



Education Resources
Curriculum and Quality Improvement Service
School Improvement Plan and Standards and Quality 2023/24



Stonehouse Primary School
Larkhall Learning Community

Strategic Priority 1: Raise attainment in Literacy; with a particular focus on Writing and Early Level Talking and Listening.

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Choose an item. Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 2.4 Personalised support <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>An audit of Writing practice highlighted that only 21% of teachers felt confident teaching writing and only 28% confident in assessing it.</p> <p>Our attainment in Literacy across P1/4/7 is 46% and our gap is 47%, with Writing predominately pulling the average down.</p> <p>National (Public Health Scotland report 2023) and local data from Speech and Language has highlighted the increasing number of children who require support with language development. This follows-on from our previous priority (22/23)</p>	<p>1. By June 2024, teaching staff's knowledge and confidence in planning and teaching writing will have increased. By June 2024, pupils across the school experience consistency of approach in learning within Writing.</p> <p>2. By June 2024, identified pupils for intervention will have improved in their writing as measured by progression pathway statements/ benchmarks.</p> <p>3. By June 2024, teacher knowledge and confidence giving a professional judgement in Writing level will have increased.</p> <p>4. By June 2024, identified pupils for the NELI intervention will have improved in their language skills and confidence by 3months.</p> <p>5. By October 2023, all Primary 1 pupils will have undertaken a 6wk programme to enhance the development of their early Literacy skills.</p>	<p>1. All teaching staff will have implemented two lessons per week following the new approaches to planning, teaching and assessing of Writing. New handwriting resources introduced.</p> <p>Peer visits with a Writing focus both in school and to other establishments.</p> <p>2. Identification of pupils to be part of targeted intervention group. Timetabled intervention planned and delivered by additional staffing.</p> <p>3. Moderation of Writing using the benchmarks, with CfE level partners/ SLT, both within school and with schools locally.</p> <p>4. Four members of staff will be trained in the Nuffield Early Language Intervention (NELI). A 20wk programme of 3-5 lessons will be delivered to identified Primary 1 pupils by trained members of staff.</p> <p>5. Primary 1 teacher will have completed Foundations of Literacy in Primary 1 Pack (FLIPP) training and implemented it.</p>	<p>Staff Writing audit comparison data. Self- evaluation (HGIOS4 2.3)</p> <p>Evidence from learning walks, learner conversations, sampling of Writing pieces.</p> <p>Literacy ACEL data for identified pupils and for P1/4/7.</p> <p>Attainment data linked to Teacher Professional judgement</p> <p>NELI Language Screening assessment data</p> <p>FLIPP assessment data/ observations.</p>	<p>HT</p>

<p>to gain more knowledge and experience in how to best support language development and communication delays/disorders in children.</p>				
<p align="center">Progress and Impact</p>			<p align="center">Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	
<p>1-3 Writing</p> <p>A new bespoke approach to Writing, which combines practice from the PM Approach to Writing, as well as information shared by inservice training from Anne Glennie (<i>Story Kitchen</i>), has been created this session. All SLT members observed Stephen Graham, a PM Writing Specialist from Australia, as he carried out Writing lessons in another school. The DHT and HT also participated in CLPL on <i>The Writing Revolution</i> and Glengowan Primary's means of improving their attainment in Writing.</p> <p>Our approach teaches Writing in a block - whereby lessons are Modelled, Guided and then carried out Independently (the MGI Approach). Time was spent discussing types of text (the key purpose, formats and learning within these), with all mainstream classes adopting a consistent planning format which has been successfully implemented.</p> <p>The DHT modelled the teaching of Writing in a block of lessons (2per week for a minimum of 4wks) to every mainstream class, with an additionality teacher present during these times, thus demonstrating to all mainstream class teachers over the course of the year. This ensured a clear, effective implementation leading to improved staff confidence as noted below. Team teaching opportunities were planned for across most mainstream classes and opportunities to observe other teachers, within the school, facilitated.</p> <p>A staff self-evaluation survey on Writing was initially carried out in November 2022 and then repeated in May 2024.</p> <p>A pupil survey about Writing (September 2023 and repeated May 2024) reiterates the sharing of purpose as being a strength, as now 95% of pupils say this is occurring in their lessons. Pupils can also now name a variety of types of text, whereas previously their answers were extremely varied and not relevant to text types.</p> <p>Pupil enjoyment in writing has increased by 4%, to 71%. There is a list of pupil suggestions as to how this can be further increased which will feature in our plans for next session.</p>			<p>Next Session:</p> <p>Full implementation of the developed approaches to Writing, Grammar/ Punctuation and Handwriting in session 24/25.</p> <p>Further opportunities for moderation of all aspects of Writing to be planned for, this will link to a focus on Assessment and continue discussion around Teacher Professional Judgement.</p> <p>Implement further ways to increase pupil enjoyment/ motivation for Writing.</p> <p>P5 and P7 target groups for Writing in session 24/25.</p>	

All teaching staff participated in moderation sessions, including with another school, looking at their planning, teaching and assessment. Again, survey results evidence that confidence in assessing pupil work against the benchmarks has risen from 28% to 82%. In terms of the frequency of moderation, teachers feel they have gone from 7% to 55% in the 'often' category.

Staff have created a new Correction Code and included new Jotter Pledges to improve upon presentation within jotters. This links to the work staff have been doing on improving the automaticity of pupil handwriting. Staff report that now 82% of pupils are 'fairly fluent' with this, as opposed to 43% in November 2022.

SLC Grammar and Punctuation progression planners have been adapted and implemented this session. This is providing a clear progressive, coherent approach which has been supported by the purchasing of specific grammar resources. There is a 30% rise in teachers connecting their grammar/punctuation to their Writing lessons.

Current Writing data highlights P5 and P7 as being target groups for session 24/25.

4. Nuffield Early Literacy Invention

Primary 1 Teacher, Early Years Support Worker and Support Assistant successfully completed all three training courses on NELI and gained certification. Head Teacher successfully completed certified course 1. The Language Screening Assessment helped to identify a group of pupils who participated in the programme, for 13wks of sessions (3 x 30min group sessions, 2 x 15min individual sessions per week). Due to staffing, we were unable to continue the intervention for the remaining 7wks however the results of the Language Screening Assessment did indicate that three of the target children were no longer a concern.

5. FLIPP

Primary 1 pupils completed six weeks of 'Foundations of Literacy in Primary 1 Pack'. This provided a structured, cohesive approach for the first 6 weeks of the session. It allowed the teacher to provide an inclusive approach for all learners (regardless of what nursery they previously attended) and to gather assessment information about their baseline. The structured and repetitive nature of the programme provided a routine for pupils which was of benefit. The mixture of story/nursery rhyme/song/poem each week supported pupil engagement. The books were interesting and enjoyable; the children were always excited to see the new story on a Monday. It was also a useful pack to use as the year progresses by dipping in and out of the activities. The Teacher felt that there was a wealth of skills/tasks that she was able to share with Support Staff who were then able to deliver them in small groups. She reports it is very good foundation upon which Literacy can be delivered.

Strategic Priority 2: Enhance the quality of learning, teaching and assessment for all learners through improved pedagogy.

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people NIF Driver Teacher and practitioner professionalism Choose an item.</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – literacy – P1, P4 & P7 combined ACEL Primary – numeracy – P1, P4 & P7 combined</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 2.3 Learning, teaching and assessment <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Evidence has shown the biggest factor which impacts upon pupil progress and attainment is quality teaching and learning, therefore to raise attainment upskilling our teacher's is important.</p> <p>The increase in severe and complex ASN needs requires staff to undertake relevant CLPL to ensure needs are met.</p>	<p>1.By end of September 2023, teachers will be clear on what aspects they need to focus on to improve their pedagogy.</p> <p>2.By end of January 2024, a professional learning model/ culture will be introduced within SPS.</p> <p>3. By end of June 2024, teachers will report that they feel more confident/ knowledgeable in particular aspects of their pedagogy and will be able to give examples of how this has impacted upon classroom practice and high-quality learning experiences for pupils.</p>	<p>1.Teacher self-evaluation and creation of professional learning plan.</p> <p>Working groups created to focus on aspects of pedagogy (using the 6 key features from the pedagogy palette)</p> <p>2.Planned CLPL on pedagogy using Bruce Robertson's 'Power Up Your Pedagogy' and Making Every Primary Lesson Count books as a focus combined with other CLPL.</p> <p>Professional learning reading group established.</p> <p>3. Quality management feedback will identify improvements in teaching practice in key aspects.</p> <p>Use of Appendix 4 from SLC Framework for the Curriculum to aid the creation of a</p>	<p>Personal self-evaluation webs</p> <p>Professional learning plans</p> <p>School self- evaluation (HGIOS4 1.2, 2.3)</p> <p>Evidence from quality management processes (classroom visits, pupil learner conversations)</p>	<p>HT</p>

		Learning, Teaching and Assessment position statement.		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p>All teachers participated in effective self-evaluation against key elements of pedagogy using language used by author, and HT, Bruce Robertson. They identified areas of strength and development within these elements. Both the elements of 'Plenary' and 'Daily Review' were identified by all teachers as aspects of pedagogy which they wished to improve upon. Staff worked on these elements as a whole group, discussing reading they had done and key questions posed. Staff then identified any further CLPL they were going to undertake and aspects of their daily practice which they were going to improve, noting these in their Personal Learning Plan (PLP). Opportunities for sharing practice as a whole staff and reflection upon improvements were provided.</p> <p>Staff report that by implementing a Daily Review, combined with Weekly Reviews, that pupil memory and recall has improved. Since starting this Staff have noticed an increase in engagement with the reviews and children are more confident to discuss their learning. Staff report that including a plenary has also provided a vehicle for reflection upon practice which was not present before and is a valuable use of time.</p> <p>Further self-evaluation subsequently identified 6 teachers who wished to focus on the element 'Questioning, Discussion and Assessment' and 8 teachers wished to focus on improving 'Feedback'. Two Working Groups were formed following the same model as above - discussing pre-group reading and key questions, identifying any further CLPL and what changes to make to improve their practice – noting this on a PLP.</p> <p>One member of staff reports the improved ways of giving quality feedback as 'a game changer'. They have noticed that instant verbal feedback has a big impact upon pupil progress and they also feel less pressure to give long, written feedback. Another teacher stated that their time management within a lesson has improved. Staff all felt that pupil confidence when questioned on answers/ thinking has improved. Pupils appear more comfortable knowing that they will be expected to explain their thinking and can 'bounce' the question on.</p> <p>Overall feedback from Staff was very positive about this priority, staff comments reflect seeing a direct, positive difference in their pedagogy and in the learning taking place. They feel the time given to improving pedagogy as a staff group is valuable, worthwhile and effective.</p> <p>Teaching staff working within/ across our ASN classes all gained an additional 1 hour of time out of class (Terms 1 & 2) to focus on CLPL which would impact upon their practice/ pedagogy within ASN. They each devised their own action plan based upon self-evaluation and the needs of their learners. All ASN staff reflected on this opportunity for additional CLPL as extremely beneficial to increase their capacity for working with our learners with ASN. They were able to enhance their knowledge and practice as the level of need has become much more complex across all of our ASN classes this session.</p>			<p>Pedagogy practice will continue to be a priority next session. All Staff will focus on Differentiation as identified at their PLP review in May. Followed by splitting into two groups: Learning Intentions/ Success Criteria and Presenting Content.</p> <p>Play – planned observations need to feature in our approach as well as continuing to extend the play environment ensuring opportunities for Creative, Discovery and Social types of play. This will feature within the Pedagogy priority.</p> <p>Finalise the school's Learning, Teaching and Assessment position statement.</p>	

The CLPL that the staff engaged in included visits to colleagues and other establishments, the SLC Staff Learning Centre and privately run courses. Opportunities to share experiences with their ASN colleagues were provided.

Play Pedagogy was introduced in Primary 1 this session. Time was given in the first part of the session for staff to become familiar with the principles and practices behind play, before trying to implement it. Attendance at SLC workshops on Play Pedagogy in May, provided reassurance on: our understanding of play in the classroom, our classroom set-up/ use of resources, planning and teaching time. A parents' information session on play was well received with some parents reporting their child is talking more about what they are doing in school and they are excited to come and see what play experiences are on offer. The class teacher feels the change in her pedagogy allows for more quality interaction with pupils and better teaching and learning experiences.

Lesson observation feedback from SLT has changed to a new coaching style and as such the focus is on SURF – Specific feedback, Understanding, Reflection and Follow-up. This is a result of SLT CLPL on pedagogy. Staff have reported that this is a better approach and one which better enables reflective dialogue to take place.

The creation of a Learning, Teaching and Assessment position statement has not been finalised.

Strategic Priority 3 **To re-establish a whole school ethos and vision for our curriculum.**

<p><u>NIF Priority (select from drop down menus)</u> Choose an item. <u>NIF Driver</u> Curriculum and assessment School and ELC leadership</p>	<p><u>SLC Priority (select from drop down menus)</u> Ensure inclusion, equity and equality are at the heart of what we do Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy</p>	<p><u>SLC Stretch Aims</u> Choose an item. Choose an item.</p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum 1.1 Self-evaluation for self-improvement Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Following on from updating our school vision and values, it is now time to look at refreshing our Curriculum Rationale.</p>	<p>1.By December 2023, all stakeholders will confidently know our school values and what they mean in practice.</p> <p>2. By June 2024, pupils will know about the four capacities and how these translate into their actions and interactions.</p> <p>3.By end of February 2024, stakeholders knowledge and awareness of current educational thinking will be improved when looking at the refreshed curriculum.</p>	<p>1.Promote and sustain the new school values through assemblies, visuals and awards.</p> <p>Establish images pertaining to our values which follow our school AAC approach to communication.</p> <p>2. Promotion of the four capacities at assemblies, in class and through a common approach to language.</p> <p>3.Teachers to complete Appendix 2 – Review/ revisit task from SLC Framework for the Curriculum.</p> <p>Teachers will engage with Building the Curriculum 3 as outlined in Appendix 2</p> <p>Parents/Carers on the Parent Council will participate in discussions about the refreshed curriculum information from Education Scotland.</p> <p>Parents/Carers to be surveyed about the curriculum.</p>	<p>Self-evaluation HGIOS 2.1, 2.2</p> <p>Pupil self-evaluation utilising HGIOurSchool</p> <p>Staff evaluation discussions about current practice in Enterprise and Sustainability.</p>	

<p>Self-evaluation has highlighted the need to ensure meaningful pupil voice opportunities across the school and within classrooms.</p>	<p>4. By end of June 2024, the cross-cutting themes of enterprise and sustainable development education will have been incorporated within our curriculum.</p> <p>5. By end of June 2024, all stakeholders will be aware of <i>our</i> curriculum which is shaped by the shared values of the school and the community.</p> <p>6. By June 2024, pupils will report that they are consulted and included in decision-making.</p> <p>7. By June 2024, there will have been opportunities for stakeholder engagement in the RSH&P organiser within the HWB and our curriculum content will be updated accordingly.</p>	<p>4. Teachers to re-visit what Enterprise education is and will consider how they will incorporate an enterprise themed approach within their yearly plan. All classes will participate in a sustainability IDL project, focussing on food waste.</p> <p>5. A new curriculum rationale will be produced using views from all stakeholders</p> <p>6. Re-establish a Pupil Council Regular opportunities for pupil voice to be sought on matters pertaining to SIP, events and linking to HGIOurSchool.</p> <p>7. Review current practice regarding RSH&P, compare against expectations and practice within the Learning Community. Update our RSH&P teaching practice.</p>	<p>School Self Evaluation against the HWB Benchmarks for RSH&P.</p>	
<p>Progress and Impact</p>			<p>Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda</p>	
<p>In order to promote our new values, assemblies were held on each of our five values (Respect, Honesty, Kindness, Teamwork and Resilience). In addition, each class created a weekly Value Detective who had to spot others demonstrating our school values. In the week following each 'value assembly', the teachers nominated a child each to receive a Star of the Week certificate for demonstrating that particular value. The adults in the playground, and around the school, were also looking out for those pupils demonstrating any of our values in action and rewarded them with a House Point card in return. These actions have been effective in ensuring pupils know the values and what they look like.</p> <p>New Values posters were created using Board Maker visuals which is part of our school communication system (AAC). These are visible around the school and in each classroom. There is now a Communication Ambassador who is working on ensuring consistency in the visuals that are used in each classroom and creating these for sharing across the school.</p> <p>In October, all stakeholders were asked to rank, in order of importance, the eight curricular areas. During the November inservice day, both Teaching and Support Staff were involved in discussions about the refreshed narrative, what makes</p>			<p>Increase our plans to promote the four capacities both within classes and across the school next session.</p> <p>Continue to include Enterprising approaches within our curriculum, including opportunities for the world of work within IDL – maintenance.</p> <p>Continue to promote Sustainability through IDL – maintenance</p>	

Stonehouse PS unique and what the drivers for our curriculum are. They also looked at what a Curriculum Rationale is and its purpose. Our Parent Council members contributed their suggestions in November. Our Curriculum Rationale was created and shared with staff and at a subsequent Parent Council Meeting.

All classes learned about Climate Change & Sustainability through a 4-week Zero Waste project. Different stages looked at various aspects of waste such as: food, water, the process of recycling and fast fashion. This culminated in a 'Showcase of Learning' assembly which was attended by a SLC Development Officer (remit of Sustainability). She awarded the school a certificate to remind us of the learning which took place in Term 1 regarding Climate Change and Sustainability. As a result of her attendance at our assembly, we met in November to look at the national and local offerings of Sustainability resources, programmes and supports. These resources will be utilised in future sessions.

Teaching staff re-visited what Enterprise education is and how this cross-cutting theme can be a catalyst for IDL and developing Skills for Learning, Life and Work. Four mainstream classes incorporated Enterprise education into their yearly plans. This will be built upon by a World of Work event in June and moving forward this will continue to be built upon.

Pupils from P4 upwards had the opportunity to volunteer to be on the Pupil Council. Class voting subsequently enabled peers to choose who would represent their class in discussions and Pupil Council matters. These members have led class discussions called 'Chit Chats' on school improvement matters. Recent (May 2024) results of the Glasgow Wellbeing Questionnaire indicated that within Autonomy, the question 'People listen to me in school' had 23% sitting within the 'Sometime' category and 6% within the No category. This equates to 29% of children not feeling confident that they are listened to which highlights that this is an area which we need to continue to develop. This will link in with the forthcoming priority which will develop children's rights next session.

A review of current practice in RSHP across all stages took place in term 2 which showed that there was a lack of consistency in our approach. This was compared with practice in other schools and a closer look at the resource available on RSHP.scot, which only a few classes had already used. DHT prepared overviews to work alongside the SLC Progression Planners and these were shared with Staff and Parents with feedback given before the final version was used in term 4. Information leaflets were also produced in partnership with the Parent Council, and these were shared with the parent body to give an overview of expected content and vocabulary used at each level. Staff report that there is a more consistent and comprehensive approach now to RSHP with an excellent bank of materials to support learning and teaching.

HWB Priority - Children's Rights linked to pupil voice/ participation in school decisions.

Strategic Priority 4 To raise attainment in Numeracy and Mathematics.

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Curriculum and assessment Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u> Provide a rich and stimulating curriculum that helps raise standards in literacy and numeracy Choose an item.</p>	<p><u>SLC Stretch Aims</u> ACEL Primary – numeracy – P1, P4 & P7 combined <u>Choose an item.</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item. <u>HGIOELC QIs (select from drop down menus)</u> Choose an item. Choose an item. Choose an item.</p>	
<p>Rationale for strategic priority</p>	<p>Outcome (Intended impact)</p>	<p>Operational activity</p>	<p>Measures</p>	<p>School Lead</p>
<p>Our attainment in Numeracy and Mathematics across P1/4/7 is 63% and our gap is 38%.</p> <p>SPS was invited to participate in Maths Recovery training due to our attainment data.</p>	<p>1.By June 2024, children in Primaries 1, 2 and 3 will have a greater understanding of the foundations of number.</p> <p>Teachers, giving their professional judgement in Numeracy for P1-3, will improve in their confidence assessing against the benchmarks.</p> <p>2. By June 2024, a Number Talks approach to mental numeracy and agility will have been implemented in P4-7, with P1-3 considering its use in combination with Maths Recovery.</p>	<p>1.Three members of staff will complete the Maths Recovery training and begin to implement this within their classrooms.</p> <p>Peer visits between staff members will be facilitated.</p> <p>Numeracy Co-ordinator will analyse GP Progress in Maths data per cohort and create a report to inform future steps in planning.</p> <p>2. All staff will watch Number Talks CLPL videos on SLC Learning Centre appropriate for their stage. The Number Talk guidance and Mental Maths strategy information on SLC Learning Centre will be shared with staff.</p> <p>Staff will begin to implement the Number Talks approach within their lessons.</p>	<p>GL Progress in Maths assessments will show an increase in results.</p> <p>Sum Dog data reports</p> <p>Numeracy ACEL data for identified pupils and for P1/4/7.</p>	

		Staff need to ensure that mental arithmetic/ agility/ recall opportunities are built into their lessons. Increased use of Sum Dog as a resource, with group specific activities set.		
Progress and Impact			Next Step(s) and rationale to inform SIP for 2024/2025 or establishment maintenance agenda	
<p>Three infant teachers (P1-3) successfully completed three days each of Maths Recovery training 'Teaching Number in the Classroom with 4-8yr olds'. Recommended resources were purchased to enable the pedagogy within Maths Recovery to be implemented within our P1-3 classrooms. Our progression planners for Numeracy and Mathematics already had reference to Maths Recovery within them so this aided the implementation of the programme.</p> <p>One additional teacher completed eight days of training (Sept – March) in 'Maths Recovery: Learning Framework in Number' which is a specialised intervention for 1:1 support for pupils with gaps in their number knowledge. As the training was only recently completed, the impact of the training will not be seen until next session when hopefully this can be timetabled for.</p> <p>Teachers analysed the pupil data from the GL Maths assessments (carried out in May 2023) and have identified commonalities both within their cohorts, but also across the school, in which we are performing above or below the national average. Following this feedback and through discussion with teachers, termly 'Maths Labs' were planned to allow a focus on a particular area of Maths which needs further attention.</p> <p>All teaching staff watched 'Number Talks' training videos (Introduction to Number Talks, CfE level Number Talks, Implementation). The staff liaison session following this training was very positive with staff keen to incorporate a Number Talks approach within their lessons. A one-page planning sheet for their Forward Plans allowed for implementation of appropriate strategies to be monitored. Staff can see the links between Number Talks and the work they have been doing on pedagogy namely; improving short-term memory, Daily Reviews and Weekly/ Monthly reviews. They report that pupils are now more confident at discussing their thinking and understand that wrong answers are okay.</p> <p>DHT participated in the You + Me Multiply Project in January, which provided knowledge about how to best plan for parental involvement in helping to raise identified pupil's Numeracy attainment.</p> <p>Jotter monitoring identified the need for consistent expectations and standards across both Numeracy and Literacy work. Jotter pledges have been created and discussed with pupils and are now in use across stages P3-P7. P1 and P2 pupils are aware of the pledges and these are discussed but do not feature in each child's work at these infant stages.</p>				