|  |
| --- |
| ***Newport Primary School***  **Standards and Quality Report**  ***Achieving Excellence and Equity***  ***Session 2020-2021*** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | *School -172*  *ELC-21*  *Total 193* | | | | | **FME** | *8%* | | | | | **Attendance (%)** | **Authorised** | **2.91%** | **Unauthorised** | **1.73%** | | **Exclusion (%)** | *0%* | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £28 195 | | | |   Vision  School: “Work together, learn together and be the best that we can be “  ELC: “Play together, learn together and be the best that we can be “  School values:   * We include all families and strive for an environment that welcomes everyone. * We believe in school we demonstrate fairness, mutual respect and tolerance. * We are working towards a shared partnership with all who have an interest in the school.   The following are the 5 core values that we all want to strive to carry out on a daily basis.   * Polite * Responsible * Kindness * Honesty * Respect   School aims:   * Provide each child with a wide range of suitably challenging opportunities. * Work in close partnership with parents, carers, outside agencies and the local community. * Provide a safe, stimulating, welcoming and well-resourced environment. * Ensure all staff are given opportunities to develop professionally. * Respect and listen to the voices of all. |

**Improvement for Recovery Priority Work**

**Session 2020 - 2021**

|  |  |
| --- | --- |
| **Health and Wellbeing with a particular focus on mental health** | |
| NIF Priority Improvement in children and young people’s Health and Wellbeing  NIF Driver  School Improvement  Parental Engagement | HGIOS 4 Quality Indicators  3.1  HGIOELC Quality Indicators  3.1 |
| **Progress:**   * All staff took part in a learning session to develop their knowledge and understanding of “The 5 ways” which was then explained in class and disseminated to parents. * All school and nursery pupils created a mind map or floor book to show their understanding of “The 5 ways” and each class created a display which could be referenced to aid their wellbeing. * All classes have used the outside space more and encouraged children to “Take Notice” of their surroundings. | |
| **Impact:**   * All children recognise that during periods of uncertainty that it can be normal to feel different emotions that you wouldn’t normally portray. Almost all children ready to learn in school life. * Almost all children in the class have a good understanding of the 5 ways to wellbeing and importance of looking after your emotional health. * Almost all children are displaying a positive ethos around being in school and engaging in learning. * Majority of children have added the 5 ways of wellbeing to their ‘toolkit’ of strategies to deal with emotional health. * All teaching staff are able to use display to remind and reference the 5 ways to a few children who have particularly struggled with their emotional health. | |
| **Next Steps:**   * Ensure 5 ways become a valued part of Newport’s emotional health toolkit. | |

|  |  |
| --- | --- |
| **Closing the gap – with a particular focus on writing** | |
| NIF Priority Improvement in attainment, in particular Literacy and Numeracy  NIF Driver  School Improvement  Assessment of Children’s Progress | HGIOS 4 Quality Indicators  2.2  2.3  3.2  HGIOELC Quality Indicators  3.1  3.2  3.3 |
| **Progress:**   * All teaching staff took part in professional learning sessions on writing genre and explored how to create well-structured writing lessons. * Virtual information was shared with the community regarding the development of literacy through play and the importance of children engaging with this. * Consultation with pupils around feedback in writing took place to ensure teachers feedback supported their pupils development in writing. * Teaching staff teamed up in levels to plan, implement and moderate a series of writing lessons. * Resource has provided structure and continuity to writing lessons. | |
| **Impact:**   * Teaching staff had a better shared understanding of levels within writing. * Focused structured writing sessions resulted in most children making progress within a particular genre. The structure also ensured that most children at the early years were more confident to carry out a piece of writing * The majority of children are more confident at peer and self-assessment with younger children being given a defined set of success criteria * Almost all children appreciate verbal feedback in writing resulting in work being edited and improved upon at the point of writing. * Children who carried out the “Talk” homework at home were more ready to discuss the writing topic and subsequently better equipped to add detail in their written piece * Although many of the tasks were completed this session there is no evidence through the data in writing Curriculum for Excellence level increasing, in fact it has decreased from the previous year. We believe that this is the result of COVID and in particular remote learning. We will continue with this improvement next session. | |
| **Next Steps:**   * Plan, share and moderate writing lessons across the school. * Look for ways to link reading to writing. * Encourage more talking prior to writing. | |

|  |  |  |
| --- | --- | --- |
| Pupil Participation | | |
| NIF Priority Improvement in attainment, in particular Literacy and Numeracy  NIF Driver  School Leadership  School Improvement | HGIOS 4 Quality Indicators  2,2  2,3  3.2  HGIOELC Quality Indicators  1,1  1.2  1.3  2.2  2.3 | |
| **Progress:**   * All staff and pupils spent time upskilling themselves with IT which resulted in a greater confidence in the use of technology. * Pupil Council members have spent some time exploring “Wee HGIOS.” * All teaching staff took part in a learning session on a Glow application and this has been well used to communicate with parents as well as used in the school to communicate amongst the classes. * As a result of remote learning all staff have spent time individually and collectively developing IT skills in order to deliver high quality and purposeful remote learning. | | |
| **Impact:**   * Increased staff confidence and use of IT to enhance learning. * Almost all children were able to access work on Teams during remote learning which resulted in most children continuing to make progress with their learning. * The use of Sway has helped families feel better connected to the work of the school throughout this year. As well as most children commenting that it gives rise to discussions at home about their learning. * All children have been able to participate in routine school events and share with the rest of the school ensuring that children still all feel part of the school community. * The majority of older children prefer their daily work presented through IT as they can choose when they do each piece of learning and they can learn in a way that suits their learning style. * The Early years children worked on a resource to promote thinking, listening and sharing which has resulted in almost all children being able to work more independently. * Most children in a random focus group felt that staff include them in planning their learning and that they understand what skills they are developing as well how they can apply this out of school. | | |
| **Next Steps:**   * Continue to develop a good digital culture within the school. * Continue to develop the use of wee HGIOS. * Continue to ensure that children still feel that they are active participants at school. | | |
| **Promotion of working relationships for new ELC team and the use of IT to develop partnerships with and by all stakeholders** | | |
| NIF Priority To improve attainment for all, particularly in Literacy and Numeracy  NIF Driver  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of Children’s Progress | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.3  1.4  2.5  2.7 | |
| **Progress:**   * Complete new nursery team established working relationships and routines. * Staff spent time promoting and supporting families with the setup of Seesaw. * Staff organised and agreed an approach to using Seesaw where staff worked on a rota to ensure individual skills were embraced as well as consistent messages were being shared with families e.g. evidence of learning, Bookbug, Signalong etc. | | |
| **Impact:**   * Almost all staff members shared and demonstrated an understanding of our ELC vision, values and aims. * All families are connected on Seesaw and almost all families viewed their children’s posts daily. * Almost all parents gave positive feedback on Seesaw posts to staff and are commenting on the learning being uploaded. * Increased staff confidence in using Seesaw to evidence learning and to communicate with families. * Increased promotion of digital skills amongst children who have used tools within Seesaw to communicate with staff and to comment on their own learning. Children’s voice around their own learning experiences are shared. * Queries and questions are dealt with in a timely manner by the nursery team – significantly less being processed through school office. | | |
| **Next Steps:**   * Continue to use Seesaw as part of our planning cycle. * Promote family learning through Seesaw – learning walls, current learning themes etc. * Develop a shared play pedagogy within our ELC and share this with all stakeholders. | | |
| **Attainment of Children and Young People** | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | **Session 18/19 %** | **Session 19/20 %** | **Session 20/21 %** | | **Reading** | P1 | 91 | 91 | 89 | |  | P4 | 88 | 92 | 85 | |  | P7 | 94 | 92 | 90 | |  | **Overall** | 91 | 92 | 88 | |  |  |  |  |  | | **Writing** | P1 | 91 | 91 | 89 | |  | P4 | 76 | 92 | 73 | |  | P7 | 89 | 84 | 87 | |  | **Overall** | 85 | 89 | 83 | |  |  |  |  |  | | **Talking &** | P1 | 91 | 94 | 100 | | **Listening** | P4 | 100 | 100 | 92 | |  | P7 | 100 | 96 | 100 | |  | **Overall** | 97 | 96 | 97 | |  |  |  |  |  | | **Number** | P1 | 91 | 91 | 89 | |  | P4 | 96 | 96 | 88 | |  | P7 | 87 | 84 | 90 | |  | **Overall** | 91 | 90 | 89 |  * Our attainment over time is usually around the same level as our comparator schools and higher than the Fife average. * We have very clear assessment stories on individual children which allows us to explain a child`s journey in school particularly when they are not achieving the levels desired. * As a result of a range of assessments being used in school including high quality assessments, moderation tasks, SNSA, BASE, PM reading assessments etc it is felt that teachers have a good range of material to base their judgements on. * We have a slight decrease in our attainment levels and while we have no data to back this up we believe that COVID and remote learning has a part to play in this. * We have identified a gap in our reading and writing as our listening level is always well above the two other areas. We have small gaps throughout the school where individuals experience difficulty with spelling, oral reading and aspects of writing. * As a result of remote learning both staff and pupils have had to upskill their IT skills. We would like to capitalise on this and develop the digital culture in school. * Most pre-school children from our ELC setting have attained appropriate level. | | |
| **Evidence of significant wider achievements** | |
| * The digital committee have created software guides to be used by other children across the school. * Children have had opportunities to deepen their knowledge of the local environment and make links to their own surroundings, making connections in their learning. Opportunities such as visiting Berry’s Den has allowed for these learning experiences. Classes are using the school outdoor environment more regularly as a learning environment. * Children are offered many opportunities to contribute to the work and life of the school through pupil committees, establishing and communicating with Buddies, Assemblies and Together Times. Children have gained confidence to speak in front of an audience and to share their learning with others and develop their presentation skills. This session the children have developed these skills by contributing through the use of IT. * There have been a variety of team events throughout the session where children have worked cooperatively and gained confidence in their own abilities required for each task. Children have experienced resilience and what it feels like to be part of a competitive team – Euro Quiz, STEM events * Children have been involved in active learning through opportunities provided by outside agencies via virtual presentation e.g. crystal growing, RAF space challenger event. * P4 were involved in a fundraising enterprise project for Comic Relief which had to consider the covid guidance when selling a product. * A small group of JRSOs carried out raising awareness Sways to share at home and promoted competitions. * Bikeability has been introduced for P5s. This is in addition to our already established programme for P6 and P7. * Reduce, Reuse and Recycle was promoted in P2/3 who designed and created clothing for a local charity, Pass it on Peeps. * Forest sessions for nursery reconvened in term 4. These sessions have been extended to include lunch and learning experiences have been developed. | |
| **What have been the success and challenges of school/setting closure period between January – March 2021?** | |
| * Expectations for remote learning were set in January based on what we had been doing in term 4 last session and feedback received from previous remote learning. * Clear expectations and support guides were sent to all parents prior to remote learning commencing. * Nursery team planned what would be promoted on Seesaw using teacher devised plan. A variety of planned learning activities were promoted each day. * All classes had spent time during term 1 and 2 using digital platforms more often and families in nursery were invited to sign up to Seesaw as a platform for sharing information between nursery setting and home. * Ensured that all families were able to access the work and if required alternative ways of working were set up. * Created an excel document for each class to record engagement. * Teaching staff completed the excel document regularly and the leadership team looked at this and contacted parents of the children who were not engaged to ascertain the reasons and create solutions. * A record of contact and follow up was created and shared with teaching staff. * Engagement levels varied from class to class and from week to week but average engagement was high. * We continued to promote and provide weekly Together Times as well as pupil participation through Pupil Council, JRSOs and House Captains. Each of these groups had their own Team within Microsoft Teams. * We surveyed our parents after a few weeks of remote learning and we had a response rate of 39% of our school parent population and 29% from our nursery parent population. * 97% of our school survey felt that what we were providing was of the right amount and pitched correctly. * 94% of our school survey felt that there was the right amount of communication between home and school with 6% feeling that there was too much communication. * 100% of our nursery survey felt that what we were providing was adequate. * Once results were collated they were discussed with staff and each class given their own results to make minor changes to how they were operating remote learning. * We surveyed teaching staff and from this discussion we added a non-negotiable lunch break from 12 noon to 1.30pm when parents and children knew that staff were not available. * Pupils were surveyed and each class given their own results for class teachers to tweak as necessary.   **Strengths that were identified**   * Providing daily Teams chats ensured that our children felt connected as part of our school community. * Quality feedback given on at least one piece of work helped our children to move on with their learning (parents survey) * Children reported feeling confident with their learning through the feedback that was given by teaching staff. * Seesaw provided a platform to promote individualised next steps for a few children.   **Developments that we plan to continue into normal school life**   * Promote pupil participation through Glow Teams. * Continue pupil participation meetings by Teams. * Continue to use Seesaw as a means of communication with nursery families. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 15 | | Additionality in staffing | 1.1 |  * Through consultation with school staff, we identified low reading ages in the P2 and P2/3 classes as a result of remote learning from Session 2019-2020. We assessed all the children in these classes and provided support. * Further staff support was put in place for identified groups of children to increase the amount of reading and teaching of reading strategies each week. * Learning boxes tailored to the individual needs of children furthest off track, were put in place with activities linked to the areas that required support. PSA staff completed these activities with the children. * In February 2021, after remote learning, children were assessed and support targeted accordingly. * 15 devices were given out to 15 families.   Impact   * In P2 from Aug 2020 to Oct 2020, most children improved or maintained progress in reading as shown through assessments. * In P2/3 from Aug 2020 to Feb 2021 the majority of children improved or maintained progress. * Through monitoring and tracking engagement levels during remote learning in term 3 (January 2021-February/March 2021), a number of pupils were identified as not engaging. Information was gathered from parents to find what the obstacles to the learning were and support was put in place as appropriate. * The majority of pupils who were offered online lessons engaged in these to varying different levels. * Almost all of the paper packs created were collected and most of the children then went on to access further packs. * Almost all learners are settled andthe majority have experienced a seamless transition between remote learning and learning in school due to consistency and timely adult interventions. * Following the return of children after the second period of remote learning (March 2021), assessments (reading, spelling and writing) were administered in a timely manner to ensure progress and any gaps were identified and planned for. * Informal assessments for numeracy/maths concepts were designed, administered and interpreted. These highlighted misunderstandings for a few children which were then quickly addressed in class. * Curricular areas which have proven trickier to teach remotely, have been focused on for blocks of time to ensure breadth, depth and progression through the BGE e.g. Relationships, Sexual Health and Parenthood education, shape work in maths, editing skills, computer science. * Additionality teacher time has allowed for consultation with class teachers in terms of finding and recommending resources to meet the needs of individuals and groups of learners. * Assessments are being used to measure the impact of this additional input. The input is reviewed weekly in consultation with the class teacher to ensure a progression of learning occurs. * During term 2 we had staff absence and in term 3 a staff vacancy therefore most of the additional teaching time was used to support these children. * One third of the children who have been allocated a device did not participate in remote learning using the device. Almost all of these children preferred to access the work via paper pack or intermittently accessed the remote learning. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC)** | |
| **Progress:**   * Consultation with staff took place to ensure that the teaching of reading was adapted to meet the needs of the pupils to prepare them to read for life. * Further reading materials were assessed and purchased to support reading. * We looked at reading across the school and identified that children could read ORT books at a higher level than the score they were achieving in assessments. * Our Support for Learning Teacher took part in professional learning sessions with a colleague from the Developmental Language Disorder team to develop her knowledge and skills in early literacy which was then shared with teaching and support staff. * Consultation with all staff, teaching and PSAs around children being able to complete a piece of writing with an added level of independence took place to ensure children with additional needs had the tools required to be able to do this. * A whole school licence for Clicker 8 was purchased and professional learning took place. The team ensured that Clicker 8 was then downloaded onto every computer to ensure an inclusive approach and allow children to access it without needing to use a specific computer. * Our Support for Learning Teacher took part in professional learning sessions learning about the importance of creating clear rationale, aims and the best ways of collecting data to drive change. This learning was applied to support children in the classroom. * Learning boxes were created for individual pupils identified as not on track through consultation with staff. The learning materials in the boxes were individually created with a specific focus, as identified through observation and baseline assessments. * All teaching staff took part in a curriculum development session to look at and match appropriate emotional wellbeing resources to meet the needs of their class. * Additional staff was put in class to support individual children with identified needs. * Our Support for Learning Teacher took part in a working party with Support for Learning colleagues from across the cluster schools to extend her knowledge on normalising anxiety. | |
| **Impact:**   * Staff ensured that a breadth of reading material was being used which helped to support decoding. Extra staff were placed in classes to support this. * All staff are aware of the importance of assessing and supporting phonological awareness skills throughout the whole school and ensuring that any assessments peel back completely the child’s learning and understanding to date to find the child’s area of challenge in order to provide support at the appropriate level. * Almost all of the identified children are now using Clicker 8 to support, in particular, their extended writing. At this stage adult support is very much required particularly in Primary 2-4 and all staff having accessed Clicker 8 training modules are able to provide this support. At this stage almost all children in the early years are still not able to use this independently * The majority of staff are more confident to use Clicker 8 to support identified pupils with their writing. * Individual activities were assessed and charted daily so that decisions taken around the child’s learning were based on robust information. This resulted in all of the targeted children showing signs of progress although there were varying degrees of progress. * Due to covid and remote learning, the impact of using identified resources for wellbeing in whole classes is difficult to measure. However, for targeted individuals most of the teachers have noted a positive impact and most of our parents have reported back to teaching staff that the children are referring to the techniques at home. * Groups of normalising anxiety have been running in term 4 but it is too early to see if there is any impact. Any impact is anecdotal at this time. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NIF Quality Indicators (HGIOS 4) School Self- Evaluation** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Good |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NIF Quality Indicators (HGIOS ELC) Early Years Self- Evaluation (Nursery)** | | | | |
| **Quality Indicator** | **2018 - 2019** | **2019 - 2020** | **2020-2021** | **Inspection Evaluation**  *(within last 3 years)* |
| **1.3 Leadership of change** | Good | Good | Good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good |  |
| **3.2 Securing children’s progress** | Good | Good | Good |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Care Inspectorate (within last 3 years)** | **Grade (if applicable)** | | |
|  | **2018 - 2019** | **2019 - 2020** | **2020-2021** |
| **Quality of care and support** | Good |  |  |
| **Quality of environment** | Good |  |  |
| **Quality of staffing** | Good |  |  |
| **Quality of leadership and management** | Good |  |  |

**Session 2021 -2022 Improvement Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  To Improve attainment for all particularly in Literacy | | | | | |
| **Focused Priority**: Implementing universal approaches to the delivery of literacy across all classes in order to increase attainment by 5% in reading and writing Curriculum for Excellence levels by June 2022. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising Attainment and Achievement | | |  | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children will experience appropriate Listening and Talking learning experiences  Children who are not on track with reading will achieve more success using different approaches and strategies to reading  All children in the early years will be exposed to appropriate reading material which will give them confidence when tackling unfamiliar texts ensuring almost all Primary 1 children attain Early Level by the end of Primary 1  All children will be able to write extensively using different genre.  Children who are adrift in writing will see a decrease in the gap ensuring more children are on target. | Review current planned experience for all pupils in listening and talking.  Audit current resources in place/available to teach listening and talking.  Deliver curriculum development sessions on best practice on delivering listening and talking within the classroom.  Create a progression for listening and talking resources.  Audit assessment used for listening and talking and develop any assessment narrative that may be required.  Review current reading material and strategies in the Early Years.  Adapt literacy policy on reading in line with review findings.  Work with parent Council to create material to be shared with parents on how to support literacy.  Teachers to share successes and issues with teaching writing.  Teachers to work together to plan, implement and assess writing across their classes | SLT (Senior Leadership Team)  F.A and Ga.M.  SLT  F.A. and Ga.M.  F.A, Ga.M and Gi. M.  SLT  P.C, S.B and Gi.M.  SLT  Gi.M  All C.T.s  All C.T.s | | Initial Base information used in Primary 1 to identify children who may require support.  Follow up Base results to measure increase in Primary 1 reading ability.  Focus of Learning Partnership to be Literacy.  Writing cold pieces to continue using Scottish Criterion Scale.  Moderation across school-peer visits.  Focus for Senior Leadership Team class visits x2.  PSAs continue with collecting data from reading boxes.  Use of writing grids to track coverage.  Evidence of continuity within learning experiences throughout the school – focus group. | August 2021 inset day 2  Term 1 CD session for feedback  Term 1-CD session,Kalitza  Term 4- CD session sharing  Term 3, CD session for feedback  February 2022 inset day 4  August 2021 inset day 2  Term 3, CD session for feedback  Ongoing throughout session  Term 3, CD session for sharing and brain storming  Term 4, CD session  Term 2, CD session for planning |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in Literacy and Numeracy | | | | | |
| **Focused Priority:**  Review and amend curriculum pathway in place for L2 for nursery – P7. Create a universal curriculum pathway for L3 for P5-P7 children. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising Attainment and Achievement | | | 2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| L2 to have a higher profile within the school.  Consistency of experience for all children.  All children to feel more confident with L2.  All staff to feel more confident with delivering L2.  Accessible and relevant L3 pathway ready to implement in session 22/23. | Audit current pathway for L2, including resources and delivery model in each class.  Ensure consistent approach to L2.  Peer supporter sessions carried out (2 per year).  Gather and share high quality teaching resources and professional learning to support delivery of L2.  Ensure L2 is more visible in communal areas and being used by all staff  Establish pathway for L3 for implementation in August 2022. | V.M, K.N. and L.S.  All CTs and SLT to monitor  V.M, K.N. and L.S. to facilitate  V.M, K.N and L.S.  V.M, K.N. and L.S  Support Staff  SLT | | Involve Pupil Council in carrying out a visual survey of the visibility of L2 termly.  Leuven Scale to be administered during L2 lesson to ascertain engagement.  Survey administered to focus group to ascertain consistency.  Glow Forms survey pre and post session to gauge confidence.  Pathway is ready and staff are ready to start implementation in August 2022. | November inset-1/2 day. Completed audit by 30th November `21  CD term 2 and 4  Term 1 and add to throughout the session- share at a staff meeting  End of term 1 and changed as appropriate throughout the session  March 2022 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy, Improvement in employability skills and sustained, positive school-leaver destinations for all young people | | | | | |
| **Focused Priority:** Develop a shared understanding of what a digital culture means at Newport PS in order for it to be agreed and undertaken by all staff to ensure all children experience rich learning. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.3 Learning, teaching and assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.3 Increasing creativity and employability | | | 2.3 Learning, teaching and assessment  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion  3.3 Developing creativity and skills for life and learning | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Increase the use of technology in learning by at least a collective 15% across all classes.  Sustain and build upon skills developed during periods of remote learning for both children and staff.  Existing software and hardware are used to their full potential to support learning.  Staff have greater confidence in using software and hardware in creative ways.  Hardware is stored, managed and maintained to a high standard to ensure high levels of accessibility for children. | 1 member of SLT and 1 member of teaching staff attending professional development sessions.  Audit of digital skills for all staff.  Audit amount of time and devices used by learners in an average week.  Audit of all technology – software and hardware.  Professional learning sessions where we promote software and hardware we have, discuss possible range of uses – internal and external.  Establish an agreed pathway/format for use of devices including reporting faults.  Involve the pupil Digital Learning Committee where appropriate. | W.M and K.A  W.M and K.A  W.M and K.A to devise and all CTs to manage  L.M to co ordinate  W.M and K.A to facilitate. All C.Ts to be involved  W.M. and K.A.  W.M. and L.M. | | Audit of knowledge, skills and confidence of staff pre and throughout session 21/22.  Children are using the hardware/software more than in previous session – data gathered through survey.  Staff are using the hardware/software more than in previous session – online form, focus group and discussion through curriculum development sessions.  Faults reported through the office reduced by 50%.  Parents still accessing class material via online platforms e.g. class Teams page, blogs, eportfolios, website. | Throughout the session 21-22  August 2021  Term 1  Term 4  Term 1  C.D session 1 per term  Term 1  Throughout the session 21-22 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children and young people | | | | | |
| **Focused Priority: EYOs to identify, record and discuss high quality observations, leading to well matched planning to develop an increase in pace and challenge and to further support breadth and depth.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| Nursery Priority Only | | | 2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Significant learning for individual and groups of children is recorded and celebrated, leading to better planning.  Relevant next steps for individuals and groups of children are identified and acted upon, therefore meeting learners’ needs efficiently and timely.  Children’s learning is continually extended through high quality interactions and interventions.  ELC documentation can evidence threads of learning to show progress.  Transition documents show rich evaluation and data to progress learning in order for the children experience relevant learning in August. | Review current system.  Establish a system for collaborating/meeting as a team regularly to discuss observations, planning and next steps.  Create guidance around planning cycle at Newport.  Curriculum development sessions to include quality observations, threads of learning, balance of responsive and intentional planning, learning walls and floor books. Make use of Realising the Ambition and National Improvement Hub Resource ‘Effective Observation Leading to Effective Assessment’.  Opportunities for self, peer, SLT, across cluster and beyond, monitoring of all elements of planning cycle.  Audit current transition documentation and create an overview of information to be passed on to P1. | KA to coordinate  EYOs, EL (PNT) and EYDO to contribute  EL (PNT) and EYOs to devise system  EYOs to manage  KA to devise with input from EL (PNT) and EYOs  KA and EL (PNT) to plan and coordinate sessions  SLT, EYOs  KA and EL (PNT) to facilitate  EYOs to devise plan | | Termly monitoring of Daily Responsive Planners which shows frequency, actions by staff and includes all children – peer, SLT, NPT, EYDO.  Termly monitoring of PLJs which shows tracked significant learning and tracked identified next steps – peer, SLT, NPT, EYDO.  Evaluation of transition documentation from Aug 21 to June 22. | Term 1 CD session  Term 1 CD session to establish  Throughout session 2021-2022  Term 1 CD  CD sessions throughout session 2021-2022  Term 2, Term 3 and Term 4  Term 3 and Term 4 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **National Improvement Framework Priority:**  Improvement in attainment, particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children and young people, Improvement in children and young people's health and wellbeing | | | | | |
| **Focused Priority: EYOs to have a consistent approach to play pedagogy leading to improved outcomes for children.** | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| Nursery Priority Only | | | 1.3 Leadership of change  2.2 Curriculum  2.3 Learning, teaching and assessment  2.4 Personalised support  2.6 Transitions  3.2 Securing children’s progress | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All ELC staff promote a shared approach to play within our ELC, leading to an inclusive, productive ethos.  Shared understanding leads to suitable challenge and pace for all learners.  Schematic play for individuals and groups of children is promoted to ensure learning is matched to individual’s needs.  All stakeholders can access clear guidance about play and different approaches to promoting learning within our ELC. | Nursey Team to consider play pedagogy within the setting including the children’s voice.  Promote professional reflection through the use of   1. Realising the Ambition documentation (Sections 4, 5 and 6) 2. National Improvement Hub’s Learning Resource ‘Early Level Play Pedagogy Toolkit’ as a tool to explore points for development. 3. Tina Bruce’s 12 Features of Play   Create a suite of resources outlining our shared understanding of different elements of our ELC to a wider audience – loose parts, open ended play, natural resources, outdoor learning, schematic play etc.  Evaluate interactions, experiences and spaces, both indoors and outdoors using Early Childhood Environmental Education Rating Scale (ECEERS) | KA to coordinate  EYOs, EL (PNT) and EYDO to contribute  KA to coordinate with input from EL (PNT) and EYOs  KA, EL (PNT), EYOs and EYDO all to manage at least one theme  KA and EL (PNT) to facilitate  EYOs to evaluate | | All staff can articulate why we promote play in the way that we do in our ELC – though professional dialogue.  Continuity of learning experiences for all children – PLJ monitoring, SLT playroom monitoring, children’s voice.  Families having a shared understanding of our approach to play – parental survey.  Through using ECEERS scale, the learning experiences are rated between 5 and 7 – termly monitoring – self, peer, SLT, EYDO and PNT. | Term 1 CD session  Term 1 and 2 CD session  Throughout session 2021-2022  Term 2 CD  Throughout session 2021-2022 |
| **Ongoing Evaluation** | | | | | |
|  | | | | | |