risk assessments for the school are updated regularly and enhanced cleaning procedures remain in place for 2021-22
- Covid mitigations are reviewed regularly in line with Scottish Government guidelines.

Collaboration and consultation with our stakeholders in session 2020/21

Who?	When?	How?	What did we find out? <i>(bullet points on key themes)</i>
Staff	During Sept 2020 -June 2021	At staff development meetings Professional dialogue between HT and class teachers/ ELC staff Informal discussion between colleagues	<ul style="list-style-type: none"> • Pupils have made a very successful transition back into in-school learning • In class assessment indicate minimal learning gaps from periods of school closure • Pupils are happy to be back and are motivated by their learning. • Attainment and achievement continue to be high across the school • Pupil wellbeing has been kept at the centre of all classroom practice
Children and young people	During Sept 2020– June 2021	Pupil Council Meetings Pupil feedback in class	<ul style="list-style-type: none"> • Pupils enjoy their learning experience at school. • Pupils want to have their say and are able to express their wishes and ideas articulately. • Pupils are keen to contribute their ideas for school improvement
Parent and Carers	During Sept 2020 – June 2021	Feedback during formal parent consultations & Informal verbal feedback during the school year	<ul style="list-style-type: none"> • Parents are very supportive of the work of the school • Parents feel that school staff are friendly and approachable • Parents feel that their child receives a high quality learning experience at the school • Parents feel that the school has a welcoming, inclusive ethos
Community and other stakeholders	During Sept 2020- June 2021	Feedback from other involved agencies during pupil review meetings and from ongoing correspondence	<ul style="list-style-type: none"> • Involved professionals feel that the school is a nurturing and child-centred learning environment. • Involved professionals feel that the school meets individual pupil needs sensitively and effectively.

Standards & Quality Report 2020-21

Progress made with the Priorities from our 2020-21 School Improvement Plan

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements 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 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 1: Teaching Learning and assessment

<p>What were our outcomes?</p> <ol style="list-style-type: none"> All learners will experience a high quality curriculum which develops independence, higher order thinking skills, collaboration and active learning DEC 2020 	<p>What did we do?</p> <p>Developed Play Pedagogy across the school in an age appropriate way:</p> <ul style="list-style-type: none"> Extended early primary Drawing Club to include children's writing based around their drawings and ambitious vocabulary. Introduced play prompts in upper primary to develop child-led, open-ended outcomes for pupils working on Independent Inquiry Investigations. <p>Actions for 2020-21 were:</p> <ul style="list-style-type: none"> Staff work collegiately building on previous input from leading education experts - Dierdre Grogan, Greg Bottrill and Barbara Daly. Further develop writing skills in P1/2 building on from last year's Drawing Club. Further develop Play Projects in P1/2 Embed inquiry based IDL learning approaches in middle and upper primary. 	<p>What was the impact on learners?</p> <p>Almost all children attained or exceeded the expected writing levels in early primary - <i>evidence - school's monitoring data and SNSA results</i></p> <p>Most children attained the expected literacy and numeracy levels in upper primary- <i>Evidence- school's monitoring data and SNSA results</i></p> <p>Pupils became more independent and skilled at evidencing their learning by using their skills and knowledge creatively.</p> <p>Pupils were happy, proud of their achievements and enjoyed sharing their learning projects with peers. – <i>classroom evidence and pupil feedback</i></p>	<p>What are the next steps and how do you plan to evidence the impact of further actions required ?</p> <p>Play based pedagogy/ child-led learning are now well established in early and upper primary. This will be part of core learning provision for 2021-22.</p> <p>Next steps for SIP 2021-22 are:</p> <ul style="list-style-type: none"> To develop an age/stage appropriate transition from play based learning in early primary as children move into middle primary. To develop approaches to child-led learning in the middle primary which reflect the pedagogy and practice already in place in upper primary. .
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<p>2. All learners will be able to talk about their learning with increasing confidence and be able to identify skills gained. MARCH 2021</p>	<p>The school made some progress with developing a shared pedagogy around P7-S1 transition. The focus on play/ outdoor learning did not take place.</p> <p>The planned Cluster schools' work on a skills progression framework did not take place due to personnel changes within the NA, additional pressures on schools around Covid and school closures between Jan- March 2021. The school focus on reviewing the language of learning did not happen last year due to the same reasons.</p> <p>Actions for 2020-21 were:</p> <ul style="list-style-type: none"> • Cluster HTs work in partnership with Northern Alliance BGE primary & Secondary curriculum leads to develop a shared pedagogy- initial focus on play/ outdoor learning. • Cluster HTs will work with Northern Alliance BGE curriculum leads to create an underpinning skills progression framework. • HT and class teachers will review the language of learning across the school – assess pupil understanding of skills for learning & implement a skills progression framework in line with cluster developments. 	<p>The P7 pupils experienced a very successful blended transition with online lessons from their S1 teachers for English, Maths, Technical, Science and Modern Languages as well as in person transition activities at Sandwick Junior High School. <i>Evidence - Pupil, parent and staff feedback</i></p> <p>No impact on pupils</p>	<p>This worked well and may be kept in place for 2021-22 depending on Covid mitigations in place at the time.</p> <p>Next Steps: Drawing up a Skills Framework for Nursery- P7 will be developed as an action in the SIP 2021-22</p>
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<p>3. All learners develop a high level of skill and confidence in the use of digital technologies.</p>	<p>The school made very good progress with this target. The pupils kept up their digital skills on Teams and were well prepared when school closures came round again in January 2021.</p> <p>The completed Local Authority Digital Progression Framework for Early, First and Second levels came out to schools in January 2021. We adapted this in school to create a single page progression framework showing Early – second level skill development in each strand of Digital Literacy and Computing science.</p> <p>Actions for 2020-21 were:</p> <ul style="list-style-type: none"> • Class teachers will ensure all learners and their families are prepared for any future Covid-19 home learning by sharing all homework on Teams • HT will provide feedback on the first level draft version of the new schools service Digital Literacy progression framework and implement the progression framework when completed for all levels 	<p>The pupils benefitted from this as they became more confident about accessing the learning materials in files and then uploading their remote learning work into class notebook. Engagement was very high across all stages in the school.</p> <p><i>Parental Feedback – informal and through questionnaire</i></p> <p>The Impact on pupils from the Digital Progression Framework is yet to be fully assessed. There are clear improvements in Digital Literacy from pupils’ remote learning experiences but it will need more time for the progression framework to become embedded and to assess pupil progress in computing science.</p> <p><i>Classroom evidence</i></p>	<p>Next steps: This will become part of the school’s maintenance plan in 2021-22</p>
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<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements 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 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: Health, Wellbeing and Inclusion with a focus on recovery and renewal

What were our outcomes?	What did we do?	What was the impact on learners?	What are the next steps and how do you plan to evidence the impact of further actions required?
<p>1. All learners experience a sensitive and supportive school environment where they feel listened to and cared about</p>	<p>The school already has a strong supportive and nurturing ethos which was further enhanced in response to pupil need during the return to full time, in-school learning, in August 2020.</p> <p>Each class teacher set up daily emotional check-ins with pupils to support them through the transition and prioritised Health and Wellbeing as a daily learning and teaching focus.</p> <p>ELC staff sent out learning materials and care packages to nursery pupils to maintain strong relationships with the children and their families during school closure periods.</p> <p>New children and families were given an online tour of the nursery and the opportunity to meet with staff and to visit the ELC setting, after hours, on an individual basis.</p>	<p>Almost all pupils made a confident return to in-school learning. Attainment remained high for most pupils with very few discernible learning gaps.</p> <p><i>Teacher observations/ discussions with pupils, classroom evidence and feedback from families</i></p> <p>The children had a very happy and settled return to the nursery. They enjoyed being back among their friends and to see all the ELC's supporting adults again.</p> <p>Children and families who were new to the nursery had some prior experience of the setting before starting in the ELC. This helped the children to settle in.</p>	<p>Enhanced health and wellbeing provision will continue as part of the school's maintenance plan in response to Covid.</p> <p>Transitions, at all stages, will remain on the school's core plan with adaptations for Covid implemented, as required.</p>

	<p>ASN and teaching staff used online meetings to ensure we continued to work closely with parents in meeting individual support needs.</p> <p>Pupils and parents who were new to the school, were provided with an enhanced transition for their child with opportunities given to get to know staff and classmates in an online meeting space.</p> <p>The HT remained a remained a regular presence in classrooms in the role of HT/ ASN teacher. The HT also supported playtime supervision throughout 2020-21.</p> <p>During the phased return of pupils (Feb 2020: Nursery-P3 & March 2020: P4-7) the HT shared the P3 teaching input each afternoon, enabling the class teacher to focus on remote learning provision for the older P3/4/5 children.</p> <p>Actions for 2020-21 were:</p> <ul style="list-style-type: none"> • Class teachers will build focused HWB activities into every day and hold daily emotional check-ins with their pupils • Where a more individualised approach is needed, class teachers and ASN teachers will plan appropriate emotional support in partnership with parents. • HT will monitor and support pupil and staff wellbeing on a daily basis through ongoing dialogue. • HT will take part in lunchtime supervision to create time to talk with pupils and observe social interactions 	<p>Some pupils benefitted from additional health and wellbeing provision such as time to talk 1-1 and drawing together with a trusted adult.</p> <p>Enhanced transition arrangements meant that new pupils had already met their class and teacher. This gave pupils and their families a sense of belonging and feeling welcomed into the school community.</p> <p><i>Feedback from pupils and parents</i></p> <p>Pupils at all ages and stages have very positive relationships with staff. This was further enhanced during the period of in school remote learning provision for keyworker children & ASN pupils during Jan – March 2021 where the small numbers of children allowed for more creative, play – based approaches to learning across all age groups.</p> <p><i>Feedback from staff, pupils and parents</i></p>	<p>Enhanced transition and ASN planning & review meetings will be reviewed in line with the latest Covid guidelines for session 2021-22</p> <p>Play based/ active learning approaches will remain on the school development plan for 2021-22</p>
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<p>2. All learners will experience an improved and engaging outdoor learning environment</p>	<p>The school has made good progress with this target.</p> <p>The nursery children have been using the polycrub to grow their own produce for sale to the wider school community providing them with many opportunities to develop literacy and numeracy skills in a real life context.</p> <p>The area outside the P1/2 class has been improved by the addition of a den, mud kitchen and sand play tables.</p> <p>The wider playground has benefitted from picnic tables and benches which provides enough seating for outdoor learning activities and a comfortable social space for pupils to use at breaktimes.</p> <p>Staff continue to develop their skills and knowledge in outdoor learning.</p> <p>Actions for 2020-21 were:</p> <ul style="list-style-type: none"> • Consult P1/2 pupils on what they would like in their outdoor play environment. • Implement pupils' suggestions ensuring opportunities for outdoor literacy and numeracy • Consult pupil council on the wider playground and implement suggestions, where possible • All staff will engage in professional learning to further develop skills and knowledge in outdoor learning. 	<p>The nursery children have benefited from real life experiences and can explain the journey from growing crops to eating them on a plate. They have developed skills in planting, nurturing and growing healthy crops. They have learned how to cook the food they've grown and how to raise money by selling their produce.</p> <p><i>Feedback from staff, pupils and parents</i></p> <p>P1/2 now enjoy a free-flow indoor/outdoor play and learning environment and make imaginative use of all the resources on offer. The older children can access the area at break times which increases opportunities for positive, supportive relationships between the different age groups.</p> <p>The older children now have easy access to a free-flow indoor/outdoor learning environment. This will be developed further in consultation with the pupils.</p>	<p>Outdoor learning from Nursery to P7 will remain on the School Improvement plan for 2021-22</p> <p>Next steps is to plant tree saplings and hedging in the wider playground and to refresh loose parts/ den building resources.</p>
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<p>3. All learners and their families will feel supported through personal challenges and are able to engage fully in all aspects of school life</p>	<p>The school made good progress with this target and supported pupils and families well during periods of home learning.</p> <p>School IT resources were loaned out to pupils where families had a high demand on the home IT</p> <p>School/Home Communication was maintained effectively through Microsoft Teams, Glow blogs and email</p> <p>Families were kept updated on the wider support offered by community agencies such as the Early Help team and the Gulberwick, Quarff and Cunningsburgh community council</p> <p>Actions for 2020-21 were:</p> <ul style="list-style-type: none"> • Ensure all pupils have access to technology needed for home learning • Keep an open dialogue with parents so the school can be responsive to changing need • Liaise with other community agencies who are able to distribute resources and offer support to families where needed • investigate different methods of keeping close links with parents during the Covid pandemic <ul style="list-style-type: none"> - All classes to update Glow Blogs regularly - Learning Journeys shared through class notebook - Homework shared through Microsoft Teams - Everyday communication through GLOWmail - Parents' Evening through telephone calls or Vscene. 	<p>There was high levels of engagement from pupils during the remote learning period between Jan – March 2021 which minimised any learning gap for pupils</p> <p>Pupils and their families gave very positive feedback on the new format for remote learning which consisted of hard copy learning activity folders accompanied by an on-line timetable and teaching PowerPoints for each day.</p> <p>The school did not have any requests from parents wishing to access food parcels, vouchers for cafes, financial advice or support to apply for any relevant allowances however, all information was shared with parents along with direct contacts for the community agencies</p>	<p>Family support from the school and wider community agencies will continue as part of the school's maintenance plan in response to Covid.</p>
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<p>Project/intervention: Funding an additional support worker (15.83 hrs) to assist with promoting high quality learning experiences in literacy and numeracy through a play-based pedagogy at early/first level and to support pupils’ social and emotional wellbeing across the school.</p> <p>What was your gap? We wanted to ensure a secure start in P1/2 after a year disrupted by Covid and to provide the additional support some children needed after returning to school following periods of remote learning</p>					
<p>Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i></p>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
<p>Planned Outcome All pupils will make a secure start with early literacy and numeracy in P1 and maintain developmentally appropriate progress for learners in P2. Identified pupils will benefit from social and emotional support for wellbeing</p>		<p>Measures of impact on learners</p> <p>· Almost all learners achieved or exceeded expected levels in literacy and numeracy</p> <ul style="list-style-type: none"> - Teacher judgements - School’s monitoring and tracking data - SNSA results - Classroom evidence <p>Almost all pupils had a confident transition back into full-time in-school learning. Where pupils required additional input, this was only needed as a short term intervention.</p> <ul style="list-style-type: none"> - Feedback from pupils and parents - Classroom evidence 			
Teaching and Learning		✓			
Leadership					
Family and Community		✓			

Leadership of Change (QI 1.3)

How well are you doing? What's working well for your learners?

- Consistent, high quality opportunities for pupil-led learning, across all stages, based on current educational research.
- A relevant, progressive and engaging curriculum which takes account of local and national priorities
- The introduction of a SHINE charter to encompass the school values and celebrate achievement.
- Formal and informal consultation with staff, pupils and parents to guide school improvement
- Close, supportive links with pupils, parents & carers maintained throughout periods of remote learning and ongoing during Covid restrictions on face to face parent meetings.
- A whole school nurturing ethos based around strong, positive relationships
- An inclusive and welcoming school for all pupils, parents and staff

How do you know? What **quantitative** and **qualitative** evidence do you have of a positive impact on learners?

Quantitative evidence from the school's tracking and monitoring data, SNSA results, teacher judgements and parent questionnaires. & **Qualitative** evidence from classroom observations, professional dialogue and informal feedback from pupils, parents and staff show:

- High levels of attainment are achieved by most pupils across Early Years and Primary
- Most pupils are confident, successful and independent learners who take pride in their achievements
- Almost all parents and carers believe their child receives high quality learning experiences with appropriate pace and challenge.
- All pupils enjoy strong, positive and supportive relationships with teaching and non-teaching staff across the school.
- Visiting/ relief staff comment on the high levels of pupil engagement, their independence as learners and the positive social skills shown by pupils at all stages.

What are you going to do now? What are your improvement priorities in this area?

- Continue to embed the progression of pupil-led enquiry based learning with a particular focus on transition points between classes
- Refresh the SHINE Teaching and Learning charter with pupils and staff across primary and nursery
- Share the SHINE learning and teaching principles with parents so that the whole school community has a shared understanding
- Provide further opportunities for pupil voice in planning outdoor learning and improvement of the school grounds.

Self-evaluation grade on the HGIOS?4 six-point scale: Good

Learning, teaching and assessment (QI 2.3)

How well are you doing? What's working well for your learners?

- Staff, at all stages, continue to develop Innovative and child-centred teaching approaches, based on current educational research
- Almost all pupils are motivated and engaged by their learning
- All staff regularly engage in ongoing professional learning to ensure they continue to provide high quality learning experiences for pupils.
- All learners are given effective feedback from teachers and are becoming more confident in identifying their own strengths and next steps for learning.
- Parents/carers, pupils and school staff work closely together to plan individual support for identified pupils
- Individuals with additional support needs are provided with targeted interventions to support progress in learning
- Pupils at the upper stages take responsibility in planning how to meet targets for their own Independent, Inquiry Investigations
- Play-based learning in nursery/early primary builds secure and confident learners who are able to use their skills creatively and are keen to take on a challenge.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

Quantitative evidence from the school's tracking and monitoring data, SNSA results, teacher judgements, parent questionnaires, GIRFEC Child Plans, CSPs and IEPs. & **Qualitative** evidence from classroom observations, professional dialogue, pupil and parent feedback and play pedagogy focus group discussions show:

- High levels of attainment in literacy and numeracy, for most pupils, across all stages
- A few pupils attain well above the expected level for their age and stage and require further extension
- A minority of pupils require additional support to overcome barriers to learning
- Pupil voice is valued which boosts motivation and increases levels of engagement
- Almost all parents and carers believe their child receives the support needed to make progress at an age appropriate or developmentally appropriate stage

What are you going to do now? What are your improvement priorities in this area?

- A continued focus on the language of learning to develop pupils' skills and confidence in self and peer assessment.
- Develop a transferrable skills progression framework from nursery to P7 based using the concept of IQ and QI skills for the 21st century – (based on the work of Dr Laura Jana)

Self-evaluation grade on the HGIOS?4 six-point scale: Good

Ensuring wellbeing, equity and inclusion (QI 3.1)

How well are you doing? What's working well for your learners?

- All pupils experience a child-centred and nurturing learning environment
- School staff work effectively with parents/carers and other involved agencies to ensure that pupils with additional support needs continue to make good progress
- Challenge and additional support for pupils is targeted and effective across all stages.
- The physical learning environment is adapted, as required, to meet individual support needs across the school.
- Pupils and families are kept informed and are well supported through changes implemented in line with Covid guidelines.

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

Quantitative evidence from the school's tracking and monitoring data, parent questionnaires, GIRFEC Child Plans, CSPs and IEPs. & **Qualitative** evidence from professional dialogue, pupil review meetings & feedback from pupils, parents and other involved agencies show:

- School staff and families have very positive relationships with pupils and their families and work closely together to meet individual pupil needs.
- The HT and ASN teachers liaise with outside agencies to ensure that additional support is available for pupils and families based on the level of need and the family circumstances.
- All parents provide positive feedback on the school's welcoming ethos and almost all believe that their views are taken into account when planning for improvement.
- Parents have kept in contact with the school through email, phone calls and outdoor meetings during the period of Covid restrictions.
- Parents are regularly kept updated on the life and work of the school by email, newsletters, and the school GLOW blog
- Feedback from pupils, parents & other involved agencies show the school is a place where pupils feel valued, nurtured and included.

What are you going to do now? What are your improvement priorities in this area?

- Continue to link with community agencies to ensure that ongoing support is available to families who may be experiencing challenging family circumstances.
- Review class input on the school blog to ensure it reflects all the high quality learning and achievement taking place across the school.

Self-evaluation grade on the HGIOS?4 six-point scale: Good

Raising attainment and achievement (QI 3.2)

How well are you doing? What's working well for your learners?

- All pupils experience a relevant and engaging curriculum which takes account of pupil voice and interests
- Staff regularly review their practice, collegiately and with pupils, to gain feedback on what works best for building skills and confidence in learning.
- The introduction of retrieval learning where topics are taught a day ahead allowing more time for pupils to process the learning material before undertaking the learning activity.
- Breadth, depth and challenge is built into learning experiences, at all stages, ensuring pupils continue to make progress according to their individual skills and abilities.
- All pupil progress and attainment is regularly reviewed by the HT and class teachers to track individual progress over time
- Additional support is put in place to close the attainment gap for pupils who are experiencing barriers to learning
- Transition points are well supported for pupils between Nursery/P1 and P7/S1

How do you know? What **quantitative** and **qualitative** evidence do you have of positive impact on learners?

Quantitative evidence from the school's tracking and monitoring data, SNSA results, teacher judgements and parent questionnaires, & **Qualitative** evidence from professional dialogue and feedback from pupils, parents and other involved agencies show:

- High levels of attainment continue to be achieved by most pupils across Early Years and Primary
- Most pupils are confident, successful and independent learners who enjoy sharing their learning with peers, staff and parents
- Almost all parents and carers believe their child receives high quality learning experiences with the appropriate level of support or challenge.
- All pupils enjoy strong, positive and supportive relationships with teaching and non-teaching staff across the school.

What are you going to do now? What are your improvement priorities in this area?

- Next steps for raising attainment and achievement are also linked to elements of QI1.3 and 2.3 above

- Refresh the SHINE Teaching and Learning charter with pupils and staff across primary and nursery
- Share the SHINE learning and teaching principles with parents so that the whole school community has a shared understanding
- A continued focus on the language of learning to develop pupils' skills and confidence in self and peer assessment.
- Develop a transferrable skills progression framework from nursery to P7 based using the concept of IQ and QI skills for the 21st century – (based on the work of Dr Laura Jana)
- Reviewing the impact of retrieval learning on pupil attainment and achievement over time

Self-evaluation grade on the HGIOS?4 six-point scale: Good

School Improvement Plan 2021-22

Factors Influencing the 2021/22 School Improvement Plan

<p>Local authority factors</p> <ul style="list-style-type: none"> • Shetland Islands Council National Improvement Framework Plan • Children’s Services, Recovery and Renewal Plan • Children’s Services, Directorate Plan SIC Operational Guidance: School Improvement Planning and Standards and Quality Reporting • SIC Strategy for Parental Involvement 2018 	<p>National factors and drivers</p> <ul style="list-style-type: none"> • Curriculum for Excellence • Realising the Ambition • National Improvement Framework • The Scottish Attainment Challenge • Education Reform and Empowerment • Getting It Right for Every Child • Developing Young Workforce • Digital Learning and Teaching Strategy • The Equity Audit • “Learning Together”: Scotland’s national action plan for parental involvement etc. 2018-2021
<p>School factors</p> <ul style="list-style-type: none"> • Upcoming changes in school leadership - maintenance plan for 2021-22 • Impact of Covid-19 on school improvement actions in 2020-21 	<p>Local factors</p> <ul style="list-style-type: none"> • Impact of Covid-19 on cluster school working • Priorities for each school in the continuing recovery phase • Shared cluster approaches where priorities overlap
<p>UNCRC – United Nations Convention on the rights of the Child</p> <ul style="list-style-type: none"> • The pupil council will contribute to school improvement through the yearly audit of How Good is OUR School. • The UNCRC will be a focus for school assemblies, Pupil Council meetings • The UNCRC will be incorporated into the HWB policy and SHINE learning and teaching charter • Pupil Voice will be embedded in the planning, do and review cycle of Teaching and Learning 	<p>Tacking Inequalities, Poverty Proofing and Cost of the School Day</p> <ul style="list-style-type: none"> • Review of fundraising activities within the school year • I pads/ laptops to be provided for families requiring suitable digital devices • School trips kept within Shetland ensuring minimum additional costs for families.

Improvement Priorities for 2021-22

<p>NIF PRIORITIES -Improvements 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</p> <p><i>(highlight as appropriate)</i></p>	<p>NIF DRIVERS School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information</p>	<p>1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity</p>	<p>2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships</p>	<p>3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning</p>
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Priority 1: Teaching, Learning and Assessment

Continuation from 2020/21? **Y/N** Link to COVID-19 recovery **Y/N**

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>Current research on retrieval learning</p> <p>Professional dialogue</p> <p>Classroom evidence</p> <p>Feedback from pupils and parents</p>	<p>All learners will benefit from consistency of key Teaching and Learning approaches from early – second level building pupils' capacity as successful learners and confident individuals</p>	<p>1. Implement retrieval learning for literacy and numeracy across all classes.</p> <ul style="list-style-type: none"> - Pupils are taught the new learning material a day in advance allowing pupils more time to process the information and ask for clarification, if required. - Pupils will know what to expect and will be able to approach the next day's learning activities confidently and with greater independence <p style="text-align: center;">Timescale: From Aug 2021</p>	<p>Twinkl – retrieval learning ideas and strategies</p> <p>TES resources – Pedagogy Focus retrieval learning</p> <p>All class teachers involved. Initial input from P1/2 teacher who has been trialling retrieval learning in play based pedagogy and P5-7 teacher who has been adapting classroom practice to incorporate retrieval learning.</p>	<p>HT will hold learning conversations with pupils as part of the monitoring and tracking cycle</p> <p>HT will monitor pupil progress and attainment through the year – 3x per year Nov/March/May</p> <p>Professional dialogue</p> <p>Consultation with parents</p>

<p>Professional dialogue</p> <p>Professional learning informing practice</p> <p>Classroom evidence</p> <p>Feedback from pupils and parents</p>	<p>All learners will benefit from consistency of key Teaching and Learning approaches from early – second level building pupils’ capacity as successful learners and confident individuals</p>	<p>2. Improving transitions between classes by using shared approaches to pupil-led learning</p> <ul style="list-style-type: none"> - Introduction of choice targets in P1/2. The pupils are familiar with their daily literacy and numeracy targets which are set by the teacher in response to individual learning needs. <p>An additional weekly choice target for pupils will focus on specific inter-disciplinary experiences and outcomes using the continuous play provision on offer.</p> <ul style="list-style-type: none"> - Pupils in P3-7 will develop their planning, research, and enquiry skills, at an age appropriate level, using a shared Independent Inquiry Investigations (III) approach. <p>Weekly Literacy, numeracy and IDL/other targets will be set to meet specific outcomes, however, pupils will have flexibility in how they choose to evidence the skills, knowledge and understanding gained in each area.</p> <p>Timescale: from Aug 2021</p>	<p>Professional learning Dierdre Grogan (Oct In-service)</p> <ul style="list-style-type: none"> - Play Pedagogy in multi-composite classes - Leading Play pedagogy <p>Professional reading Greg Botterill</p> <ul style="list-style-type: none"> - School and the Magic of Children (2020) - Can I go and Play Now? (2018) <p>Play pedagogy local support network</p> <p>Collegiate time set aside to review and refine whole school approaches to pupil-led learning. (1.5 hrs in term 2 and term 4)</p>	<p>HT will hold learning conversations with pupils as part of the monitoring and tracking cycle</p> <p>HT will monitor pupil progress and attainment through the year – 3x per year Nov/March/May</p> <p>Professional dialogue</p> <p>Consultation with parents</p>
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<p>Professional dialogue</p> <p>Professional learning informing practice</p> <p>Classroom evidence</p>	<p>All learners will be able to talk about their learning with increasing confidence and be able to identify the skills acquired</p>	<p>3. The HT and class teachers will review the language of learning across the school – and develop an underpinning skills progression framework for Nursery – P7</p> <ul style="list-style-type: none"> - School staff will re-visit the social skills targets from earlier work on Co-operative learning and map these against the IQ and QI skills set created by Dr Laura Jana - The HT and class teachers will work collegiately to create a skills progression Framework of the social skills which best support learning across early to second level <p>Timescale from November 2021</p>	<p>Collegiate time set aside to review current practice and develop the skills progression framework across Early Years/Primary 3 x 1.5 hours</p> <p>Lead person will be the P5/6/7 teacher who has already undertaken professional learning in this area</p>	<p>HT will hold learning conversations with pupils as part of the monitoring and tracking cycle</p> <p>HT will monitor pupil progress and attainment through the year – 3x per year Nov/March/May</p> <p>Professional dialogue</p> <p>Feedback from parents and pupils</p>
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Improvement Priorities for 2021-22

(A maximum of four priorities is recommended)

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements 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 <p>(highlight as appropriate)</p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 2: Wellbeing, Equity and Inclusion

Continuation from 2020/21? **Y/N**

Link to COVID-19 recovery **Y/N**

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>School monitoring and tracking data</p> <p>Parent questionnaires</p> <p>Pupil feedback</p> <p>Measures of learner engagement, participation, inclusion and wellbeing</p>	<p>A refresh of the school values as drawn together in the SHINE charter. The school aim is for all pupils to feel Successful, Happy, Independent, Nurtured, and Engaged as learners.</p> <p>To share developments with all stakeholders ensuring a common understanding of the SHINE values and principles</p>	<p>1. Set aside collegiate time to: Discuss the SHINE journey to date, what has already been achieved and the impact of Covid on further development in 2020-21 (1.5 hours)</p> <p>Update the School's Health and Wellbeing policy to reflect SHINE and link this with the UNCRC articles (1.5 hours)</p> <p>Work collegiately to link SHINE with the QI skills from priority 1.3 above (1.5 hrs)</p> <p>Pupil assemblies to highlight and exemplify SHINE values & set visible reminders of SHINE values and principles across the school.</p>	<p>Shine Teaching and Learning Charter</p> <p>Local printing/ graphic art Company for SHINE banner – financed by school fund</p> <p>Parent information evening/ online communication relating to SHINE</p> <p>Lead person - P5/6/7 class teacher undertaking into Headship qualification</p>	<p>The HT will monitor successful implementation through school SHINE celebration assemblies</p> <p>The HT will hold learning conversations with pupils around SHINE, in Nov/March and May</p> <p>Professional dialogue with teachers on classroom practice supporting SHINE</p> <p>Formal and informal feedback from parents and pupils</p>

<p>Pupil suggestions for improving the school grounds</p> <p>Conversations with staff and pupils at all stages</p> <p>Information on the benefits of planting trees in school grounds</p>	<p>To Improve the school grounds by planting tree and hedging saplings</p> <p>To add a tree belt to the existing fir trees in the den building area</p> <p>To provide pupils with the experience of planning the layout, planting the trees and nurturing the saplings as they grow</p>	<p>2 The Woodland Trust Tree planting project:</p> <ul style="list-style-type: none"> - The Pupil Council will gather the views of pupils in all classes and map out where they would like the trees to go. - The pupil council will share findings with staff and negotiate where the most suitable sites would be - Representatives from the pupil Council will be invited to attend the parent Council Meeting to share the project and ask for helpers from the parent community. - Trees will be planted during Nov 2021 	<p>Tree delivery</p> <p>Shovels, trowels and information about the care of tree saplings</p> <p>Parent helpers</p> <p>Lead person - ELC Senior Practitioner who made the successful bid for funding.</p>	<p>Feedback from pupils in class and through the pupil council</p> <p>Professional dialogue with teachers and EY practitioners</p> <p>Feedback from parents</p>
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Improvement Priorities for 2021-22

(A maximum of four priorities is recommended)

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> -Improvements 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 <p>(highlight as appropriate)</p>	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School Leadership Teacher Professionalism Parental Engagement Assessment of Children's Progress School Improvement Performance Information 	<ul style="list-style-type: none"> 1.1 Self-evaluation for self-improvement 1.2 Leadership for learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity 	<ul style="list-style-type: none"> 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family Learning 2.6 Transitions 2.7 Partnerships 	<ul style="list-style-type: none"> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement/Securing children's progress 3.3 Increasing creativity & employability/ Developing creativity & skills for life & learning
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Priority 3: ELC self-evaluation for self- improvement

Continuation from 2020/21? Y/N

Link to COVID-19 recovery Y/N

Data/evidence that informs this priority:	Planned Outcome	How exactly are we going to do it?	Resources and Lead Person	Monitoring the impact of the priority on learners
<p>ELC self evaluation against the National Standard for ELC</p>	<p>To enrich the Health and Wellbeing provision within the nursery</p>	<ol style="list-style-type: none"> 1. Health and Wellbeing: <ul style="list-style-type: none"> - A staff member is undertaking the Solihull Training to enrich the Health and Wellbeing provision in the setting. - Follow up reading from the Training session HGIOELC 2.4 - personal support - Build on from the "what Matters to Me sheets, which parents fill in when the children first come into the setting, by using the "more about Me sheets as part of the observation/ discussion and parental involvement cycle. 	<p>Solihull Training Materials</p> <p>HGIOELC</p> <p>Realising the Ambition</p> <p>ELC Manager</p>	<p>HT will monitor children's progress and wellbeing informally, on a daily basis and formally– 3x per year (Nov/March/May)</p> <p>Professional dialogue with HT and all ELC staff</p> <p>Feedback from the children and their parents.</p>

	To extend the outdoor learning environment by capitalising on opportunities in the local area	<p>2. Outdoor learning environment:</p> <ul style="list-style-type: none"> - Provide more trips in the wider community (weekly if possible) to follow children's interests - Involve parents in planned trips – other trips may be more spontaneous in response to opportunities arising or favourable weather conditions - Make provision with other school staff for any late arrivals so they can join the outdoor group activity when they arrive 	<p>All ELC staff</p> <p>Resources in the local community</p> <p>Liaison with local organisations for planning trips</p>	<p>Professional dialogue between HT and all ELC staff</p> <p>Feedback from the children and their parents.</p>
	To re-establish parental involvement in the life of the setting setting, as Covid allows	<p>3. Parental involvement (as Covid restrictions and mitigations allow)</p> <ul style="list-style-type: none"> - Reconnect face to face with our families and to be able to welcome them into the setting again - Invite parents in to share skills and to accompany trips which link to children's interests. - Re-establish face-to face meetings to discuss children's progress following each child's focus week. - Invite parents into the setting to support with growing more plants and vegetables and helping with tree planting 	<p>ELC updated Covid guidelines</p> <p>Children's Learner Journey Folders</p> <p>Tree delivery Shovels and trowels</p>	<p>Professional dialogue between HT and all ELC staff</p> <p>Feedback from the children and their parents.</p>

Pupil Equity Fund – Planning and Reporting

PEF Allocation 2021/22: £3804.00		Carry forward from 2021: £394.77			
<p>Project/intervention: Funding an additional support worker (8.83 hrs) to assist with promoting high quality learning experiences in literacy and numeracy through a play-based pedagogy at early/first level and to support social and emotional wellbeing in response to pupil need.</p> <p>What data/evidence informs this? (what is your gap?) Ensuring that the school maintains a secure start for all children in P1/2 in the education recovery period and providing the additional emotional and social support needed after disruptions to learning during school closure periods.</p>					
Interventions for Equity Interventions for Equity Self-evaluation National Improvement Hub (education.gov.scot) <i>(highlight the interventions that apply)</i>					
Early intervention and prevention	Social and Emotional Wellbeing	Promoting healthy lifestyles	Targeted approaches to literacy and numeracy	Promoting a high quality learning experience	Differentiated support
Use of Evidence and Data	Employability and Skills Development	Engaging beyond the school	Partnership working	Professional learning and leadership	Research and evaluation to monitor impact
Planned Outcome All pupils will make a secure start with early literacy and numeracy in P1 and maintain developmentally appropriate progress for learners in P2. Identified pupils will benefit from social and emotional support for wellbeing		Details of project/intervention: Funding an additional learning support worker to assist in providing high quality learning experiences in early primary with a particular focus on literacy, numeracy and HWB Additional input is for 8.33 hours across 5 mornings per week		Resources and Lead Person PEF funding 8.33 hours at F grade Lead person is the HT in partnership with P1/2 class teacher	Measures of impact on learners HT will hold learning conversations with pupils as part of the monitoring and tracking cycle HT will monitor pupil progress and attainment through the year – 3x per year Nov/March/May Professional dialogue with P1/2 teacher Feedback from pupils and parents
Teaching and Learning	✓				
Leadership					
Family and Community	✓				

Cunningsburgh Primary School – Staff working Time Agreement 2021-22	
Reporting to Parents	
Interim reports (6@3hours 20minutes) Term 1/2 - Lit, Num, HWB Term 3 – Lit Num, HWB	20 hours
End of Year reports Term 4	20 hours
Curriculum Overview (4@30min) Termly	2hours
Parents' Evenings (3@5hours) Term 2 – online meeting /phone call tbc Term 4 – 1 night (optional to parents following end of year reports)	15 hours
P1 New Starts Meeting 1 hour prep and 1 hour for parent evening	2 hours
Sharing Learning	
Responsive sharing of Pupil Learning x2	8 hours
Planning	
Weekly Plans (39@1hour) Weekly plan	39 hours
Forward Planning (4x5hours) HWB & IDL	20 hours
IEPs	
Stage 2 (2@1hr) Avg 2 pupils	2 hours
Stage 1 (1@30min) Avg 3 pupils	1.5 hours
Quality Assurance	
PRD 1 hour prep 30 min meeting	1.5 hours
Pupil Progress Meetings (3@1hour) Term 2 Term 3 Term 4	3 hours
Observations (3@1hour) Term 1 Term 3 Term 4	3 hours
Moderation	
3 meetings per year	7.5 hours
Staff Meetings	
Staff Meetings and Development Time 17 @ 1.5 hours) 1 st Wed of Month (Whole Staff) 3 rd Wed of Month (Teaching Staff only)	25.5 hours
Flexibility	26.5 hours
Total	<u>195 hours</u>