



South Lanarkshire Council

Recovery School Improvement Planning August 2021



Kirkton Primary School

Improvement Priority 1 - Continuity of Learning

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>2.2 Curriculum</p> <ul style="list-style-type: none"> Rationale and design Development of the curriculum Learning pathways Skills for learning, life and work <p>2.3 Learning, teaching and assessment</p> <ul style="list-style-type: none"> Learning and engagement Quality of teaching Effective use of assessment Planning, tracking and monitoring <p>3.2 Raising Attainment and Achievement</p> <ul style="list-style-type: none"> Attainment in Literacy and Numeracy Attainment over time Overall quality of learners' achievements Equity for all learners 	<p>These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.</p>	<p>This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.</p>	<p>This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.</p>	<p>This section outlines what the desired impact will be for our children and young people and how it will be measured.</p>

2.2 Curriculum

Theme 1: Rationale and design	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures																				
<p>Our curriculum is grounded in our commitment to securing children's rights and wellbeing. It takes account of learners' entitlements and the four capacities and reflects the uniqueness of our setting.</p> <p>There is a strategic overview which we use to ensure a shared understanding of the purpose and design of the curriculum.</p> <p>We take very good account of the four contexts for learning and cross-cutting themes such as equality, enterprise, creativity, sustainable development education and international engagement.</p> <p>Our creative and innovative approaches to curriculum design support positive outcomes for learners.</p>	<ul style="list-style-type: none">Consider the curriculum rationale and how this should/could be adapted for the forthcoming session, considering the varied experiences learners have had during session 20-21.Consider how cross curricular themes can support the delivery of different curricular areas.Think creatively, innovatively and "outside the box" to ensure provision of a wide and varied curriculum.Ensure all curricular areas are being covered.Prioritise, through self-evaluation, any curricular area which should be reviewed or refreshed, considering those that were utilised well during remote learning. (e.g. Digital learning, IDL)	<p>Curriculum Rationale, Aims, Vision and Values however these do not inform decision making around our curricular choices.</p> <p>National, Local and School priorities identify the need to focus on recovery within core areas as well as ensuring our curriculum has breadth, depth and challenge.</p> <p>School self-evaluation has identified the need for a consistent approach across all stages and levels.</p>	<p>Revisit and embed Curriculum Rationale, Aims, Vision and Values (in line with recovery).</p> <ul style="list-style-type: none">What do we need to change/adapt/modify?How do these link with the moral purpose of education?How do they help improve outcomes for our children?Does our curriculum embed the 7 design principles? <p>Recovery 2021/22 to continue to focus on Core Literacy, Numeracy & Health and Wellbeing. Develop Interdisciplinary approaches to learning through enquiry based learning pedagogy and 4 Contexts for Learning.</p> <p>CLPL focusing on Active Learning pedagogy, 'what makes a good lesson' (including differentiation, feedback, metacognition, Learning Intentions & success criteria and collaborative learning)</p>	<p>Consistency of approach in planning, content, delivery and progression of key learning within all classes.</p> <p>Data demonstrates almost all children have made progress and are working in line with national expectations within Literacy and Numeracy.</p> <p>Attainment over time tables, see Page 12.</p> <p>Our data is very fluid due to significant variations in class numbers.</p> <p>The second set of tables allows comparisons of identified year groups at P1, P4 and P7 where data exists.</p> <table><tr><td></td><td>P1 **</td><td>P4</td><td>P7</td></tr><tr><td>Reading</td><td>87%</td><td>80%</td><td>89%</td></tr><tr><td>Writing</td><td>83%</td><td>80%</td><td>77%</td></tr><tr><td>T&L</td><td>87%</td><td>84%</td><td>89%</td></tr><tr><td>Maths</td><td>87%</td><td>80%</td><td>84%</td></tr></table> <p>**P1 data is approximations.</p> <p>P4 & P7 is based on current achievement levels.</p> <p>Active Learning pedagogy (including Play and Pupil Enquiry Based Learning) is evident in all classes across the school. Staff identify increased confidence when planning and implementing the pedagogy within their class.</p> <p>Across the school there is increased consistence with regards to Active Learning Pedagogy and effective learning & teaching strategies.</p> <p>Resulting in an increased number of children are actively engaged in their learning, resulting in improved attainment and achievement.</p>		P1 **	P4	P7	Reading	87%	80%	89%	Writing	83%	80%	77%	T&L	87%	84%	89%	Maths	87%	80%	84%
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Theme 2: Development of the curriculum	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>Our curriculum is regularly reviewed and refreshed by an informed awareness of current education thinking and evolves through ongoing debate within the school community.</p>	<ul style="list-style-type: none"> Ensure the curriculum provides all children and young people with breadth and depth in their learning, including experiences which include skill development in a range of contexts and environments. (including outdoors) 	<p>School self-evaluation has identified the need for a consistent approaches to effective learning & teaching across all stages and levels.</p>	<p>Engage with EEF toolkit/National Improvement Hub/West Partnership and other relevant bodies with regards to identify effective Learning & Teaching strategies.</p>	<p>Interventions to close attainment gaps (not just poverty related) are based on sound evidence and their effectiveness is justified.</p> <p>All identified children are working on an appropriate targets which are specific to their needs as well as age and stage of development. Interventions are justified and relevant.</p>

Theme 3: Learning pathways	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>The curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people to build on their prior learning and ensure appropriate progression for all learners. Learning pathways are based on the experiences and outcomes and design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance.</p> <p>We ensure children and young people have access to high-quality learning in all curriculum areas and through outdoor learning.</p> <p>All staff take responsibility for developing literacy, numeracy, health and wellbeing and digital literacy across the curriculum. Learners demonstrate these skills at a high level in a variety of meaningful contexts.</p>	<ul style="list-style-type: none"> • Ensure that identified learning pathways are flexible enough to support <u>all</u> learners – no matter their experience during remote learning or level of engagement over the last session. • Consider the importance of learning through meaningful and real-life contexts (reflecting on the success of this within remote learning period) 	<p>We are working towards our silver RRSA Award, therefore this need to be embedded into the school curriculum.</p> <p>In order to ensure breadth, depth and balance, our self-evaluation identified the need for a robust cycle of improvement to be created.</p>	<p>Embed RRSA within the whole curriculum linked to Curriculum Rationale, Vision, Values and Aims.</p> <p>Embed cycle of curricular improvements to ensure effective curricular coverage</p>	<p>Our Curriculum clearly embeds RRSA, this is evident in planning and implementation in all classes. Evidence will be submitted to ensure we have met the criteria for our Silver Award. Silver Award Achieved</p> <p>Clear cycle of improvement ensures our curriculum is refreshed and improved in an organised manner. This will ensure all children have access to a curriculum which includes all curricular areas as well as current national and local priorities.</p>

2.3 Learning, Teaching And Assessment

Theme 1: Learning and engagement	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>Our children and young people are eager and active participants who are fully engaged, resilient, highly motivated and interact well during activities.</p> <p>Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning.</p>	<ul style="list-style-type: none"> Take into account previously recorded levels of engagement and build upon these, considering how they can support and influence future learning and teaching. Ensure learners' experiences include appropriate levels of <u>challenge</u> and <u>support</u>, linked to current assessment information. 	<p>National, Local and School priorities identify the need to focus on recovery within core areas ensuring all pupils have access to lessons/tasks which are designed to address support and challenge.</p> <p>Self-evaluation indicates we do not have a consistent approach to assessment to inform next steps.</p>	<p>Targeted support will ensure all pupils have access to lessons/tasks which are designed to address additional support and challenge required by individuals and groups.</p> <p>Robust assessment information and data analysis will be used to help make informed decisions regarding where children are within their learning, will give guidance on next steps.</p> <p>Consistence of approach with regards to assessment and analysis will be implemented.</p>	<p>Almost all pupils will be engaged with learning pathways which meet their need (support & challenge) with reference to their age and stage of development.</p>

Theme 2: Quality of teaching	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures																								
<p>We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies.</p> <p>Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.</p> <p>We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.</p>	<ul style="list-style-type: none">Consider which elements of learning and teaching, which were adapted and utilised well during remote learning, could be continued and integrated into common practice.Establish a clear overview of current learning and teaching processes, drawing on robust self-evaluation.Provide opportunities for staff CLPL to ensure effective delivery of learning and teaching, reflecting on appropriate elements of the Learning, Teaching and Assessment (Moderation) Cycle. (E.g. LI/SCs, questioning, feedback...)	<p>Self-evaluation as well as on-going school activities indicate staged intervention requires continued focus to ensure ASPs contain SMART targets and are relevant to the age, stage and needs of individual pupils.</p> <p>National, Local and School priorities identify the need to focus on recovery within core areas as well as ensuring our curriculum embeds the 7 principles of curriculum design.</p> <p>School self-evaluation has identified the need for a consistent approaches within Literacy & Maths across all stages and levels.</p> <p>Through our self-evaluation, staff identified the need to meet with and share learning experiences with other, through the creation of collaborative networks.</p>	<p>Staged Intervention will be used to provide targeted support for pupils as necessary.</p> <p>Early intervention will be used to support children with reading and spelling difficulties through active literacy assessments and other data sources within literacy. SEAL will be used to identify children who have difficulties with early arithmetical concepts and knowledge</p> <p>Our curriculum will have appropriate pace and challenge to encourage and support all children to meet, address and effectively support the needs of all our pupils.</p> <p>Learning pathways will be revised and improved to ensure they reflect and embed the 7 principles of curriculum design, allow for personal achievement, child centred learning and have active learning pedagogy at its centre.</p> <p>Active Literacy will be fully embedded within each class for all aspects of literacy, focusing on consistent evidenced based approaches to the teaching of reading, spelling, phonics and writing. This approach will include – metacognition, peer learning, collaborative learning, high quality feedback (including next steps), and oral language development and explicitly taught reading comprehension and writing strategies.</p> <p>Number Talks strategies will be embedded in each class allowing children opportunities to discuss their learning and to allow the early identification of difficulties as well as common errors. This will be used effectively and robustly to inform next step planning.</p> <p>CLPL focusing on Active Learning pedagogy, 'what makes a good lesson' (including differentiation, feedback, metacognition,</p>	<p>All teachers will use a range of assessment information to inform their next steps, almost all children will receive appropriate levels of support and challenge. This will be confirmed through a range of quality assurance procedures.</p> <p>All pupils who are accessing learning via the staged intervention policy and procedures will have experiences which include appropriate support and challenge matched to their age and stage of development. This will be informed by robust assessment procedures which include effective analysis and evaluation.</p> <p>Most lessons will be appropriately paced and contain effective challenge/support to ensure almost all children are in line with national expected milestones to as identified through our effective and robust quality assurance procedures</p> <table><tr><th>ACEL</th><th>P1</th><th>20/21</th><th>20/21</th></tr><tr><td>No of children =% each child represents</td><td>16 = 6.2%</td><td>24 = 4.2%</td><td>18 = 5.5%</td></tr><tr><td>Reading</td><td>100%</td><td>92%</td><td>78%</td></tr><tr><td>Writing</td><td>100%</td><td>79%</td><td>72%</td></tr><tr><td>L&T</td><td>100%</td><td>96%</td><td>100%</td></tr><tr><td>Numeracy</td><td>100%</td><td>83%</td><td>89%</td></tr></table> <p>Learning Pathways in Literacy, Numeracy, Health & Wellbeing & STEM will be evaluated using the 7 design principles along with our Vision, Values and Aims taking account of local and National Guidance.</p> <p>All classes will be implementing Active Literacy pedagogy within their class as per school agreed framework. Almost all pupils</p>	ACEL	P1	20/21	20/21	No of children =% each child represents	16 = 6.2%	24 = 4.2%	18 = 5.5%	Reading	100%	92%	78%	Writing	100%	79%	72%	L&T	100%	96%	100%	Numeracy	100%	83%	89%
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			<p>Learning Intentions & success criteria and collaborative learning)</p> <p>Quality Assurance procedures will be robust in order to ensure consistency of approach, support high quality learning, teaching, engagement and achievement across the school.</p> <p>Moderation with partner school (s) will be established to provide greater clarity around learning, teaching, engagement and achievement.</p>	<p>will be achieving at an age appropriate level.</p> <table><tr><th>predictions</th><th>P1</th><th>P4</th><th>P7</th></tr><tr><td>Reading</td><td>87%</td><td>80%</td><td>89%</td></tr><tr><td>Writing</td><td>83%</td><td>80%</td><td>77%</td></tr><tr><td>T&L</td><td>87%</td><td>84%</td><td>89%</td></tr></table> <p>**P1 data is approximations.</p> <p>P4 & P7 is based on current achievement levels.</p> <p>All classes will be implementing Number Talks and Active Learning pedagogy within their class as per school agreed framework. Almost all pupils will be achieving at an age appropriate level.</p> <table><tr><th>predictions</th><th>P1</th><th>P4</th><th>P7</th></tr><tr><td>Maths</td><td>87%</td><td>80%</td><td>84%</td></tr></table> <p>**P1 data is approximations.</p> <p>P4 & P7 is based on current achievement levels.</p> <p>Active Learning pedagogy is evident in all classes across the school. Staff identify increased confidence when planning and implementing the pedagogy within their class.</p> <p>Across the school there is increased consistence with regards to Active Learning Pedagogy and effective learning & teaching strategies.</p>	predictions	P1	P4	P7	Reading	87%	80%	89%	Writing	83%	80%	77%	T&L	87%	84%	89%	predictions	P1	P4	P7	Maths	87%	80%	84%
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Theme 3: Effective use of assessment	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.</p> <p>Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people.</p> <p>Across our learning community we have shared expectations for standards to be achieved and have robust arrangements for moderation across stages and across the curriculum.</p>	<ul style="list-style-type: none"> Consider current assessment calendar and assessments used and how these should be adapted to support recovery, establishing new assessment guidelines which take account of the varied learning experiences pupils will have had during last session. Ensure a range of assessments (both formative and summative) are used to ascertain the learning needs for each learner. Consider how moderation can be used – internally and across the Learning Community – to support their adapted/refreshed learning, teaching and assessment processes. 	<p>Self-evaluation indicates we do not have a consistent approach to assessment to inform next steps.</p> <p>Through our self-evaluation, staff identified the need to meet with and share learning experiences with other, through the creation of collaborative networks.</p>	<p>Robust assessment information (summative and formative) will be used to inform planning. Impact & where next statements will be based on knowledge of children as individuals.</p> <p>MALT SNSA NGRT NGST Number Talks Active Literacy Benchmarking</p> <p>Consistence of approach with regards to assessment and analysis will be implemented.</p>	<p>All teachers will use a range of assessment information to inform their next steps, almost all children will receive appropriate levels of support and challenge. This will be confirmed through a range of quality assurance procedures.</p> <p>Assessment calendar will be reviewed to support recovery and take account of local and national guidance.</p> <p>All teachers will use a range of assessment information to inform their next steps, almost all children will receive appropriate levels of support and challenge. This will be confirmed through a range of quality assurance procedures.</p> <p>Data demonstrates the majority of children have made progress and are working in line with national expectations within Literacy and Numeracy.</p> <p>Almost all teachers will demonstrate greater confidence and understanding of achievement, effective learning & teaching strategies and engagement within their stage.</p>

Theme 4: Planning, tracking and monitoring	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures																				
As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas.	<ul style="list-style-type: none">Ensure tracking and monitoring processes are well utilised to inform both day to day planning for learning and teaching and longer-term assessment of progress.	Self-evaluation has identified staff are becoming increasingly confident using Seemis Progress and Achievement to track attainment and achievement. Staff are less confident using benchmarks as well as planning documents to identify progress made in line with national expectations.	Moderation with partner school (s) will be established to provide greater clarity around learning, teaching, engagement and achievement. CLPL for all staff focusing on Progress and Achievement. Whole staff and individual CLPL during CAT sessions as well as Attainment Tracking meetings to support teachers when identifying the progress made in line with CfE expectations.	Almost all staff will be able to use Progress and Achievement to track the progress of pupils in line with CfE expectations, using a range of methods to support their TPJ. Almost all staff will be more confident when discussing and tracking the progress of all pupils within their class. Almost all staff will be able to analyse a range of data to identify next steps.																				
3.2 Raising Attainment And Achievement																								
Theme 1: Attainment in Literacy and Numeracy	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures																				
Raise attainment in literacy and numeracy for all learners Learners make very good progress from their prior levels of attainment in literacy and numeracy.	<ul style="list-style-type: none">Establish a clear picture of the literacy and numeracy landscape in their own context in order to establish the universal priorities for the year ahead as well as any targeted approaches for stages, groups and individuals.	Our data over time identifies trends and attainment gaps within each class and across the school.	School database will support SLT and teachers to identify data and trends over time. Staff will be able to use a range of data sources to predict attainment within their own class over the year.	All classes will be implementing Active Literacy pedagogy within their class as per school agreed framework. Almost all pupils will be achieving at an age appropriate level. <table border="1"><thead><tr><th>predictions</th><th>P1</th><th>P4</th><th>P7</th></tr></thead><tbody><tr><td>Reading</td><td>87%</td><td>80%</td><td>89%</td></tr><tr><td>Writing</td><td>83%</td><td>80%</td><td>77%</td></tr><tr><td>T&L</td><td>87%</td><td>84%</td><td>89%</td></tr><tr><td>Maths</td><td>87%</td><td>80%</td><td>84%</td></tr></tbody></table> **P1 data is approximations. P4 & P7 is based on current achievement levels.	predictions	P1	P4	P7	Reading	87%	80%	89%	Writing	83%	80%	77%	T&L	87%	84%	89%	Maths	87%	80%	84%
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Theme 2: Attainment over time	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures																				
<p>Staff make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.</p> <p>A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition.</p>	<ul style="list-style-type: none">• Provide opportunities for CLPL which supports staff to respond confidently to learners' needs, intervening timeously.• Ensure tracking and monitoring enables earlier identification of young people who may be at risk of not attaining and apply relevant interventions.• Consider how learner participation is emerging (audit) and plan appropriate next steps in the journey towards empowerment of children and young people in decisions about what matters to them most- in school, in the community and globally.	<p>Our data is very fluid due to significant variations in class numbers, therefore by focusing on attainment over time this will allow for effective comparisons to be made. Our Attainment Database has information for the past 6 years, meaning we can effectively track attainment since Primary 1</p>	<p>Ensure all staff have an awareness of attainment over time for all pupils within their class and are able to make decisions based on need using data as well as other sources to inform their decisions.</p>	<p>Attainment over time tables, see overleaf (Page 12).</p> <p>Our data is very fluid due to significant variations in class numbers.</p> <p>The second set of tables allows comparisons of identified year groups at P1, P4 and P7 where data exists.</p> <table><tr><td>predictions</td><td>P1</td><td>P4</td><td>P7</td></tr><tr><td>Reading</td><td>87%</td><td>80%</td><td>89%</td></tr><tr><td>Writing</td><td>83%</td><td>80%</td><td>77%</td></tr><tr><td>T&L</td><td>87%</td><td>84%</td><td>89%</td></tr><tr><td>Maths</td><td>87%</td><td>80%</td><td>84%</td></tr></table> <p>**P1 data is approximations.</p> <p>P4 & P7 is based on current achievement levels.</p>	predictions	P1	P4	P7	Reading	87%	80%	89%	Writing	83%	80%	77%	T&L	87%	84%	89%	Maths	87%	80%	84%
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	P1 Early Level or better						P4 First Level or better						P7 Second Level or better						Combined Achievement					
	School						School						School						School					
	15/16	16/17	17/18	18/19	19/20**	20/21	15/16	16/17	17/18	18/19	19/20**	20/21	15/16	16/17	17/18	18/19	19/20**	20/21	15/16	16/17	17/18	18/19	19/20**	20/21
No of children =% each child represents	48 = 2.1%	35 = 2.9%	31 = 3.2%	23 = 4.3%	23 = 4.3%	16 = 6.2%	29 = 3.5%	31 = 3.2%	27 = 3.7%	48 = 2.1%	33 = 3.0%	24 = 4.2%	26 = 3.8%	30 = 3.3%	28 = 3.6%	28 = 3.6%	31 = 3.2%	18 = 5.5%	103 = 0.9%	66 = 1.5%	86 = 1.6%	99 = 1%	88 = 1.3%	58 = 1.7%
Reading	79%	100%	93%	87%	78%	100%	79%	79%	77%	69%	74%	92%	88%	83%	86%	70%	88%	78%	81%	81%	82%	79%	76%	90%
Writing	77%	62%	79%	91%	74%	100%	68%	79%	59%	58%	74%	79%	76%	67%	68%	68%	91%	72%	75%	69%	70%	64%	70%	85%
L&T	77%	80%	86%	100%	78%	100%	75%	89%	95%	84%	79%	96%	88%	87%	86%	83%	91%	100%	79%	85%	89%	89%	86%	95%
Numeracy	75%	71%	86%	100%	78%	100%	68%	82%	82%	71%	87%	83%	84%	77%	79%	65%	85%	89%	75%	77%	82%	76%	81%	88%

Covid Lockdown 2020	Covid Lockdown 2021		
	14/15 (P1)	17/18 (P4)	20/21 (P7)
No of children =% each child represents	Data not available	27=3.7%	31=3.2%
Reading		77%	78%
Writing		59%	72%
L&T		95%	100%
Numeracy		82%	89%

15/16 (P1)	18/19 (P4)	21/22 (P7)
48=2.1%	48=2.1%	
79%	69%	
77%	58%	
77%	84%	
75%	71%	

16/17 (P1)	19/20** (P4)	22/23 (P7)
35=2.9%	33=3.0%	
100%	74%	
62%	74%	
80%	79%	
71%	87%	

	17/18 (P1)	20/21 (P4)	23/24 (P7)
No of children =% each child represents	31=3.2%	24=4.2%	
Reading	93%	92%	
Writing	79%	79%	
L&T	86%	96%	
Numeracy	86%	83%	

Theme 3: Overall quality of learners' achievements	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures								
<p>Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school, the wider community and as global citizens.</p> <p>They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities.</p> <p>As they move through their learning pathways they take increasing responsibility for ensuring they continue to add value to their achievements.</p>	<ul style="list-style-type: none">Take into consideration experiences of learners whilst at home and how these impact on overall achievements of children and young people.Consider the key personnel and processes which will support learners to reflect on their learning pathway in the light of the varied learning experiences they will have had during 20-21 and, where necessary, reignite learner responsibility for their learning and achievement.	<p>Staff have identified the need for targeted CLPL with regards to interventions and effective support for pupils, especially those with diagnosed conditions.</p> <p>Self- evaluation has identified we do not have consistent approach to track achievements although they are celebrated in a range of ways within the school.</p> <p>Feedback from Remote Learning including lessons learned identified the need for increased pupil participation in learner conversations (with their class teacher) as we as the Learner journey</p>	<p>Appropriate targeted approaches within literacy and numeracy will be used to support children with an attainment gap.</p> <p>Early intervention of pupils in Primary 1 and Primary 2 will be used to identify and support children with phonics, word attack and reading skills.</p> <p>CLPL to support staff to identify needs within their class and to identify appropriate interventions. Use of National Improvement Hub, EEF toolkit, West Partnership etc.</p> <p>Effectively track and monitor learner participation within school and within Home Learning.</p> <p>CLPL for staff to identify and support a range of barriers to learning which our children may experience.</p> <p>Identify a consistent approach to track, monitor and celebrate achievements across the school</p> <p>Feedback Friday will be reviewed to ensure this can be effectively tracked and ensure equity of opportunity for all.</p> <p>Pupils to be more involved in learner conversations (effective feedback) as well as in their own learner journey. – Consider how this is tracked and monitored.</p>	<p>All classes will be implementing Number Talks and Active Learning pedagogy within their class as per school agreed framework. Almost all pupils will be achieving at an age appropriate level.</p> <table><tr><td>predictions</td><td>P1</td><td>P4</td><td>P7</td></tr><tr><td>Maths</td><td>87%</td><td>80%</td><td>84%</td></tr></table> <p>Ensure tracking system is robust and informs learning, teaching and assessment across the school.</p> <p>An appropriate and effective range of interventions and strategies are in place to support pupils who experience barriers to their learning.</p> <p>Robust procedures which identify progress and achievement are in place across the school.</p> <p>All pupils are increasingly involved in planning.</p> <p>Feedback Friday is embedded ensuring progression and consistency of approach in all classes.</p>	predictions	P1	P4	P7	Maths	87%	80%	84%
predictions	P1	P4	P7									
Maths	87%	80%	84%									

Improvement Priority 2 - Promote the positive health and wellbeing of children & young people, parents/carers and staff

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
3.1 Ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> Wellbeing Fulfilment of Statutory Duties Inclusion and Equality 	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.
3.1 Ensuring wellbeing, equality and inclusion				

Theme 1 Wellbeing	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>As a result of our approach to ensuring the wellbeing of all children and young people and their families, we are improving outcomes for children, young people and their families.</p> <p>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>We know and can demonstrate that all of our children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.</p> <p>All staff and partners feel valued and supported. Our learners benefit from the high-quality education which we provide for all children and young people.</p> <p>Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations.</p> <p>All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community.</p> <p>We consider each child and young person as an individual with his/her own needs, risks and rights.</p> <p>We ensure children and young people are active participants in discussions and</p>	<ul style="list-style-type: none"> Assess current position in terms of whole school wellbeing. Use authority guidance/toolkit or other audit tools. Plan how best to promote an attachment -informed ethos and environment that nurtures reconnection, transitions and belonging within their unique context, based on the SLC attachment strategy. Provide opportunities for CLPL which allow staff to focus on individual and collective wellbeing needs of their children and young people, especially their most vulnerable. Identify partners from beyond the school that may be needed to help with the recovery process e.g. psychological services, third sector agencies. Have overt plans in place to support the wellbeing needs of staff and learners. 	<p>Local priorities have identified the need for consistent attachment training and approaches to be implemented within all SLC schools.</p> <p>Attachment Training PPRUDB EDA Nurture Counselling Staged Intervention Lifelines Dyslexia toolkit</p>	<p>All staff will undertake Attachment Training in a timely manner.</p> <p>Attachment training will be included within each class to ensure we are becoming an attachment informed school.</p> <p>All staff will engage in CLPL, Professional dialogue.</p> <p>Revisit and revise Rainbow recognition to ensure its effectiveness and its link with current research (including EEF/Paul Dix etc.)</p> <p>Stakeholder dialogue and information sharing. Information on our Attachment Informed School will be shared with pupils, parents and other stakeholders</p> <p>Interventions including CUSTAAD, LEGO THERAPY and NURTURE will be used to support individuals and small groups. Pupil progress and needs will be monitored through Boxall profiles, Leuven's scale and Me as a Learner profiles.</p>	<p>To promote the key understandings from attachment theory and how the theory can inform the ways in which we support our children and young people.</p> <p>All staff will have a greater understand of attachment and the impact poor attachments can have on children.</p> <p>All staff will be more confident dealing with and supporting children who are distressed.</p> <p>Our school charter, curriculum rationale will embed attachment and nurture principles.</p> <p>Playground and Cafeteria charters will be consulted upon, written and embedded within the school.</p> <p>All members of our school community has a shared understanding of wellbeing and in the dignity and worth of every individual.</p> <p>Our Health & Wellbeing programme be evaluated to ensure it supports our Attachment Informed practice as well as ensures children make the progress in line with their age and stage of development. This will include a focus on resilience and growth mindset.</p> <p>All staff have an increased understanding that the chronological age of pupils may not match their emotional age.</p> <p>Targeted interventions will be used to ensure pupils are 'ready to learn' and develop and increased number of support strategies.</p>

decisions which may affect their lives.				
Theme 2: Fulfilment of Statutory Duties	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>We comply and actively engage with statutory requirements and codes of practice.</p> <p>Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.</p>	<ul style="list-style-type: none"> • Ensure all staff are aware of and fully trained in all current SLC and National Child Protection advice and guidance. • Ensure a sharpened focus on learner wellbeing and responsiveness to changes in circumstances. 	<p>Local and National priorities identify the statutory duty for all staff to be fully trained with regards to Child Protection and Welfare procedures.</p> <p>Self-evaluation identifies robust welfare procedures within the school.</p>	<p>All staff will be fully trained with regards to child protection advice and guidance. This will be fully embedded within the school.</p> <p>Transfer paper based care & Welfare folders online. This will allow information to be shared in a timely manner, this will also allow information to be transferred easily onto Pastoral Notes.</p>	<p>All staff will be aware of SLC, GTCs and school based Child protection procedures.</p> <p>All staff will be aware of the updated Care and Welfare procedures within the school and will be able to input concerns effectively. This will include alerting members of the SLT.</p>

Theme 3: Inclusion & Equality	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>All learners are included, engaged and involved in the life of the school. All children and young people feel very well supported to do their best.</p> <p>Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.</p> <p>We understand, value and celebrate diversity and challenge discrimination. In our school age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement.</p>	<ul style="list-style-type: none"> Consult with all stakeholders to gain an understanding of need based on experience during lockdown. Consider the universal Rights of the Child and where the work of the school could be influenced by it. Identify opportunities to celebrate diversity. 	<p>Curriculum Rationale, Aims, Vision and Values however these do not inform decision making around our curricular choices.</p>	<p>Revisit and embed Curriculum Rationale, Aims, Vision and Values (in line with recovery).</p> <ul style="list-style-type: none"> What do we need to change/adapt/modify? How do these link with the moral purpose of education? How do they help improve outcomes for our children? Does our curriculum embed the 7 design principles? Is this informed by stakeholder lockdown experiences <p>Embed RRSA within the whole curriculum linked to Curriculum Rationale, Vision, Values and Aims.</p> <p>Increase pupil, staff and stakeholder awareness of diversity and discrimination through themed assemblies and information sessions.</p>	<p>Consistency of approach in planning, content, delivery and progression of key learning.</p> <p>Our Curriculum clearly embeds RRSA, this is evident in planning and implementation in all classes. Evidence will be submitted to ensure we have met the criteria for our Silver Award</p> <p>All staff look for and Identify opportunities to celebrate diversity.</p>

Improvement Priority 3 - Planning for Equity

Quality Indicator	Recovery Priority	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
1.3 Leadership of Change 1.5 Management of Resources to Promote Equity 2.4 Personalised Support 2.5 Family Learning 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising Attainment and Achievement	These have been generated as a series of prompts/suggestions to assist schools with the recovery planning process. They are based around current research and information around recovery and National Guidelines.	This section should outline why you have chosen to focus on this school improvement area. Draw on your self-evaluation evidence from your S&Q to complete this section.	This section should be a brief outline of what you intend to do. Consider who will be involved and when it will be achieved.	This section outlines what the desired impact will be for our children and young people and how it will be measured.

Closing the Poverty-related Attainment Gap

3.1 Ensuring, wellbeing, equality and inclusion/3.2 Raising Attainment and Achievement

Theme 3: Inclusion & Equality/ Theme 4: Equity for all learners	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
We have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are looked after and those with additional support needs.	Identify groups/learners/stages requiring targeted additional support and identify which barriers are poverty-related through a rigorous analysis of all relevant available data (quantitative and qualitative) which takes account of:	Attendance data from 20/21 highlighted the need for a more targeted approach to monitoring and additional CLPL for class teacher to ensure any barriers to learning are identified and acted upon. Our self-evaluation highlighted the need for	Clearly identify in short, medium and long term planning targeted pupils within each class and across the school. Attainment gap and suggested strategies and interventions to address gaps are clearly identified. Assessment Cycle will be revised to ensure assessments are timely and used to inform next step planning.	All staff have more confidence when identifying and discussing the attainment and associated gap of targeted pupils within their class. All staff are aware and beginning to implement a range of effective strategies which are improving attainment and achievement for children within a targeted group. Our attainment data identifies we have raised the attainment of all our pupils and in

<p>We have effective systems in place to promote equity of success and achievement for all our children and young people.</p> <p>We have raised the attainment of all our learners and in particular our most disadvantaged children and young people.</p>	<ul style="list-style-type: none"> ★ Learners' wellbeing (Boxall profile, observations, wellbeing indicators) ★ Attainment (standardised assessments, class work, use of benchmarks, in-school assessments, SNSA) ★ Attendance and Punctuality (in-school at hubs) ★ Engagement (Leuven scale, observational data) ★ Participation (remote learning participation data) 	<p>us to use a more targeted approach to support pupils experiencing an attainment gap based on poverty or other identified challenges</p> <p>Include information re Attendance & Punctuality Attainment Exclusion Participation & Engagement</p>	<p>Quality assurance and robust tracking system will be evaluated to ensure it focuses on attainment, attendance, punctuality, engagement and participation.</p> <p>New attendance procedures will be implemented (A5)</p> <p>Ensure all Additional Support Needs procedures and policy is effectively implemented (A28)</p>	<p>particular our most disadvantaged children and young people.</p> <p>Targeted pupils (%) Reading – 73% Writing – 73% Talking & Listening – 93% Maths – 80%</p> <p>Non Targeted pupils (%) Reading – 74% Writing – 66% Talking & Listening – 95% Maths - 84%</p> <p>All staff demonstrate increase confidence using our robust tracking system together with effective interventions and assessment analysis to ensure continuous progress for pupils across the curriculum and at all phases in their education, including points of transition.</p>
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1.3 Leadership of Change				
Theme 3: Implementing Improvement and Change	Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
Senior leaders work collaboratively to develop a clear rationale and choose appropriate approaches to effectively facilitate change leading to greater equity for all learners.	<ul style="list-style-type: none"> Consult with all stakeholders (learners, parents, staff, partners) when making decisions around the PEF/SAC funding, with a minimum of 5% of PEF subject to participatory budgeting. Explore evidence-based approaches through EEF, National Improvement Hub, SLC HWB recovery support document, etc. to inform thinking. Engage in professional dialogue with staff to establish the best approaches to close the poverty-related attainment gap for learners. 	Local and National priorities identify the need for stakeholder consultation when making decisions around PEF spending – 5% participatory budgeting.	<p>Consultative Group established led by equity lead and supported by PT to identify 5% participatory budget spend</p> <p>Engagement with the EEF toolkit, National Improvement Hub, West Partnership etc. to identify most appropriate spend to support individuals – clear focus on our targeted pupils as individuals.</p> <p>Professional dialogue and CLPL to ensure effective implementation.</p>	<p>All stakeholders will be involved in decision making process for 5% participatory budget spend.</p> <p>All staff will have a greater understanding of strategies and possible interventions to support targeted pupils within their class.</p>

2.4 Personalised Support				
Theme 2: Targeted Support	• Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>Our targeted support builds on robust, embedded universal support. Learners' needs are identified early through reliable and valid assessment information and ensure appropriate, proportionate and timely support including specialist input where required.</p> <p>Well-planned interventions are leading to positive outcomes for children with additional support needs including those affected by financial hardship</p>	<ul style="list-style-type: none"> • Ensure equity approaches are additional and provide targeted, accelerated support to learners affected by poverty. Move away from universal to more targeted approaches. • 	<p>Our self-evaluation highlighted the need for us to use a more targeted approach to support pupils experiencing an attainment gap based on poverty or other identified challenges.</p>	<p>Engagement with the EEF toolkit, National Improvement Hub, West Partnership etc. to identify most appropriate spend to support individuals – clear focus on our targeted pupils as individuals.</p> <p>Professional dialogue and CLPL to ensure effective implementation.</p>	<p>Interventions to close attainment gaps are based on sound evidence and their effectiveness is justified.</p>

Theme 3: Removal of barriers to learning	• Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised.</p> <p>Staff are highly-responsive to the circumstances of at risk children, including young carers, looked after children and children living in poverty.</p>	<ul style="list-style-type: none"> Engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from your key measures. Use these to inform planning; alter plans promptly and accordingly if little/no impact evidenced. Ensure barriers to learning are identified and regularly reviewed to reflect changing circumstances. 	<p><u>Focus on 5 Key Indicators</u></p> <p>Attainment Attendance Exclusion Participation Engagement</p>	<p>Effectively implement planning, assessment and moderation cycle within the school.</p> <p>SLT and peers will engage in dialogue with staff, pupils and parents to discuss progress and analyse the evidence obtained from key measures.</p> <p>Data will be analysed and used to inform planning; alter plans promptly and accordingly if little/no impact evidenced</p> <p>Focus on reflections and impact statements to include specific information written in evaluative language.</p> <p>Moderation with partner school (s) will be established to provide greater clarity around learning, teaching, engagement, achievement and strategies to support the removal of barriers for targeted children.</p> <p>Baseline information for all targeted pupils is gathered and analysed with a focus on the 5 key indicators.</p> <p>Discussions and CLPL will take place to help identify barriers to learning and next steps. This will also focus on an attainment gap not necessarily meaning pupils are working below expectations. Class Teachers & SLT.</p> <p><u>Attainment</u> Small health & wellbeing groups will provide targeted support for identified individuals.</p> <p>Class Teachers will identify support for targeted pupils in literacy & numeracy within their weekly allocation. This will be fully</p>	<p>Almost all staff will have a greater understanding of where their children are as individuals and will have increased skills, knowledge and understanding of strategies to support them.</p> <p>All staff will use the planning, assessment and moderation cycle to plan targeted support for pupils within targeted groups in their class.</p> <p>Almost all teachers will demonstrate greater confidence and understanding of achievement, effective learning & teaching strategies and engagement within their stage. Almost all staff will demonstrate greater understanding when using data to help inform next steps.</p> <p>Staff confidence when using evaluative language will increase, this will be evident during attainment meetings as well as within reflection and impact statements.</p> <p>Almost all staff will have a greater understanding of where their children are as individuals and will have increased skills, knowledge and understanding of strategies to support them</p> <p>All staff demonstrate increase confidence using our robust tracking system (database) together with effective interventions and assessment analysis to ensure continuous progress for pupils across the curriculum.</p> <p>All teachers will have accurate information from 5 key PEF indicators for the targeted pupils within their class</p>

		<p>planned by class teacher, SSA will support, if/when required.</p> <p><u>Attendance & punctuality</u> will be monitored weekly by class teacher and SLT – any patterns will be discussed with Equity Lead & PT. Parental involvement from an Early Stage.</p> <p>CLPL awareness raising focusing on PEF and its role in school, fostering effective relationships, engaging pupils, ensuring learning is relevant, challenging and appropriate for targeted pupils.</p> <p><u>Exclusion</u> Formal exclusion rates will be monitored. During session 2019/20 & 2020/21, there were no exclusions.</p> <p><u>Participation</u> In school monitoring methods including Wellbeing Indicators, Leuven Scales etc. will be used to identify baseline of in class participation across a school day/week. Patterns of participation will be identified and support/targets agreed. Class teachers will ensure all pupils within the targeted group and supported to effectively participate within class.</p> <p><u>Attendance/Participation</u> in other school activities will be monitored and addressed where appropriate.</p> <p><u>Engagement</u> in a range of school activities will be monitored for all pupils within the targeted group.</p> <p>Chrome Books and iPads will be available for all pupils within this group to support extend and challenge learning.</p>	<p>All staff will have a greater understanding of Poverty Related Attainment gap in our school as well as their role in supporting it.</p> <p>All pupils will have improved Health & Wellbeing: Barriers to learning will have been identified and reduced.</p> <p>Our attainment data identifies we have raised the attainment of all our pupils and in particular our most disadvantaged children and young people.</p> <p>Targeted pupils (%) Reading – 73% Writing – 73% Talking & Listening – 93% Maths – 80%</p> <p>Non Targeted pupils (%) Reading – 74% Writing – 66% Talking & Listening – 95% Maths - 84%</p> <p>Attendance figures for target group will improve. 80% of target children will have attendance figures in line with non-targeted pupils.</p> <p>All staff will have a greater understanding of Poverty Related Attainment gap in our school as well as their role in supporting it.</p> <p>Exclusion figures will continue to be in line with or below National & SLC average.</p>
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Being a poverty-aware school and reducing/mitigating the Cost of the School Day

Schools are being asked to undertake PB for a minimum of 5% of their Pupil Equity Funding. Please highlight in any colour the outcomes, measures, tasks and rationale related to PB in the following section.

2.5 Family Learning

Theme 2: Early Intervention and Prevention	• Schools should:	School Rationale	Key Recovery Tasks (Action Plan)	Desired Outcomes and Measures
<p>Our staff are aware of the factors causing child poverty within our community.</p> <p>We work with parents and other agencies to help parents minimise the effect of poverty on our children.</p> <p>Our staff has an informed understanding of local demographics that informs more targeted support when appropriate.</p>	<p>Schools should:</p> <ul style="list-style-type: none"> • Revisit Child Poverty Action Group Website and other relevant reading. • Revisit their CoSD Position Statement in relation to: <ul style="list-style-type: none"> - Getting dressed for school - Fun events - Eating at school - School trips - Learning at school - Travelling to school - Attitudes - School clubs - Travelling to school - Home-learning • Consider how you can sensitively support families by signposting them to financial supports or by supporting them as a school community. • Consider what changes will need to be made to the school calendar in light of changes to family income and how you will communicate this. 	<p>Local priorities identify the need to review COTSD position statement in line with changes due to covid-19n and changing local and family circumstances.</p>	<p>All stakeholder review of our COTSD position statement – lead by equity lead and PT.</p> <p>Whole school review on our current school day costs.</p> <p>Review if these could be reduced.</p> <p>Explore additional funding opportunities.</p> <p>Establish community links.</p> <p>Collaborative working with PC/PTA</p> <p>Create page on website signposting families to financial support which includes online support form.</p> <p>Equity Lead and PT will undertake individual learner and parent conversations with each pupil within the target group to ascertain what equipment they require in school and at home.</p>	<p>Ensure we are aware of Poverty and its impact on children and families within our community.</p> <p>All staff have an increased awareness of how pupils, parents, community members and staff can be supported.</p> <p>All stakeholders will be involved in decision making process for 5% participatory budget spend.</p> <p>All staff will have a greater understanding of strategies and possible interventions to support targeted pupils within their class.</p>

Key Task	Key Focus (How)	Lead Person	Timescale
1	Leadership of Change All staff to be supported to take on leadership roles across the school to ensure continual improvement. This will be extended to include pupils and where appropriate other stakeholders.	SLT	Ongoing throughout session 2021/22
2	Understanding of equity <ul style="list-style-type: none"> • What are the barriers identified through analysis of data and self-evaluation information? • Where are the gaps? • What is our self-evaluation information telling us? • Is now the right time? • What is the change we want to see? • What does "better" look like? • How will we recognise better when we see it? 	HT Melissa McKenna	Ongoing throughout the year.
3	Reading Comprehension Continue to develop consistency of approach to teach reading across the school using Active Literacy approaches to support and improve pupil understanding and attainment levels.	Rachel Neilly	During session 2021/22
4	Health & Wellbeing - Growth Mindset/Resilience Develop Health & wellbeing curriculum to include Growth Mindset and Resilience, link this with Healthy Programme, RSHP and Emotion Works Monthly school focus using 'The Growth Mindset Coach' by Annie Brock & Heather Hundley Revisit Rainbow Recognition, in line with Paul Dix, RRSA and School Values	Fiona Taylor Megan Johnson Cat Smith	Monthly Focus
5	Skills Based Progressive Curriculum Continue to develop progressive skills based planners of area other than the core areas. Focus on and links with skills based Learning & Teaching, effective assessment to inform next steps and links to RRSA. Develop Digital Literacy programme for use in all classes across the school	Rachel Neilly Cat Smith Jemma Burns Caroline McAdam	Silver Award achieved during 2021/22
6	Assessment Develop an effective and systematic approach to assessment which is consistently used across the school and supports teacher judgements on next steps. Robust systems for gathering evidence are identified and used by all staff in all classes.	Cat Smith	Assessment approach by December 2021 Implementation by June 2022
7	Feedback & Links to Improving Our Classroom Continue to develop effective approaches to providing pupils with quality feedback which supports their learning and identifies their next steps. Ensure consistency of approach across the school.	Caroline McAdam Fiona Taylor Cat Smith Rachel Neilly	During session 2021/22
8	Feedback Friday Ensure consistency of approach across the school, develop and implement recording preform and arrangements for sharing with parents and carers (4 Capacities & 4 context sheets)	Jemma Burns Cat Smith	By December 2021

9	Teaching & Learning Strategy Our school curriculum pathways and Learning & Teaching policy will have a clear focus on effective Learning & Teaching strategies, with a link to Enquiry based pedagogy (Active Learning, Play and PEBL Pedagogies)	HT	On-going during sessions 2021/22 & 2022/23
10	Pedagogy Create and implement an effective school based CLPL programme to ensure effective understanding and consistency of approach within <ul style="list-style-type: none"> • Class ethos & Relationships • Feedback • Active/Creative Approaches to learning & Teaching • Clear explanations & instructions • Effective/Skilled Questioning • Differentiation • Pace • Support & Challenge This will include presentations, professional reading and discussion questions. It may form a professional enquiry in some classes.	HT	By June 2023
11	Number Talks Continue to implement Number Talks across the school to support understanding and attainment in Numeracy. SLC focus school	Rhonda Jones Kirsty Thomas	During session 2021/22
12	Develop and implement Writing programme with links to PM Writing, Colourful Semantics and Active Literacy Improve writing attainment across the school, by continuing to implement effective teaching within writing using new PM Writing resources (CLPL to be sourced), Colourful semantics (P1-3) and Active Literacy Core & Genre Targets. Include a school focus on writing genre, aspects as well as tools for writing (grammar etc.)	HT Rachel Neilly	By April 2022
13	Right Respecting Schools Award Focus RRSA Month (September 2021), Establishment of new RRSA committee and ambassadors, embed RRSA across the school in all learning – progress from monthly focus. RRSA Silver Assessment	Jemma Burns Cat Smith	During 2021/22
14	School Vision, Values, Curriculum Rationale Publish and focus on school values, curriculum rationale, ensure this is visible and informing the ongoing work of the school.	HT	Throughout session 2021/22

**** Establish Improvement Groups involving all staff within the school based on strategic priorities for year. This process needs to be formalised – time within the WTA has been identified****

Strategic Priorities 3 Year Cycle (Suggested)

Session 2021/22	Session 2022/23	Session 2023/24
<ul style="list-style-type: none"> • Pedagogy for Effective Reading • Pedagogy for Effective Writing • Assessment & Moderation of Reading, Writing & Numeracy • Pedagogy & Curriculum progression • Assessment is for Learning 	<ul style="list-style-type: none"> • Pedagogy for Effective Reading • Assessment & Moderation of Reading, Writing & Numeracy • Pedagogy & Curriculum progression • Assessment is for Learning • Leadership of Change • Transitions within and across the school 	<ul style="list-style-type: none"> • Leadership of Change • Pedagogy & Curriculum progression RME • Pedagogy & Curriculum progression 1+2 (Spanish & French) • Pedagogy & Curriculum progression Health & Wellbeing • Family Learning