

Priority 1	Progress towards outcome Term 1	Progress towards outcome Term 2	Progress towards outcome Term 3	Progress towards outcome Term 4
Enhancing additional support for learning provision	<ul style="list-style-type: none"> ▪ ASN outreach recommendations honoured as per ADHD guide and sensory adjustments e.g. pictorial timetable, support aids, reward choice board, fidget toy box, brain breaks, etc ▪ Circle Inclusion Scores and Participation Scores completed ▪ Zones of Regulation and Kitbag sessions introduced ▪ IEP created for targeted group ▪ HT commenced ASN induction ▪ HT met with ASN QIA 	<ul style="list-style-type: none"> ▪ HT and LSA attending CPD ‘What is Autism’ and ‘Reasonable Adjustments in Autism’ at in-service ▪ HT - ASN induction continued. ▪ IEP – reviewed with child and parents, new targets set. Followed advice from ASN QIA on reducing targets on IEP. ▪ GIRFEC meeting about ELC child with ASN – confirmation that the adjustments made are suitable and supportive. ▪ Communication with family of pupils with ASN. Updates received re CAMHS support - positive impact of ADHD medication on focus and behaviour 	<ul style="list-style-type: none"> ▪ IEP evaluated and planned with child and family for the term ahead ▪ Zones of Regulation workshop for parents and staff (including distant supply staff) with positive feedback/evaluation of the event. ▪ Re-introduced Zones (Feb 12th). EYP using adapted Zones for nursery (1 lesson PW) & HT implementing 2 lessons PW from core book. ▪ Weekly collegiate discussions on Zones progress to reflect on impact ▪ Zones Newsletters sent home to parents and to all staff (including supply) fortnightly to share learning and practice. ▪ Liaised with other schools who use Zones 	<ul style="list-style-type: none"> ▪ IEP reviewed, targets set accordingly ▪ ELC: Zones lessons 6-11 ▪ Primary: Zones lessons more subtle to ensure sensitivity to pupil with ASN. Thinking strat. taught & toolkits dev. ▪ Kitbag sessions continued. Intro. to ELC ▪ Circle Part. and Leuven Scale scores for two ASN pupils – agreed by staff. Show an increase. ▪ <i>Data indicates that Zones is a complementary resource that helps all pupils, when handled sensitively.</i>
Impact on Children	<ul style="list-style-type: none"> ▪ Zones of Regulation – one member of the targeted group is struggling to engage. Very sensitive about the topic of emotions. Likely due to frequent emotional dysregulation and angry outbursts. Zones postponed for now. Monitor child’s emotional progress. ▪ Kitbag sessions – popular and enjoyed by all children. Need to be more regular. ▪ IEP created for meaningful steps in learning. Achievement of steps was positive for targeted group. Pupil engagement with IEP is difficult to harness due to attention challenges and lack of interest. 	<ul style="list-style-type: none"> ▪ Inservice training (Autism/Reasonable Adjustments) provided invaluable knowledge to support and understand the targeted group. This confirmed our current actions and adjustments already in place are appropriate and has inspired new ways of approaching support ▪ Adjustments in the ELC are working very well to support the progress and wellbeing of this pupil. Emotional dysregulation is becoming less frequent and less severe. ▪ Staff have noted considerable improvement in child with ADHD since commencing full dose of methylphenidate following trial. Academic progress has improved. ▪ Still not right time for Zones initiative. 	<ul style="list-style-type: none"> ▪ Targeted primary aged pupil has been more receptive to Zones compared to term 1 and 2, possibly due to ADHD medication and being more settled in general. Still uncomfortable at times with some of the lesson content but will tolerate the curriculum well. Tasks that involve reflection on self/own behaviour seem to cause discomfort. Staff going at pace of child. ▪ Parents have reported that newsletter has been helpful in supporting Zones discussions at home. Using some of tools at home when dysregulated – particularly music, massage. ▪ Targeted pupil in ELC is showing a high level of engagement with the Zones lessons. EYP feels the concept is understood. Less frequent outbursts have been reported. Pupil is showing an increase in the ability to regulate. 	<ul style="list-style-type: none"> ▪ Staff focus group at end of term 3 identified the need to be mindful of targeted ASN primary child’s wellbeing. Zones can be uncomfortable. Some aspects are too inward looking and child isn’t ready. A more disguised approach to the concepts/strategies of Zones employed this term has reduced any negative impact.

Evidence of Impact	<ul style="list-style-type: none"> ▪ Inclusive Classroom Score was good due to adjustments made in response to ADHD/ Dyslexia recommendations suggested by the Education Outreach team back in March 2023. Participation scale low. Medication trial (commenced September 2022) may impact positively on this score in the coming months. ▪ Feedback/impact/evaluation email sent to the ASN team officer responsible for Kitbag training. ▪ Appropriate ASN staging following support from meeting with ASN QIA. 	<ul style="list-style-type: none"> ▪ Staff discussions and observations of targeted group ▪ ELC learning journals and floor book. ▪ IEP – progress clearly shown ▪ GIRFEC meeting discussion – confirmation from OT that we are approaching support using appropriate strategies. 	<ul style="list-style-type: none"> ▪ Daily evaluations – primary and ELC class ▪ ELC learning journals ▪ Weekly record of collegiate reflection on implementation of Zones of Regulation. ▪ HT Into Headship research project on Zones (data collected) ▪ Collegiate discussion/preparation notes for Resource Based Planning Meeting regarding ELC pupil with ASN prior to transition ▪ IEP – progress and achievement ▪ SEEMIs – Review of Additional Support ▪ Reviewed FIPS GIRFEC evaluation record ▪ ELC personal learning plans – reviews and updated targets with families 	<ul style="list-style-type: none"> ▪ Staff focus group discussions ▪ Pupil interviews – increase in emotional vocab and awareness of ways to manage emotions. ▪ Parent survey ▪
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Priority 3	Progress towards outcome Term 1	Progress towards outcome Term 2	Progress towards outcome Term 3	Progress towards outcome Term 4
Improving systems of planning and tracking pupil progress through CfE Progression Pathways	<ul style="list-style-type: none"> ▪ Term 1 Overview Plans created for Primary and ELC using CfE ▪ Experimentation with various weekly/daily planning formats in Primary and ELC ▪ Charting CfE - Es and Os covered ▪ Learning outcomes feature in primary class planning. Success Criteria shared verbally with children (small class size allows) as incorporating into weekly plans had little impact on children, more of a paper exercise. Targets for writing shared – children to traffic light. Quality feedback e.g. 2 stars 1 wish in writing. Verbal/written praise ▪ HT visit to Mentor’s School ▪ Learning Folders – Literacy/Maths /HWB Pathways highlighted and Maths Pathways charted on spreadsheet ▪ EYP – highlighting Highland literacy pathway for ELC children and recoding progress on Maths pathway spreadsheet. ▪ EYP created a floorbook 	<ul style="list-style-type: none"> ▪ EYP - CPL visit to two other nurseries on Shetland Mainland to share practice ▪ EYP created individual learning journals after CPL visit. Progress is now more individualised with links to CfE Es and Os. ▪ EYP incorporating new approach to capturing and record child voice on learning journals. ▪ HT/CT - introduction of traffic lighting each piece of work to indicate self-assessment. ▪ Term plan created for p1-7 class ▪ Children involved in term planning suggestions for topic ▪ Maths Tracking spreadsheet completed for all children. Progressions highlighted too. ▪ Learning folders shown to parents at open afternoon. 	<ul style="list-style-type: none"> ▪ Had hoped to highlight with the children. Difficult to find time. Will aim to spend more time with the children on this next term. ▪ Term plans are very repetitive as Es and Os are rather vague and many Es and Os are covered across the school year in Literacy and Maths. ▪ ELC – floor book and learning journals ▪ Term plans ▪ Curriculum map in primary classroom ▪ Learning folders – highlighted progressions ▪ IEP for pupil with ASN 	<ul style="list-style-type: none"> ▪ SNSA data up to date ▪ Maths Progression spreadsheet updated for all pupils ▪ Learning Folders – HWB, Numeracy and Language progressions highlighted. ▪ SEEMis – tracking and monitoring data updated ▪ Primary 6 pupil able to verbalise learning achieved, CfE level, next steps. P3 pupil and p4 pupils have developed greater awareness of CfE levels and where they are. ▪ Data – pupil questionnaires indicate that all children agree that: <ul style="list-style-type: none"> - School work is at the right level - They know where there are in their learning and where they are going next - Staff encourage them to do their best and talk to them about how to improve their work
Impact on Children	<ul style="list-style-type: none"> ▪ EYP has an increased understanding of CfE Es/Os and progression pathways for literacy and numeracy at early level. Termly and daily plans have been created – this has increased practitioner confidence in meeting needs. Es/Os included in daily evaluations which informs next steps to provide experiences to meet children’s needs. ▪ Setting writing targets provides a clear direction for primary pupils to improve their writing skills ▪ Need to involve children in highlighting – this may increase their understanding of the skills their need to achieve, especially out P6 pupil 	<ul style="list-style-type: none"> ▪ After CPL visits, EYP feels confident that provision of experiences and interactions are appropriate for supporting ECL children’s progress. ▪ EYP and HT can see the positive impact the more structured approach to nursery is having on the 2 ELC children. ▪ Primary children, although need to reminders to traffic light work, they do so in an honest way. ▪ Children are responding to verbal success criteria and 	<ul style="list-style-type: none"> ▪ Primary 6 child has a good understanding and can verbalise CfE levels and ▪ Success criteria and quality feedback, particularly in writing, is impacting on progress and increasing quality and accuracy of work. Small setting size is contributing. ▪ ELC children enjoy reflecting on achievements in floor book and celebration of 	<ul style="list-style-type: none"> ▪ End of Year Profiles – pupils able to reflect on and identify strengths and progress across subjects & identify next steps ▪ P6 pupils more confident in progress made and being on track in relation to CfE levels and primary stages. ▪ Pupils can recognise own strengths and achievements more readily when reflecting on the session ▪ Quality of writing has increased

	<ul style="list-style-type: none"> ▪ Discussing expectations and providing feedback is easy in such a small setting. 	<p>feedback. Need to intro peer assessment next term.</p>	<p>progress increases confidence.</p>	
Evidence of Impact	<ul style="list-style-type: none"> ▪ ELC – floor book and learning journals ▪ Term plans ▪ Curriculum map in primary classroom ▪ Learning folders – highlighted progression pathways ▪ IEP for pupil with ASN – reflection of progress and achievement 	<ul style="list-style-type: none"> ▪ ELC – floor book and learning journals ▪ Term plans – both classes ▪ Curriculum mapping display in primary classroom ▪ Learning folders (primary) ▪ IEP for pupil with ASN. ▪ Jotters – self-assessment traffic lighting, two stars and a wish/ feedback. 	<ul style="list-style-type: none"> ▪ ELC Floorbook ▪ Learning Folders ▪ Progression pathways highlighted ▪ Maths progress tracker spreadsheet 	<ul style="list-style-type: none"> ▪ End of Year Profiles – pupils reflect on and identified strengths and progress across subjects. ▪ Report feedback –indicates parents and pupils agree with information and acknowledge progress made ▪ IEP – evaluative highlighting using traffic light colours
Priority 2	Progress towards outcome Term 1	Progress towards outcome Term 2	Progress towards outcome Term 3	Progress towards outcome Term 4
Rights Respecting School	<i>NIL -Other priorities are more urgent. HT commenced Into Headship Postgrad. Priority postponed in response to Parent Council discussions to reduce workload in the interim.</i>			