

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily triangles and polygons, creating a dynamic, layered effect. The shapes are positioned on the left and right sides of the page, framing the central white space where the text is located.

# Standards and Quality Report 23-24

# Development Priority 1

## Writing

### Progress-

- All teaching staff engaged in online CLPL training sessions on Teaching Writing Explicitly for 4 text types.
- All staff observed 'live' interactive teaching session with Stephen Graham, PM Writing.
- Almost all staff visited other primary schools to observe writing lessons using Explicitly Teaching Writing pedagogy.
- Writing criteria developed for text types covered.
- Writing portfolio collated to exemplify progression of each text type across school.
- Monitoring of impact of writing priority carried out through classroom observations, learning conversations, staff questionnaires and jotter monitoring.
- All staff engaged in learning community (trio) moderation process led by West Partnership. The focus was on writing and involved staff in professional dialogue in relation to planning, implementation and assessment.

# Development Priority 1

## Writing

- ▶ Impact
- ▶ As evidenced in pre and post evaluation staff feel that they are more knowledgeable about specific text types and that their confidence in using the writing pedagogy is increasing.
- ▶ Pupils are becoming more familiar with the text types and becoming more confident in talking about their purpose.
- ▶ Staff observations and learning conversations with children indicate that most children's levels of engagement with writing has increased.
- ▶ Peer visits for writing built more confidence and engagement with writing pedagogy.
- ▶ The moderation exercise further developed confidence with the sharing of good practice and professional dialogue.

# Next Steps

- ▶ Continue to engage with Explicitly Teaching Writing , Year 2 of programme
- ▶ Develop assessment writing criteria for further 5 text types
- ▶ Continue to populate folder of model text types
- ▶ Review recording of writing eg modelled, collaborative, independent
- ▶ jotter v folder
- ▶ Provide further opportunities for peer visits within school and outwith.
- ▶ Create progressive writing plan including all text types
- ▶ Continue to moderate writing across levels and whole school

# Development Priority 2

## Play pedagogy

### Progress

- Primary 1 teacher attended CLPL training with Deirdrie Grogan
- P1 environment/teaching and learning adapted to be in line with play pedagogy
- Member of staff participated in practitioner enquiry in relation to aspect of play
- Play pedagogy implemented in P1
- Play pedagogy policy created
- Play pedagogy presentation delivered to parents of P1 children.
- Play pedagogy workshop held for transition from nursery to P1.

# Development Priority 2

## Play pedagogy

### Impact

- P1 teacher confidence in play pedagogy has increased
- Engagement in targeted tasks has improved and is reflected in play experiences
- Increased links across early level resulting in more professional dialogue and consistency of approach.
- Increased time to support individuals.

# Next Steps

- ▶ Further develop opportunities for planning across early level.
- ▶ Further develop play pedagogy within school extending to P1/2.
- ▶ Investigate discovery approach for first/second level.

# Development Priority- Skills Learning Community

- ▶ Progress-
- ▶ All staff ( early years, support staff and primary) attended an awareness raising session regarding the SLC skills framework. This was delivered by the Development Officer and two schools from the learning community. Staff participated in discussion groups to share ideas and plan next steps.
- ▶ Pre and post questionnaires issued to staff to measure baseline and impact.
- ▶ A capacity and its associated skills were introduced termly along with record sheets for target setting. Staff piloted ideas that were age and stage appropriate.
- ▶ Staff from across the learning community met on February Inset Day to share progress with skills implementation.
- ▶ HT along with 2 other learning community colleagues attended CLPL run by Education Scotland, Embedding Skills through the Learner Journey. The sessions provided opportunities for professional dialogue and to share good practice. Learning Community work published on Education Scotland padlet.
- ▶ Skills display ( visuals) added to Biggar Primary School image in each class to aid discussion and referencing to learning.
- ▶ DHT attended SLC skills network meetings.
- ▶ Money week presentations from various visitors linked skills to occupations



# Development Priority- Skills Learning Community

## Impact

As evidenced in pre and post evaluation almost all staff feel that they are more knowledgeable about SLC skills framework and that there is now a consistent use of language associated with skills being used by all staff.

Learning conversations, with children, indicate that they are becoming more familiar with the language of skills and the progression framework. All children have worked on targets associated with skills.

# Next steps

- Continue to embed language of skills and ways to integrate into learning.
- Further develop tracking of skills including investigating digital approach on learning profile

# Achievements



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# Additional progress

- ▶ 2 members of staff trained as Forest School leaders and programme piloted with Primary 4/5. Children were positive about Forest Schools and would like to do it more.
- ▶ Intergenerational Project re-established in community with Greenhills and Kello. Primary 6 visited on a monthly basis and engaged in reminiscence topics and music/movement sessions.
- ▶ Young Leaders of Learning group established. Links made with other schools in community and visits took place across establishments. Plan of action created from sharing good practice.
- ▶ P7 leadership group learned how to produce podcasts and created several.
- ▶ 6 more members of staff trained in Maths Recovery.