

Priority 1: Developing a 1 + 2 approach to teaching modern foreign languages		Continuation from 2022/23? Y/N		
<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<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
<p>Data/evidence that informs this priority:</p> <p>HT/CT -Personal Development Planning – discussions and targets</p> <p>HGIOS self-evaluation: -Q1 2.3 (Learning, Teaching & Assessment, -Q2.2 (Curriculum) -3.2 (raising attainment & achievement)</p> <p><i>Note: All 100%; Almost All 91%-99%; Most 75%-90%; Majority 50%-74%; Minority/less than half 15%-49%; A few less than 15%</i></p>	<p>Planned Outcome</p> <p>By June 2023, all pupils* in primary 7 will achieve the majority of MFL benchmarks</p> <p>By June 2023, all pupils in primary 4 and 5 (ASN) will have achieve a minority of MFL benchmarks for First Level (next session will aim for a majority).</p> <p>By June 2023, all pupils in primary 1 will have been exposed to age-appropriate French vocabulary as per AHS recommendation of MFL vocabulary for each stage of primary education.</p> <p><i>*outcomes may seem ambitious e.g. 'all pupils' however statements are reflective of our small school roll within one multi-composite primary 1-7 class.</i></p>	<p>How exactly are we going to do it?</p> <p><u>Last session</u> Jan '23 - HT PDP - target agreed with QIO to enhance HT's K, U & S in MFL May '23 – signposting from Head of MFL at AHS. June '23 -CPD Course (L1+2) (travel affected by weather) June '23 – signed up for Power Languages CPD course in French: awaiting access from LA coordinator for CPD</p> <p><u>This Session, by end of:</u> Sept '23 – HT/CT to familiarise with national Guidance for 1+2 approach to MFL (via Ed. Scotland site) Oct '23 Feb '24 - HT to complete Power languages CPD training (French) - HT to familiarise with Language Angels site and compare with L1+2 learning maps/frameworks (CfE) - HT and P7 pupil to evaluate progress against second level benchmarks and plan next steps. Dec '23 - April '24 - weekly outcomes/activities established for P7 for summer term Feb '24 – Weekly lessons/activities established for P4/5 March '24 – Weekly lessons/activities established for P1 January – June '24 - French has been incorporated into our daily morning routine, covering greetings, calendar, weather, animals, shapes, colours, fruit. June '24– HT to gather assessment data to measure impact of programmes of work on attainment/achievement</p>	<p>Resources and Lead Person Note: Teaching Head teacher is sole teacher in the school therefore will lead all activities.</p> <p>Liaison with AHS staff (Head of MFL) regarding P7</p> <p>Education Scotland – source of L1+2 guidance</p> <p>CPD - Power Languages Course (French)</p> <p>Language Angels online learning platform – lessons and planning frameworks</p> <p>CPD – Power Language Training Course for teachers</p> <p>Partners – liaise with Prof. Support Group schools. What is working for them re MFL?</p>	<p>Monitoring the impact of the priority on learners</p> <p>Termly – SIP monitoring form updated, specifying actions taken towards priority, impact on children and sources of evidence</p> <p>October '23 February '24 - P7 benchmarks - progress recorded and next steps/ planned.</p> <p>Ongoing - tracking pupil progress – highlight benchmarks in individual learning folders.</p> <p>May/June 2024 – evaluation of pupil progress over the session P7s achieved majority of second level CfE benchmarks? P4/5s achieved minority of first level benchmarks?</p> <p>June 24 – Through focus group discussions, obtain pupil feedback on MFL progress and feedback on Language Angels online resource</p>

Evaluation/Monitoring

Priority 1	Progress towards outcome Term 1	Progress towards outcome Term 2	Progress towards outcome Term 3	Progress towards outcome Term 4
Developing a 1L +2 approach to MFL	<ul style="list-style-type: none"> ▪ Sept 20th – SIC provided access to online Power Languages course ▪ HT – completed Lessons 1-4 (out of 12) incl. practical tasks. ▪ Language Angels (LA) introduced to Primary 1 (LSA supporting) ▪ P7 writing and sharing the date each morning ▪ Primary 7 pupil continuing Duolingo from last session. 	<ul style="list-style-type: none"> ▪ HT - Duolingo exercises daily ▪ HT read Ed Scotland documentation and guidance on L1+2. ▪ HT completed PL Course lessons 5-12 ▪ HT attended PL online session 1 ▪ HT is introducing short bursts of French vocabulary to the P1-7 class most mornings during class welcome. ▪ P1 progressing through LA with LSW ▪ Language Angels Games set up for P4/5 to consolidate key vocab. ▪ HT explored second level Benchmarks and outcomes with P7 pupil ▪ Daily calendar – days, months, weather, numbers 	<ul style="list-style-type: none"> ▪ Daily French – ongoing daily calendar plus animals/pets and fruits introduced. ▪ P7 commenced Twinkl Tutorials – able to work independently on examples then complete written task associated – covered masculine/feminine, adjectives, etre and avoir introduced. ▪ P7 – still enjoying Duolingo daily as part of homework and finding this helpful. Discussion with parents regarding progress against outcomes. One parent is fluent in French and can support at home. ▪ P4/5 - playing French games together. Fun French on ipads or Langauge Angels. ▪ P1 progressing through Language Angels Early with LSW – pupil with ASN more engaged when working out-with the multi-composite class. 	<ul style="list-style-type: none"> ▪ Parent volunteer working with P7 on Second Level outcomes and benchmarks for one hour each week to support preparation for secondary school
Impact on Children	<ul style="list-style-type: none"> ▪ Primary 1 are developing awareness of salutations/greetings ▪ Primary 7 confident at writing numbers to 31, days of the week, months of the year. 	<ul style="list-style-type: none"> ▪ HT confidence to incorporate French vocabulary is increasing, therefore pupils are exposed to more vocab. ▪ Children developing awareness of shape, colour, counting, weather, days of week and months of the year through morning calendar. P1 children can answer oui or non. Older children becoming more confident. 	<ul style="list-style-type: none"> ▪ Daily French Starter is developing P1/4/5 familiarity and confidence with key vocab. ▪ HT confidence in French speaking and pronunciation increasing which supports pupil progress for pupils in P1 to P5 ▪ P7 supports HT and younger children with pronunciation and knowledge. ▪ Most P1 pupils now having a go at basic French phrases in morning French session. 	
Evidence of Impact	<ul style="list-style-type: none"> ▪ Date written on board and spoken accurately daily by P7 pupil ▪ P1 can greet people in French ▪ P4/5 participation increasing 	<ul style="list-style-type: none"> ▪ Pupil participation and awareness of new vocab is increasing in daily French starter. ▪ P7 Progressing through Duolingo levels 	<ul style="list-style-type: none"> ▪ Pupil confidence, participation and accuracy evidence in daily French activities e.g. vocab for days, months, numbers, animals, fruit. ▪ P7 able to work independently on Twinkl tutorials and is finding them helpful. ▪ P7 Progressing through Duolingo levels 	

Priority 2: To begin our journey towards becoming a Rights Respecting School and achieve our Bronze Award
Continuation from 2022/23? Y/N (*postponed from last year*)

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<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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<p>National Improvement Framework priorities</p> <p>HGIOS – self-evaluation against: Q.I 3.1</p>	<p>Planned Outcome</p> <p>By June 2024, our learners will have increased their knowledge of Children's Rights, with:</p> <p>All upper primary pupils can identify at least 8 rights and explain how some of these are embedded in the daily life of our school.</p> <p>The majority of middle primary pupils, can give identify at least 6 rights and explain how some of these are embedded in our daily experiences and interactions in school.</p> <p>The majority of lower primary can give 3 key rights and why they are important for their wellbeing.</p>	<p>How exactly are we going to do it?</p> <p>Terms 1-4: Through curriculum activities, increase children's understanding and awareness of their rights. Teaching <i>about, through</i> and <i>for</i> rights.</p> <p>Term 1:</p> <ul style="list-style-type: none"> Introduce the Rights Respecting School Awards three strands to the whole school community. Work towards achieving the Bronze Rights Respecting School award. UPDATE – Bronze Award achieved September <p>Term 2:</p> <ul style="list-style-type: none"> Involve pupils to review our school practice against Silver Award descriptors for each of the RRSA strands. <p>Term 3</p> <ul style="list-style-type: none"> Collaborate with pupils to create our action plan for silver. Submit our self-evaluation and evidence <p>Term 4</p> <ul style="list-style-type: none"> Bronze award received? Annual parent and pupil questionnaires 	<p>Resources and Lead Person</p> <p>HT (single teacher school) to lead this change in collaboration with pupils, staff and parents.</p> <p>UNICEF Rights Respecting Schools</p> <p>Learning from other schools who have achieved their RSSA.</p>	<p>Monitoring the impact of the priority on learners</p> <p>Termly – SIP monitoring form updated, specifying actions taken towards priority, impact on children and sources of evidence.</p> <p>By September '23 – Obtain data of children's current knowledge of rights to compare with end of session data (e.g. repeated focus group with each year)</p> <p>By December 2023: did pupil involvement in reviewing our school practice for RRSA strengthen pupil awareness of their rights?</p> <p>By March 2024: Do children contribute meaningfully when planning actions for Silver (to obtain Bronze) to lessons and activities linked to embedding rights further as part of our progress towards achieving silver.</p> <p>By June 2024: Achievement of RRSA bronze award in September and Silver Award in March. Share celebration with wider community. Annual questionnaires - pupils and parents indicate that children feel valued, respected and listened.</p>
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Evaluation/Monitoring

Priority 2	Progress towards outcome Term 1	Progress towards outcome Term 2	Progress towards outcome Term 3	Progress Term 4
Rights Respecting School	<ul style="list-style-type: none"> Parents informed via RRSA letter and SIP shared with school community. Bronze Application Completed Action Plan for Silver submitted Bronze Award: Rights' Committed achieved HT: Attended RRSA Training: Achieving Silver on 3rd October Class Activities: display started based on self-portrait/identity, Shelter Scotland Poster Competition "What home means to me" with Articles Linked. Feedback from Action Plan for Silver has clarified next steps 	<ul style="list-style-type: none"> Pupil participation in Blythswood Shoebox appeal. Linked to Articles. Silver Accreditation Virtual Visit set for March 2024. Discussion regarding current events e.g. Gaza/Israel War and the effect on Children's Rights. What can we do? Children in Need/UNICEF Charity Coffee morning – raising money and awareness. Class report in Fair Isle Times explaining why we wish to raise money for UNICEF too. <p><i>Did not progress through charter and ABCD of rights this term as hoped. ASN needs have taken priority. It was also a short, busy term involving many festive activities, eg. Concert.</i></p>	<ul style="list-style-type: none"> ABCDE of rights lesson – introduction through discussion and exploring the key concepts. Creation of a class Charter – all pupils decided on the most important rights to include. Duty holders and duty bearer roles clarified in line with articles. School blog updated to reflect class activities and share learning with the wider community. Planning – incorporating and Article of the week to coincide with events e.g. LGBTQ+ month, Safer Internet Day, Holocaust Memorial Day. School paperwork e.g. Policies, IEPs, etc. is being developed to demonstrate links to children's rights Staff linking rights to daily school interactions, events Silver Accreditation Visit – 27 March 2024 	<ul style="list-style-type: none"> Banner received and displayed outside our school. Media report to share and celebrate our success School Blog Updated Continuation of discussing and incorporating rights into the life of our school. Campaigning for change activities – Earth Day
Impact on Children	<ul style="list-style-type: none"> Children familiar with Articles 1, 2, 7 through display work Children familiar with Articles 9, 24 through Shelter Scotland poster competition Training course has increased HT knowledge and confidence to take forward with pupils (next term) 	<ul style="list-style-type: none"> P7 and P4 pupil is grasping the impact that events and situations around the world can have on Children's Rights, yet younger ones and P5 ASN pupil are finding it harder to engage with. Pupil awareness of charities that fundraise and support children's whose rights are compromised – UNICEF, CiN Children in Need. Shoeboxes – children understood that such simple items that we may take for granted can make a difference to those who suffer financial hardship. 	<ul style="list-style-type: none"> P1-ABCDE more appealing to younger children and our display will help ongoing understanding. P4 grasping ABCDE grasped well P5 (ASN) will need ongoing discussion to support awareness P7 pupil able to link the terms universal, unconditional and inherent readily. Used a dictionary to explore inalienable, indivisible. Children, especially upper, are beginning to see links to children's rights in daily life of the school e.g. when they offer their views, they are considered and respecting. Links are starting to become more explicit. 	<ul style="list-style-type: none"> Pupils are proud of their achievement Children are able to link events e.g. through daily newsround reports to CRC articles. Awareness of others' needs and greater empathy More inspired to campaign for change.
Evidence	<ul style="list-style-type: none"> Children's Rights Class Wall display Bronze Award Certificate Response from Shelter Scotland Silver Action Plan 	<ul style="list-style-type: none"> School blog Photographs Email responses 	<ul style="list-style-type: none"> Photos and videos from activities Discussion with pupils ABCDE of R display board in class Class Charter Display Communication with wider school community Awarded RRS Silver Award 	<ul style="list-style-type: none"> Campaigning -Earth Day Posters, Voar Redd Up electricity free day, School blog, media report

Priority 3: To raise attainment in Numeracy for pupils with ASN *Additional priority added November 2023*
Continuation from 2022/23? Y/N

<p>NIF PRIORITIES</p> <ul style="list-style-type: none"> Placing the human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in skills and sustained, positive school-leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF DRIVERS</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/carer involvement and engagement Curriculum and assessment School and ELC improvement Performance information 	<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>
<p>Progress and Achievement Data on SEEMis.</p> <p>Dynamo Maths Diagnostic Test Results.</p> <p>Staff observations and evaluations</p>	<p>Planned Outcome</p> <p>By June 2024, a targeted group will increase their Standardised Score in Numeracy through the Dynamo Maths platform (as recommended by the British Dyslexia Association) to between 80 and 100.</p>	<p>How exactly are we going to do it?</p> <p>Term 1:</p> <ul style="list-style-type: none"> Trial the Dynamo Maths platform. <p>Term 2:</p> <ul style="list-style-type: none"> Targeted group to complete the Dynamo Diagnostic Assessment. Introduce daily Dynamo sessions following the intervention programme designed as per the diagnostic. Complete the SEAL diagnostic assessment <p>Term 3:</p> <ul style="list-style-type: none"> Introduce SEAL sessions alongside Done-to-one daily sessions alongside dynamo. Monitor pupil progress Repeat diagnostic assessment March <p>Term 4:</p> <ul style="list-style-type: none"> Ongoing support with SEAL LSW on key skills and strategies alongside Dynamo to build number agility and confidence 	<p>Resources and Lead Person</p> <p>HT</p> <p>Dynamo maths subscription</p> <p>Dynamo training</p> <p>SEAL Resources</p> <p>LSW – 1:1 support sessions daily</p>	<p>Monitoring the impact of the priority on learners</p> <p>By the end of January 2023: Is the targeted group engaging daily with both SEAL and Dynamo programmes? One to one focus on numeracy with LSW daily instead of SEAL, targeting on key skills from Dynamo.</p> <p>By the end of March 2024: Do staff observe an improvement in pupil understanding of number relationships? Do repeated diagnostic assessments indicate an increase in standardised scores? If so, continue with the programme; if not re-evaluate approach taken.</p> <p>By June 2024: Has the targeted group achieved standardised scores between 80 and 100 on the Dynamo Diagnostic Assessment?</p>

Priority 3	Progress towards outcome Term 1	Progress towards outcome Term 2	Progress towards outcome Term 3	Progress towards outcome Term 4
Raising Attainment in Numeracy	Introduced November '23	<ul style="list-style-type: none"> ▪ Diagnostic Assessment completed – revealed that targeted group is considerable below average for age. Number Sense results were fine, yet number proficiency was poor. ▪ Targeted group commenced Dynamo Maths Sessions daily. ▪ Pupil progressing through the units recommended through the diagnostic ▪ SEAL diagnostic not completed – focused on Dynamo only. 	<ul style="list-style-type: none"> ▪ Targeted group found Dynamo increasingly more difficult so paused progress. ▪ LSW timetable reviewed – additional time and support allocated to targeted group ▪ HT/CT devised daily numeracy activities for LSW to focus upon to develop number proficiency in addition and subtraction ▪ Cuisenaire rods & Diennes materials used to support targeted groups' need for concrete/visual representations ▪ New apps/games utilised to develop number proficiency and increase engagement ▪ Dynamo diagnostic Assessment repeated end of March 	<ul style="list-style-type: none"> ▪ Ongoing one-to-one sessions with LSW daily focusing on numeracy tasks including: <ul style="list-style-type: none"> – S&S mental arithmetic (introductory level) – Dynamo online units and associated – Teejay Book 1b
Impact on Children		<ul style="list-style-type: none"> ▪ Targeted group somewhat reluctant at first and self-consciousness. Engaged more readily when completing in a private space away from remaining class. ▪ Consolidation of key numerical proficiency skills improved. ▪ Some support necessary when moving from concrete examples to more abstract. 	<ul style="list-style-type: none"> ▪ Targeted group responding readily to daily one-to-one support in this area ▪ Targeted group and LSW - great rapport with trust, respect, encouragement and humour integral in harnessing pupil engagement. ▪ Pupil confidence is increasing ▪ Targeted group – number proficiency and skills are improving through daily repetition and support 	
Evidence		<ul style="list-style-type: none"> ▪ Dynamo – Pupil tracking through the programme units, showing results and competency ▪ Completed additional lessons worksheets ▪ Daily Planning specific to pupil – target focus in key areas ▪ Maths Progression Pathway School Tracker - targeted group 	<ul style="list-style-type: none"> ▪ IEP targets and review of progress towards targets ▪ Lesson evaluation notes ▪ LSW observations of targeted group's developing understanding and skills ▪ Targeted group – speed and proficiency increased ▪ Repeated diagnostic data shows increased scores - Standardised score of 77 in November 2023 to a score of 95 in March 2024. ▪ ASN Audit – Pupil comments demonstrate an increased in confidence 	