



Standards and Qualities 25-26



Priority 1- Data

To use assessment data to raise attainment in literacy and numeracy.

Progress

- Whole school analysis of core targets in writing resulted in targeted intervention on connectives across the school.
- All staff analysed spelling data from standardised test and implemented targeted interventions.
- Group of P2 learners challenged on numeracy pathway through targeted intervention. (SSR project)

Progress

- All staff engaged in professional learning sessions for Adobe, Book Creator, Gemini and Read, Write Tool bar.
- Each class now has its own class book on Book Creator to showcase teaching and learning and achievements with parents.
- Sphero Indi CLPL and resources ordered as a result of Young Leaders of Learning. (Pupil Voice)

Impact

- Evidence from cold and hot task in writing demonstrated improvement across the whole school in the use of connectives.
- Almost all staff reported improvements in spelling results following interventions.
- Targeted group of learners progressed onto next part of attainment pathway in numeracy in P2 earlier than anticipated.

Impact

- Learning experiences enhanced through creative approaches to digital technologies and computing science.
- Staff and learner skills in using Adobe, Book Creator, Gemini, Read/ write tool bar and Sphero Indi has increased.
- Increased parental engagement through use of Book Creator.

Next Steps

- Repeat similar approach for writing and spelling for session 26-27.
- Extend approach to reading.
- Repeat SSR project to identify learners exceeding in literacy/and or numeracy in order to increase pace and provide challenge.

Next Steps

- To sustain parental engagement through Book Creator. (links in newsletter/Monday reminders and ask for termly feedback)
- Opportunities for staff to share good practice.
- Extend use of Book Creator to Individual profiles involving peer learning. Eg P7 teach other classes.
- Use class books on Book Creator to showcase learning to other classes.

Priority 2- Digital Literacy

To develop the use of digital technologies in literacy, with a focus on feedback as a feature of highly effective practice

Priority 3- Building racial literacy

Raise pupil awareness of racial literacy.

We want pupils to see themselves reflected in the school's curriculum and that of others- Mirrors and Windows analogy.

Progress

- Professional learning delivered by WOSDEC on new Antiracist.scot resource from Education Scotland.
- Links made to Jigsaw and draft implementation plan devised to pilot session 26-27
- Range of books purchased for equalities including anti racist material
- Suggested links incorporated into social studies planner
- Focus of transition novel widened to include all equalities and 3 year plan devised P7-S1
- Assembly focus on equalities including anti racism etc..

Impact

- Staff awareness raised on supports available to deliver antiracist education
- Pupils have developed a better understanding about racial literacy.

Next Steps

- Engage in LGBT CLPL through TIE for session 26-27
- Implement anti racist lessons using anti racist.scot material and Jigsaw.
- Continue to focus on equalities as theme for assemblies
- Further develop our curriculum to reflect mirrors and windows analogy for other protected characteristics.

Priority 4- Transition

Learning Community Priority

Revise current transition programme from P7 to S1 in order to strengthen various aspects.

Progress

- Questionnaires distributed to staff to seek feedback, June 26
- Results used to inform session, 25/26. Eg return to in person visits from staff at BHS rather than online, main document created for sharing transition information, new Teams area created.
- Evaluation of changes at end of session 26/27.
- Results of evaluation used to inform session 26/27.

Impact

- Consistency of approach
- Consistency of shared data
- Improved ease of access for transition sharing

Next Steps

Extend to include nursery to P1 transition using SLC moderation model shared by HQ.

