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| ***Fair Isle Primary***      **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | **391** | | | | | **FME** | In the healthy living Survey in February 2020 the FME for P4-P7 was **109** and all P1 -P3 (**183**) | | | | | **Attendance (%)** | **Authorised** | **4.7%** | **Unauthorised** | **3.6%** | | **Exclusion (%)** | *0.1%* | | | | | **Attainment Scotland Fund Allocation (PEF)** | **£190,318** | | | |  * Give details of shared vision, values and aims of the school/ELC setting.   In April 2016 we became the first school in the UK and only 3rd in wider Europe to achieve “Lighthouse Status” through Steven Covey’s “The Leader In Me” the children’s version of his highly acclaimed 7 Habits of Highly Effective People. This encourages leadership at all levels.  As a result of the sustainability of previous lottery work and the 7 habits, our mission statement remains as ‘Opportunities for All - Developing Leaders One by One’. This Motto was chosen by our pupils, staff and parents and is embedded in the ethos of our school. We recognise that learning must be built upon a climate of trust, respect and shared values and we have firmly embedded the 7 habits which have helped us to establish this.  **Our Values**  To help us achieve success everyday across – and beyond - the school community, we believe it is important to develop the values of being:   * Safe * Healthy * Active * Nurturing * Achieving * Responsible * Respecting * Including   These values are developed through departmental assemblies and by us linking our values to learning across the curriculum and to our 7 habits:   * Be proactive * Begin with the end in mind * Put first things first * Think win win * Seek first to understand then to be understood * Synergize * Sharpen the saw   **Our Vision: what we want for our learners**  Our vision is to develop a strong community of learners:   * To be creative * To know and believe that they can achieve * To be successful * To feel happy and safe * To have good role models * To be challenged * To be curious and inquisitive * To have high aspirations * Empathy and understanding of others * To have opportunities * To be confident in their possible future pathways * To feel nurtured by us. Comfortable to share their feelings and worries. We have the chance then to make a difference. * Some of our pupils may experience poverty within our SIMD, we want them to achieve more/exceed expectations * Growth mind-set, being able to struggle through adversity/life chances/ deprivation and have the confidence to persevere * To be polite and kind |

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| **Improvement for Recovery Priority Work – Conceptual Numeracy**  **Session 2020 - 2021** | |
| NIF Priority: Raising Attainment for all  NIF Driver: School Leadership  Teacher Professionalism  Parental Engagement  Assessment of children’s progress | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.2. Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement |
| **Progress:**  *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*  All teaching staff were given guidance and then dedicated time was allocated for them to work with their stage partner to plan and create high quality assessments in numeracy for Term 1. Staff worked co-operatively to bundle Es & Os to create HQAs suitable for their particular stage. During a later moderation input, all teaching staff shared two examples of completed assessments and the feedback which was given to pupils. Teachers were paired with someone who was teaching the same level but a different stage i.e. P2 first level and P5 first level. The feedback from staff was very positive. They reported to have enjoyed having time to moderate and gained from sharing different examples of approaches to HQA. They also began to develop shared understanding/expectations of a level and increased confidence in developing HQA. All staff said that they would appreciate the chance to moderate like this more often. The majority of staff then continued to plan together for assessment with their stage partner.  At the beginning of the 20/21 session and throughout the first term Miss Keith and Miss Sellar offered teaching staff groups or individual extra support in creating assessment and or accessing conceptual numeracy planning and tracking documents. A primary 4 teacher came forward and was given extra support with how to use planning and tracking documents online. Through conversations with groups of staff and through transfer of info it became obvious that there was a lack of consistency in the way in which planning and tracking documents were being filled in. As a result of this Miss Keith and Miss Sellar re-established a consistent approach to filling these in and shared this with all staff during a virtual twilight session.  A conceptual numeracy brochure was created and shared with parents and carers on order to inform them of the CN learning approach in school and recommendations to support learning at home.  The school took part in Maths Week Scotland with this having a higher profile in school than previous years. All teaching staff were given dedicated time to plan for this with an emphasis on the impact of maths in the real world and interdisciplinary links made throughout the week where possible. Posters were placed through the school building for children to access, Primary 7 children created challenges which were shared through teams. Every class took part in a daily algebra challenge with prizes for winning pupils. A folder was created in Sharepoint where staff were able to add and access quality resources and ideas.  Staff feedback surveys were carried out in Term 1 and Term 4. The initial surveys helped shape the plan of action for the conceptual numeracy input going forward. The Term 4 survey helps us to see where we need to go next session to further support staff with their conceptual numeracy journey.  Resources were shared with all staff to encourage the delivery of numeracy while taking part in outdoor learning. Feedback from staff was that these documents were useful and many staff shared examples of this being put in to practice via twitter and individual stage TEAMS pages. | |
| **Impact:**  *What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*  *What evidence do you have? Quantitative or qualitative data to support this impact*  *Impact statements should be written evaluatively eg almost all, most, majority etc*  As a result of input this year all children have taken part in more high quality assessments as part of the their learning experience in numeracy. Their teachers are beginning to grow more confident in delivering these type of assessments and have a stronger understanding of the levels at which they are teaching through dialogue and moderation with other staff teaching the same level albeit differing stages.  We have collected data from staff to show confidence levels with regards to assessment in numeracy and where they would like to go going forward. The results have been quite interesting:  Staff confidence in delivering HQA’s in numeracy Staff confidence in effective assessment in all N topics  Term 1 Term 4    Term 1 Term 4  Staff views on the use of HQA Staff views on effective use of start/end assessments  Term 1 Term 4 Term 1 Term 4  Staff agree that assessments are consistent across  departments   |  |  | | --- | --- | | **Additional Staff Comments** | | | **HQA Usefulness** | **“** I think that the HQA have been really good for providing a structure to our planning chats with my stage partner.”  “ I think these are useful but time consuming.” | | **Confidence in effective assessment in all numeracy areas** | “I do feel confident in delivering effective assessments, but I do not feel that I currently have enough time to do so for every area in numeracy.” | | **End/Start assessments** | **“** For moderation purposes it is good to see where there are gaps.”  “I think we need a whole school approach to start/end of year assessments and need a consistent baseline assessment that is the same for everyone. Also, ones that are related directly to the numeracy planners.” | | **HQA delivery** | **“** Could benefit from some more experience and support with this.” | | **Consistency** | “I think the high-quality assessments this year has been very valuable in terms of focusing on what key areas we would like to assess throughout a particular stage. I feel that assessments need to be more consistent throughout the school and there should be times to moderate across stages to see if our marking is fair and the same. A lot of the time we are having to re-invent the wheel and make our own assessments for our classes.” |   The data shows thatalmost all staff have increased in confidence from Term 1 to Term 4 with carrying out high quality assessment and that that most staff now find high quality assessments more important.  A key point which we have picked out for creating next steps is that almost all staff now feel strongly that they would like to see consistency with start of year / end of year assessment across a department for moderation purposes  Data collected during lockdown also showed that the majority ofchildren were accessing numeracy tasks at home with significantly more children accessing learning during lockdown 2 in comparison to a minority who were accessing during lockdown 1 However, parent feedback when speaking with SMT on phone check-in calls showed a pattern of parents saying they would like more support with understanding conceptual approaches as many struggled with confidence in supporting their children as strategies different from when they went to school.  Overall a lot of the plans for the 20/21 session had to be adapted or postponed due to Covid-19 but more positively staff have been working more closely across stages to plan for all learning including numeracy and parents are now much more aware of what sort of numeracy tasks their child is engaging with because of home learning this has given us an opportunity to open a conversation and begin to engage more with parents next session.  This has given us a number of points for though moving forward.  We have collected views from pupils about maths in P4 and P7:  P4  JH: "I'm good at adding and taking away. I can tell my friends different ways to do it to help them."  ML: "Numeracy is good. I sometimes use cubes and different stuff to help me to solve the problems."  BD: "I'm really good at maths I like to do the trickiest challenges when we get to pick how hard our work is"  P7  SH: "I enjoy maths. Mostly I enjoy maths talks because I find it interesting to compare how I find things out compared to others in my class."  RJ: "I really like numeracy. Most of all I like when we get to play games in numeracy because it helps me to remember strategies but also it is fun to compete."  MA: "I have found using multiplication squares and division squares helpful this year as it lets me see patterns more easily. I really like doing numeracy because I find it challenging."   * All children across the school experienced HQA linked to maths. Data gathered from these has ensured all children are being planned for at the appropriate level. | |
| **Next Steps:**  *Identify a few next steps linked directly to progress and impact for this priority*  *If there are numerous next steps does this need to be a continued priority for following session?*   * Continue to provide dedicated time for staff to plan and moderate examples of HQA going in to the 21/22 session * In response to staff surveys create a uniformed approach to start of year / end of year numeracy assessments in early level, first level and second level. * Plan for more interaction with parents with regards to their understanding and engagement with conceptual approaches. (family games night, class learning shared etc) * Visit other schools to observe conceptual numeracy learning walls. Have dialogue with Miss Murray to look at information and data she has collected around learning walls and how this can support conceptual numeracy learning walls in Fair Isle. * Continue to share outdoor learning resources in order to support teachers in providing opportunities for conceptual numeracy outdoors * Look for other opportunities for conceptual numeracy across other curricular areas. | |

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| **Improvement for Recovery Priority Work**  **Session 2020 - 2021** | |
| NIF Priority  Recovery Action Plan for Covid19 Play- Primary 1 and 2 -  *“Further develop opportunities for outdoor learning to support achievement across the curriculum.” (Point 2)*  NIF Driver  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of children’s progress | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.2. Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement |
| **Progress:**  *What work/action had been undertaken towards this priority e.g., professional learning, consultation with all stakeholders, implementation of planning, use of resources etc?*  ***Action/Task 1- Continued Engagement with PPP pilot.***   * All P1 Staff engaged with PPP course virtually this session. Several presentations were delivered through Teams and were then able to be accessed at any point e.g. Progress in Writing, Planning and Assessment, Pace and Challenge, Motivate and Inspire, Classroom Environment etc. * All P1 staff worked in a small support group where they could discuss progress and share ideas. After each online session P1 staff would have professional dialogue to decide which ideas they would be implementing in their classes. * Upon undertaking this training numerous changes and implementations have occurred in our P1 Learning environment. We have had a sustained focus on HWB and settling our children in to the P1 classroom, resources have been carefully considered and scaled back to meet Covid guidelines and our outdoor environment has frequently been used. The challenges and considerations we have faced due to Covid 19 have only enhanced our practice and encouraged the team to think creatively to enable us to create a flexible, challenging, motivating and engaging learning environment. * The PPP professional learning has given the team the confidence to implement new ideas and to consistently evaluate our learning environment and opportunities. * P1 staff continue to use the Audit Tool to track progress of play pedagogy and identify next steps in developing practice.   ***Action/Task 2- Further develop opportunities for outdoor learning to support achievement across the curriculum.***   * Teachers within the Infant Department continue to attend the Promoting Playful Pedagogy (PPP) to gain insight into strategies and other ways to promote play in P1 and P2. * Outdoor Learning was a key focus last year but due to lockdown, this was not able to be done. However, with consultations with SLT and the Infant Team, this became one of our main priorities this year as part of the Recovery Action Plan. * A Skills Progression for Outdoor Learning was created by David Wight to show a breadth and depth of learning focusing on developing the children’s social skills through Health & Well-being. * Teachers within P1 and P2 got the chance to use the Leuven’s Scale for Wellbeing and Involvement, to assess four or five children to see where they fitted within the scale. One teacher would be given questions to ask the children to further develop their critical thinking, and the other teacher had to stand back and observe only. It was evident from the data that questioning allowed the children to become more involved in the learning process, compared to just observing where children would not be as focused on the task at hand. * Children’s responses to the questions were recorded and used as evidence as to how well they were able to answer them effectively. * Term Four focused on the Kubler’s 5 Stages of Grief which was adapted to tailor to our focus i.e., Gardening. Five key children would be chosen randomly to observe and place them onto the graph. This was used during three consecutive sessions to hopefully show how being in the outdoors, use of questioning and having a purpose would improve their wellbeing. * Safety measures of COVID-19 were highlighted through the Skills Progression and when thinking about the use of resources i.e., quarantining them for at least 72 hours, thinking about staff ratios etc.   ***Action/Task 3- To support personalisation and choice through effective use of learning walls.***   * Learning walls input delivered to staff in Dec 20. * Agreement reached by infant staff that they would record learning in topic work through their learning wall. * Know, What, Learn used as a basis for displaying work and learning. * Due to Lockdown 2 the work on learning walls has been more limited than we would have liked. This will be a continued focus next session.   ***Action /Task 4- Further develop family learning opportunities for key areas of the curriculum.***   * Staff from P1 and P2 met to discuss key messages to be shared regarding SWAYS providing information to support parents/carers with learning in Literacy, Numeracy and Health and Wellbeing. * Staff agreed responsibility for taking a SWAY to develop. Lyndsay Liddell-Literacy, Natalie McDonald-Numeracy and Marianne McKechnie- Health and Wellbeing. * SWAYs sent to P1 parents via groupcall. * Literacy SWAY sent 16th Nov 20, Numeracy on 23rd Nov 20 and Health and Wellbeing on 30th Nov 20. * Live interactions/ Recorded lessons were provided via Seesaw to support parents with learning in the key areas of Literacy, Numeracy and Health and Wellbeing. * Daily activities for Literacy, Numeracy and Health and Wellbeing posted on Seesaw during Lockdown 2. * Primary 1 staff attended question and answer session for virtual PEEP group from Fair Isle Nurture Centre.   ***Action/Task 5- Shared planning and tracking of children’s experiences in Writing with Fair Isle Nurture Centre.***  This was unable to go ahead due to Covid Restrictions. The staffing that would have supported this was used to raise attainment with pupils in Fair Isle Primary. | |
| **Impact:**  *What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*  *What evidence do you have? Quantitative or Qualitative data to support this impact?*  *Impact statements should be written evaluatively e.g., almost all, most, majority etc.*  ***Action/Task 1- Continued Engagement with PPP pilot.***   * The most important impact of undertaking the PPP course has been the positive settling in experience for our P1 learners. All learners settled well into Primary 1. Having carefully considered the loss of structure and routine our children have had before returning to school it was essential for us to quickly establish structure and routine to alleviate any anxious feelings for the children. A familiar environment with consistent and predictable routines was used to help the children feel safe. We set aside the first few weeks of P1 to observe the children and to settle them in. This was extremely beneficial for the children and has resulted in all children being happy and settled very early on. The speed at which the children settled in was also noted by our DHT, PSA’s and parents. Before Covid 19 we were able to report that Play was having a positive impact on our attainment as attainment increased in all key areas. Since both Lockdowns our attainment has declined and we believe this is due to children being able to have the same kind of experience when learning from home. * The impact of scaling back our resources has also been a positive experience. It has helped almost all the children to quickly become familiar with the environment and allowed them to become more independent during tidy up time. This can be observed by any visitor to the classroom. Staff have now reflected on what and why certain resources are provided even with a scaled back carefully planned out environment all learners are fully engaged and are eager and active participants. * The impact of using an outdoor learning environment has been all children are engaged and motivated. All children are enthusiastic and interested in lessons. This has been evidenced through the work Mr Wight has been doing. The Leuven scale has been used which shows their emotional wellbeing and involvement. All focus children’s scores have all improved as they have been exposed to outdoor learning experiences. * The impact of the play-based curriculum continues to provide all learners with access to an inviting and explorable environment. All children have access to a wide range of both child and adult initiated activities which has resulted in all children being highly engaged and motivated learners. * The model that is followed with flexible groupings and weekly assessments has allowed focus individuals/groups to be identified early which has resulted in interventions being put in place. This has had a significant impact upon attainment for most children. Weekly assessments clearly evidence the impact of the individual and targeted support.   ***Action/Task 2- Further develop opportunities for outdoor learning to support achievement across the curriculum.***   * From asking the children direct and critical questions during the Outdoor Learning sessions, most of the children showed an increased level of involvement when completing tasks as a group or individually. On the contrary, when members of staff simply observed, the line graphs clearly identified a decrease in involvement when no questioning was given. * The Infant Team (P1 and P2) became more confident at approaching the children outdoors in order to evaluate and develop the children’s questioning as to ‘why’ and ‘how’ they were doing something. * From looking at the wellbeing of children through observations, taking of photographs and discussions, majority of them demonstrated high levels of wellbeing during the Outdoor sessions due to a change of environment, making learning purposeful and fun and most importantly, providing them with challenging activities. * From getting the opportunity for both stages i.e., P1 and P2 to work together, stage partners deconstructed the Experiences and Outcomes for Listening and Talking/Social Wellbeing. Successful ‘I can’ statements were created showing relevance, differentiation and breadth of learning for the children. Most of them had an increased opportunity for self-directed learning and achievement. This was collated through observations, using the Kubler’s Five Stages of Grief graph and tailoring this to our focus and adapting our practice, so that every child achieves the outcomes stated on the Skills Progression.   ***Action/Task 3- To support personalisation and choice through effective use of learning walls.***   * The majority of children have spoken positively and knowledgably about their learning in topic tasks.   ***Action/Task 4- Further develop family learning opportunities for key areas of the curriculum.***   * All parents within the Primary 1-year group received consistent messages about how to best support their child’s learning in Literacy, Numeracy and Health and Wellbeing through SWAY. * Less than half the parents (30%) engaged fully with the Health and Wellbeing SWAY. * Less than half the parents (36%) engaged fully with the Numeracy SWAY. * Less than half the parents (35%) engaged fully with the Literacy SWAY. * A few parents (10) from our Feeder Nursery were able to engage with class teachers and have questions about learning answered. * A significant increase in engagement with online learning between Lockdown 1 and Lockdown 2 in Primaries 1 and 2 due to the use of Seesaw to deliver learning rather than Teams. Primary 1 engagement rose from 24.9 to 71% and Primary 2 engagement rose from 33.8 % to 65.3%. * All children’s learning is shared on Seesaw within the Infant Department. The majority of children in Primaries 1 (73%) and 2 (80%) have parents/carers who are active participants on Seesaw.   ***Action/Task 5- Shared planning and tracking of children’s experiences in Writing with Fair Isle Nurture Centre.***  This was unable to go ahead due to Covid Restrictions. The staffing that would have supported this was used to raise attainment with pupils in Fair Isle Primary. | |
| **Next Steps:**  *Identify a few next steps linked directly to progress and impact for this priority*  *If there are numerous next steps does this need to be a continued priority for following session?*  ***Action/Task 1- Continued Engagement with PPP pilot.***   * Continued engagement with PPP resources. E.g. Referring to documentation and guidance when setting up new classroom. * Continued collaboration and professional dialogue with DHT and other class teachers to monitor the impact of play on attainment. * Sharing of knowledge with colleagues-perhaps if staff are new to stage.     ***Action/Task 2- Further develop opportunities for outdoor learning to support achievement across the curriculum.***   * Continue to embed questioning throughout our daily practice either through Outdoor Learning or within the classroom environment to ensure all children can self-reflect on their learning. * Continue to further develop the Skills Progression document to tailor to any activity planned outdoors. In addition, think critically about the impact of COVID-19 and what measures may need to be put in place to ensure safety for all children and staff. * Continue to use the questioning lanyard to develop the children’s involvement and wellbeing when Outdoors. Think of alternative ways to rephrase certain questions to suit the needs of all learners so that every child can access it.   ***Action/Task 3- To support personalisation and choice through effective use of learning walls***   * Refresh input on Learning Walls. * Evaluate impact of learning walls through professional discussion at departmental meetings and through evaluations of teaching and learning.   ***Action /Task 4- Further develop family learning opportunities for key areas of the curriculum.***   * Continue use of Seesaw to share learning and achievement with families at home. * Use high engagement with Seesaw to share key information contained in Literacy, Numeracy and Health and Wellbeing SWAYS for next sessions P1 parents.   ***Action/Task 5- Shared planning and tracking of children’s experiences in Writing with Fair Isle Nurture Centre.***  There will be a renewed focus on the planning and tracking of writing experiences with our feeder nursery for session 21/22. | |

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| **Improvement for Recovery Priority Work – Recovery Action Plan**  **Session 2020 - 2021** | | |
| NIF Priority   * **Supported transition back to school** * **Improve children’s understanding of wellbeing indicators** * **Improve children’s emotional literacy** * **Improve children’s self-regulation skills.** * **Improve children’s skills and understanding of how to improve their wellbeing.** * **Improve children’s resilience** * **Improve family’s skills and awareness of emotional/mental wellbeing.** * **Support individual children with key skills to support learning and wellbeing.**   NIF Driver  School Leadership  Teacher Professionalism  Parental Engagement  Assessment of children’s progress | HGIOS 4 Quality Indicators  HGIOELC Quality Indicators  1.2. Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement | |
| **Progress:**  *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*  **Supported transition back to school**  The Fife Educational psychology pack (Using a trauma-informed approach to support the return to school: Guidance for staff) was emailed to all staff, along with the link for the “Wellbeing leads to Welldoing” Team from Fife pedagogy on Microsoft teams, which contains training and resources to support wellbeing and transitions. This was optional for use in classes in the first 4 weeks. Unfortunately, the back to school questionnaire for pupils was not able to be sent home because of time constraints and overload on information being sent home by group call at the time.  From the tracking data – 11 out of 14 class teachers returned the tracking of resources used/training accessed questionnaire. 0 out of 11 teachers responded that they had used the educational psychology trauma pack resources with their children. 2 out of 11 teachers reported that they had used the “Wellbeing leads to Well doing” team training on Glow teams. This could be attributed to the information only being sent on the inset days. Staff may have already have accessed resources that they intended to use.  **Improve children’s understanding of wellbeing indicators**  The “Improving Children and Young People’s Understand of their Wellbeing” resource was given to all staff. Staff were asked to complete the same 4 tasks across the school at first level (except for P1 who completed Early level). The tasks covered being safe and healthy, the wellbeing wheel, adults who can help and personal strengths. The majority of classes completed the tasks outlined. 11 out of 14 class teachers returned the tracking of resources used/training accessed questionnaire. 10 out of these 11 classes had completed all 4 activities. 1 class completed only 1 of the activities.  **Improve children’s emotional literacy, self-regulation skills and understanding of how to improve their wellbeing.**  Initial brief training was given to all staff to outline the programme and to introduce emotion works and Boxall assessments. Staff carried out Boxall assessments on the whole school to give a baseline and identify any children who had significant difficulties with social, emotional or behavioural development.  Lorna Howe was not able to deliver lessons to 2 classes at a time in the hall as planned due to COVID restrictions. Instead, Lorna Howe planned and covered the material in individual classes from P1 – 5a for 5 weeks, demonstrated to Christina Beattie in P6a and then Christina Beattie delivered the material to the remaining 4 classes for 3 weeks. Inputs covered initial wellbeing activities, introduced the first parts of kitbag, taught 3 cogs of emotion works and started to teach regulation strategies such as breathing techniques and yoga. Kitbag could not be used in classes but the first parts of the online tool were introduced to staff and pupils. 5 ways to wellbeing was not yet introduced. The lessons were working well and receiving positive feedback from staff and pupils  Unfortunately, further restrictions stopped the individual class visits and then the second lockdown occurred. During lockdown, Lorna Howe continued work on Kitbag and introduced the 5 ways to wellbeing through teams to the upper school. This also meant that some material was able to be fed down to families.  After returning to school from lockdown, staff absence meant that we could not resume the wellbeing activities immediately. However, Lorna Howe has covered some wellbeing activities around emotion works and kitbag with the infant classes.  **Improve children’s resilience**  This was not able to be started as we did not complete previous learning due to lockdown.  **Improve family’s skills and awareness of emotional/mental wellbeing.**  The reduced amount of the wellbeing learning taught in classes due to lockdown meant that there were no opportunities to cascade the information to parents through homework etc in the expected way. During lockdown however, the upper school were given home learning tasks around the 5 ways to wellbeing and kitbag. Almost 25% of the upper school engaged with this learning, the highest engagement being from P6, where an average of 33% of the children engaged and the lowest in P4 where and average of only 18% of the children and families engaged.  **Support individual children with key skills to support learning and wellbeing.**  Lorna Howe and Cheryl Horn (PSA) provided individual intensive support with learning and wellbeing to 10 children throughout the year in school as well as supporting 2 children in school and 4 children at home during lockdown. They were unable to run small groups in school due to COVID restrictions, although 1 small social skills group (3 children from 1 class) was started before second lockdown**.** | | |
| **Impact:**  *What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*  *What evidence do you have? Quantitative or qualitative data to support this impact*  *Impact statements should be written evaluatively eg almost all, most, majority etc*  **Supported transition back to school**  There was a disappointing uptake of the resources and training available, so little impact can be taken from this. Almost none of the teachers used these resources. No impact from questionnaire as staff did not use and this was not put out to the whole school.  **Improve children’s understanding of wellbeing indicators**  Some of the feedback from class teachers about the impact from each of the activities.  Early level tasks –  P1 – “Good resources to get children thinking about feelings of themselves and others. Allowed children to make links to experiences they had and what emotions they felt. Linked well with our Peaceful Pandas learning also.”  Task 1 – Identify what we need to be safe and healthy  P5 – “Children were able to identify things that kept them safe and healthy, however P5b failed to identify basic needs like shelter.  P7 - Across both classes, children enjoyed making links between similar needs at different stages in their lives.”  Task 2 – Adults who help us  P2 – “The children were really engaged when we discussed people who care for us within and outwith their families. They did a fantastic job of drawing and writing their circles of support. Every child was able to share and demonstrate ideas for this task.”  P4 – “Children enjoyed writing their ideas on star and heart shaped coloured paper and sticking it on the outline of one of the children in class. Again, they felt that a common trait was love. They also created super circles of support.”  Task 3 – My wellbeing (linking to indicators)  P4 – “The children shared lots of good idea about what ‘wellbeing’ means to them.  They found the SHANARRI activity trickier and needed more support to think of examples.”  P5 – “As a class we discussed the wellbeing wheel and divided these sections up and they were placed around the room; similar to corners. The children were told to identify ways they were ‘safe’ ‘healthy’ etc, once the music had stopped. The children were highly engaged in this activity.”  Task 4 – Personal strengths  P7 – “This was a more challenging task for some of the class with low self-esteem. It was really helpful for pupils to consider some things that they would not necessarily consider a strength and recognise actually that it is something that they should take pride in i.e. being a good listener.”    Displays reinforced and reminded children of their learning and when they were asked about it later in the year (by Lorna Howe during wellbeing inputs) retention of the information learned was good.  **Improve children’s emotional literacy, self-regulation skills and understanding of how to improve their wellbeing.**  Assessment of children’s learning has been difficult to measure as the learning blocks have been so restricted. Informal assessment through discussion and observation in infant classes at the end of the year showed that P3 have retained a have a good basic understanding of the emotion works cogs that can be built upon next year. P2 and P1 had little retention but recalled the information quickly after some prompting. P1-3 showed a good retention of breathing regulation activities and some children can transfer these skills into everyday use.  The initial baseline assessment for emotion works was carried out in the upper classes, but the second assessment was not completed as learning had not been covered.  Staff were asked if they felt it would be beneficial to continue to develop learning across the school in the areas that we began this year. The percentage shows the number of teachers who responded that they agreed or strongly agreed that it would be beneficial to continue to develop: Kitbag (100%), Emotionworks (100%), 5 ways to wellbeing (100%), yoga (100%), mindfulness (86%).  Some feedback on the impact from teaching staff –  “The use of Meddy Teddy helped to engage all children. Using interactive clips helped the children relate to their experiences. I liked the modelling approach as I felt this allowed me to confidently carry on with some of the lessons. Things like a daily check in became a part of our routine and as the year progressed this was targeted at a few individuals who needed it.”  “The children genuinely enjoyed these lessons. Because of this, they had a positive attitude towards the lessons and embraced the language used which enhanced their learning experiences. They could express themselves well as a result.”  “The lessons that were delivered were enjoyed by the children and having the 2 teachers present in a large class ensure that behaviour and interaction was of a high quality.”  “The children genuinely enjoyed these lessons. Because of this, they had a positive attitude towards the lessons and embraced the language used which enhanced their learning experiences. They could express themselves well as a result.”  Feedback from teachers after completing the Boxall assessments was that taking part in the assessments raised awareness of the types of questions they should be asking themselves about the children and made them really focus on each child and think about their wellbeing and skill deficits. The information gained from the assessments has allowed us to identify the types of difficulties and skill deficits our children are struggling with, and to identify common areas across year groups and the school as a whole.  This has allowed us to identify areas for development for next year and we intend to begin primarily on the organisation of experience and internalisation of controls (strands A-E). The use of the Boxall assessments has also provided valuable information on the children with the highest levels of difficulties that will be used to help enhance transitions into next session and provide a deeper understanding of the challenges the children are facing.  Evaluation of impact from other class teacher for upper classes (Christina Beattie) –  I worked with P5B, P6A, P6B, P7A and P7B once a week. The lessons had the following structure:  · Check in – where children were able to discuss how they were feeling  · Yoga exercise – the whole class learned a new move each week  · Emotion Works – this took the form of learning about a new cog each week  Using videos from the film Inside Out really supported the teaching of how our emotions work and understanding this. Sometimes the children would get confused with the difference between the “trigger” cog and the “behaviour” cog so more work was needed to discuss each one in depth. We did a lot of sharing of our own experiences and emotions in regards to each cog. Each lesson was evaluated per class so the lessons could be tailored each week to suit the individual needs of the class/children in it. Moving forward due to another lockdown I would suggest a revisit of previous learning taught to ensure the children have secure understanding of this before moving on to the other aspects of the Emotion Works programme.  **Improve children’s resilience**  This was not able to be started as we did not complete previous learning due to lockdown, therefore no impact.  **Improve family’s skills and awareness of emotional/mental wellbeing.**  No significant measurable impact, although 25% of our upper school families would have been made aware of kitbag and 5 ways to wellbeing through the lockdown work on teams.  **Support individual children with key skills to support learning and wellbeing**  3 of the children supported by the nurture base are fully back in class and support has been tapered to very little. 4 children continue to be supported alongside a PSS placement. 3 children were accessing support temporarily and are now supported by PSAs in class. The 2 children supported in school during lockdown were not completing any work at home at the beginning of lockdown but completed some learning during lockdown in school with support.  Boxall assessments have been very beneficial in highlighting difficulties, setting targets to work on for individual children, planning and tracking progress.  Some of the feedback from staff on the support children received from the nurture base –  “The Nurture Base has made a significant impact on the children in the Infant department who access it. It has allowed those children to have their needs met in a way that could not be done in a classroom.”  “Having the nurture base staff there to support children in my class was invaluable and so appreciated. This has helped one child cope with being fully part of the class and given him an outlet to talk things over and sort out feelings. Nurture base staff have such a strong relationship with the children they work with.”  Some of the children who have accessed support from nurture base staff this year were asked their opinions on the support provided. 100% stated that the nurture base helped them in school. In response to why it helped, some feedback was: “It helps with problems”, “I get lots of support to help me stay calm”, “It helps when I am in class because Mrs Horn helps me and I can tap her shoulder if I’m struggling and she takes me out to help” and “It helps with everything”. Feedback about what they liked best about the nurture base included: “The staff!”, “The adult’s help”, “the space to calm”.  Parents were also asked their views on how the nurture base has helped to support their child. Some feedback from parents:  “I feel the nurture base has been great for X it’s helped him to feel settled and comfortable and support him in different ways such as getting out at play time , lunch time and helping him build up to spending more and more time in the classroom which is a big deal for X.  The teachers have also been a great support to me and there’s always great communication between the parents and the teachers.”   “I do not think Y would have came on as well as he has without the nurture base.  All of the staff within the base are incredibly understanding and helpful with the difficulties that Y faces on a daily basis. It has been a place where Y has felt safe and was able to focus on his learning when he could not in the classroom.  I’m not sure what else I can say apart from the fact the base is an incredible facility for children who struggle in school. I have also felt supported by the base as a parent with all the helpful advice I have received.” | | |
| **Next Steps:**  *Identify a few next steps linked directly to progress and impact for this priority*  *If there are numerous next steps does this need to be a continued priority for following session?*  **Supported transition back to school**   * Any recommended resources for return to school should be given out in term 4 next year so that teachers can look at them with plenty of time to plan. * We should consider building in a return to school questionnaire for next summer to support wellbeing and send out through seesaw or teams to be followed up in class.   **Improve children’s understanding of wellbeing indicators**   * Because of the success of the activities working on the wellbeing indicators with the children, all of the books recommended in the resource have been purchased and the beginnings of a resource bank of activity ideas for the wellbeing indicators is being created, starting in P1. This should be continued into next year. * Development of some lessons that could be used across the school in a similar way to the ones in this year’s resource would be a good way to enhance learning around the wellbeing indicators and give consistency across the school. This may be a good back to school activity for next year or for during a wellbeing week.   **Improve children’s emotional literacy, self-regulation skills and understanding of how to improve their wellbeing.**   * Consolidate and progress the learning next term using Emotion Works. Properly introduce Emotion works within the whole school and use the emotion works literacy programme to develop further. * Develop the breathing and regulation skills across the school and develop learning and awareness on regulation by providing regulation boxes for all classes. * Training for staff and further input for classes to develop use of Kitbags (physical resource and online) in all classes would be valuable. * 5 ways to wellbeing should be developed throughout the school and linked to family learning. * Continue to use Boxall as an assessment tool for teachers to use to identify children with wellbeing difficulties and to set targets and plan learning for these pupils. Training for staff and an awareness across the school of the development and diagnostic strands (beginning with a focus on the first 5 strands) will upskill teachers on how to meet the needs of all our learners in these areas. We should also develop the use of wellbeing assessment tools by using the Glasgow motivation and wellbeing profile so that the children can assess their own wellbeing and use this information in conjunction with the Boxall assessment to ensure we have a full picture of our learners.   **Improve children’s resilience**   * Introduce the Bounceback programme next year.   **Improve family’s skills and awareness of emotional/mental wellbeing.**   * Incorporate family wellbeing into next year’s planning to include home learning activities, parent questionnaires, information sessions and activities for families.   **Support individual children with key skills to support learning and wellbeing**  Nurture base to continue to support individual children (identified from Boxall) with learning and wellbeing skills through small group activities, alternative curriculum activities (if Covid allows) and individual nurture support.   * *Note these next steps will be a focus within our SIP next session as a focused priority.* | | |
| **Attainment of Children and Young People** *(Early Learning, Primary and Special)* | | |
| *Attainment evidence/Achievement within a level information from ELC/school from this session*  *Successes and gaps identified throughout session (this should link to improvement plan for session 2021 – 2022)*  **Engagement Figures during Lockdown 1 and 2 – Remote Learning**     * An increase in engagements levels for almost all stages by 100% was noted during lockdown 2. Distributing 101 devices, having bubbles within our own school, 1-1 PSA individual timetables, packs being collected and returned, significant online parental support, SLT weekly phone calls, teams already implemented with P4-P7 and seesaw being introduced during term 1 and 2 within P1-P3, all contributed to this achievement.   **P1 Base**   |  |  |  | | --- | --- | --- | |  | Standardised scores at start of year | Age adjusted scores at start of year | | Literacy | 103 | 99 | | Mathematics | 102 | 97 | | Overall | 103 | 98 |   **P2 Base – SOY Session 2019-20, EOY Session 2020-21 Post Lockdown 1.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Standardised scores at start of year | Standardised scores at end of year | Age adjusted scores at start of year | Age adjusted scores at end of year | | Literacy | 94 | 85 | 89 | 76 | | Mathematics | 100 | 93 | 94 | 83 | | Overall | 97 | 89 | 92 | 80 |  * P1 intake pupils base scores show they were not impacted on by lockdown 1 academically. * P2 base scores show there are gaps in their learning. When given their second base assessment in August 2021, scores show they have regressed in all areas. P2 scores were lower than P1 at this point.   **P1, P4 and P7 CfE Data as May 2021**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Stage | Numeracy | Reading | Writing | Listening and Talking | | P1 | 65% | 70% | 70% | 78% | | P2 | 80% | 82% | 80% | 91% | | P3 | 50% | 66% | 35% | 73% |  |  * **P1 attainment has dropped for numeracy 76% to 65, Reading 78% to 70% and writing 78% to 70% this is due to the cohort of pupils in this sessions in-take, having 1 child not attending until Christmas, 6 EAL, 2 with a diagnosed ASN, 2 with an undiagnosed ASN, 4 involved with social work, 1 LAC and 1 in kinship care. However, the majority of P1 are still attaining the expected levels.** * **P2 attainment has increased for numeracy 74% to 80, Reading 77% to 82% and writing 72% to 80% this is due to intensive support we have put into this stage via SfL in term 4. 2 pupils also now attend PSS causing less classroom disruptions. For P2 pupils most have continued to attain the expected levels.** * **P3 attainment has decreased for numeracy 89% to 80, Reading 87% to 66% and writing 85% to 35% P3 attainment has decreased due to not having a targeted approach to teaching phonics during lockdown, that the children were exposed too from August. Also, not retaining appropriate levels of knowledge, skills and understanding to achieve a level at the end of P2 into P3 and then during a second lockdown. 11 pupils have EAL, parents lack of English contributed to causing barriers to home learning, 4 pupils are diagnosed ASN, 1 pupil has undiagnosed ASN, 2 LAC, 1 PSS and 1 non-attender. Due to lockdown there was not a smooth progression with the development of key skills within writing and numeracy, too much time has been on plugging gaps rather than revisiting previous learning. P3 pupils were struggling to develop the content of their writing due to lack of experiences, therefore without mighty writer and teacher led oral discussion pupils struggled to develop the content of a story through imagination.**  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Class** | **No.Of Pupils** | **Reading** | **Writing** | **Numeracy** | **T& L** | |  |  |  |  |  |  | | **P4a** | 27 | 15 – 55% | 13 – 48% | 18 – 66% | 20 – 74% | | **P4b** | 28 | 20 – 71% | 16 – 57% | 14 – 50% | 24 – 85% | | **Overall** | 58 | 63% | 53% | 58% | 79% | |  |  |  |  |  |  | | **P5a** | 33 | 22 – 66% | 23 – 69% | 24 – 72% | 23 -69% | | **P5b** | 33 | 24 – 72% | 22 – 66% | 25 – 75% | 26 – 78% | | **Overall** | 66 | 69% | 68% | 74% | 74% | |  |  |  |  |  |  | | **P6a** | 32 | 15 – 47% | 4 – 12% | 10 – 31% | 15 – 47% | | **P6b** | 28 | 18 – 66% | 16 – 59% | 17 – 63% | 22 – 81% | | **Overall** | 60 | 57% | 36% | 47% | 64% | |  |  |  |  |  |  | | **P7a** | 24 | 13 – 54% | 10 – 42% | 6 – 25% | 13 – 54% | | **P7b** | 24 | 12 – 54% | 8 – 36% | 5 – 22% | 11 – 50% | | **Overall** | 48 | 54% | 39% | 24% | 52% |  * P4 attainment **decreased reading 66% to 63%, writing 60% to 53%, and numeracy 70% to 58%. The majority of pupils have continued to attain the expected levels. This stage had the lowest engagement/interactions during lockdown 1. The class teacher also went on Maternity leave during term 3, leaving a supply teacher with a class virtually she had not met. Staff were reluctant to move them on during lockdown 1 due to not retaining appropriate levels of knowledge, skills and understanding to achieve a level.** * P5 attainment **decreased in reading 83% to 69% and numeracy 77% to 74%. Writing increased from 62% to 68%. Showing the majority of our P5 learners are still attaining the expected levels.** * P6 attainment **decreased in reading from 71% to 57%, numeracy 67% to 47% and writing 53% to 36%. Showing the majority of our P6 learners are still attaining the expected levels for reading and numeracy. Only the minority have attained this session for writing.** * P7 attainment **decreased in reading from 61% to 54% with the majority still attaining expected levels. Numeracy 56% to 24% and writing 46% to 39%, making the minority of pupils in P7 attaining expected levels. A total of 24 children out of this cohort have learning support profiles, ranging from Autism, ADHD, severe dyslexia, dyscalculia and learning disabilities.**   From our predictions of attainment, we produced at our Learning Partnership in April, all infants’ stages, apart from P1 numeracy have increased. This is due to us putting significant time from our 1.0 SfL teacher and 0.8 PEF funded SfL teacher into every infant class to target specific curricular areas/groups. Also, the teachers using their in-depth tracking from during lockdown two to target curricular areas.  From our predictions of attainment, we produced at our Learning Partnership in April, P4 and P5 stages increased. This is due to putting additional staff into P4 and P5, taking groups to raise attainment. P6 and P7 have decreased in every area. P6 teachers tracking showed that the children that did engage during lockdown 2, engaged poorly and to a low standard. Work was required to re-teach on return to school as there was poor retention and lack of application of previous skills taught. Their readiness to learn also decreased. P7 teachers tracking showed 8 pupils did not engage with numeracy during lockdown and 4 pupils were not demonstrating the skills to progress to the end of second level, this had an impact on final figures for getting P7 onto third level. A Minority of P7 pupils, after lockdown 2 could not produce the criteria to move onto third level for writing or reading.  **Evaluative statement of attainment over time.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Curricular Area** | Percentage **Level Achieved**  **2018**  **All Stages** | Percentage **Level Achieved**  **2019**  **All Stages** | Percentage **Level Achieved**  **2020**  **All Stages** | Percentage **Level Achieved**  **2021**  **All Stages** | | Reading | 78.4% | 77.2% | Unavailable due to COVID | 65.8% | | Writing | 68.0% | 70.5% | Unavailable due to COVID | 54.4% | | Numeracy | 76.4% | 78.4% | Unavailable due to COVID | 56.8% |  * Generally, attainment has decreased for overall ‘all stages’ due to the impact of lockdown 1 and lockdown 2. During lockdown 1 the engagement figures for the majority of pupils was poor. Pupils and parents found it difficult to engage with online learning and having the skills to do it. This was much improved during lockdown 2, with the majority of pupils engaging with remote learning. However, the impact of not having daily face to face teaching has affected our attainment greatly. The quality of the work returned to the teachers was also at a lower standard whilst at home. The daily writing programme was not in place during lockdown for P4-P7 which has impacted on our writing attainment. Writing was also the least subject returned from P1 to P7 and the poorest quality during lockdown 2. From pupil feedback it was evident that they found math’s the most challenging to complete online. | | |
| **Outcomes for Young People** *(secondary only)* | | |
| *Destination trends and attainment evidence in qualification sets, literacy and numeracy and vocational qualifications*  *Successes and gaps identified throughout session (this should link to improvement plan for session 2021 – 2022)* | | |
| **Evidence of significant wider achievements** | |
| *Achievements should be linked to skills and not be a list of events/activities from in school/setting or during remote learning*   1. P7 designed, created and participated in a Christmas Video as an alternative to the annual Christmas fayre. This enhanced skills of presenting, talking, communication and group work. 2. Six of our Primary 6 pupil’s pieces of writing were selected, through a competition, to be published in a book, ‘A Wander in the Woods’. This showcased skills in short writing/poetry - writing, reading, sharing ideas 3. All our P2 pupils, through outdoor learning, took part in sunflower planting around the school and community, and looked after playground planters within our playground. Skills achieved - gardening, planting, working as a team, problem solving, measuring, communication. 'Growing Kirkcaldy' have given each pupil a certificate to showcase all of their hard work and continued efforts in ensuring our school grounds looks beautiful. 4. P7 produced a Christmas DVD for Care home residents: Christmas dance, jokes and poems. Skilled achieved - working with others, thinking creatively and independently, working with others, presenting and drama skills, listening and talking skills. 5. Most of our infant pupils took part in our comic relief video competition. They used drama, presenting and talking skills to perform, whilst recording themselves and uploading a video to seesaw. 6. As a school we celebrated Maths Week Scotland. Each class teacher planned interdisciplinary links with maths across the curriculum and school wide maths competitions. The competitions were a particular success and encouraged the children to problem solve creatively and even involved them exploring some early algebra. The interdisciplinary linked lessons encouraged our children in developing the young workforce as they researched famous woman in mathematics and looked at different jobs and professions and how mathematical skills are a crucial part of many vocations. P7 developed their leaderships skills by finding math riddles to share with other year groups via TEAMS. 7. Postcode Olympics: Fair Isle Primary School pupils living in the postcode areas of KY1 & KY2 engaged in a new weekly sports competition, during lockdown 2, replicating the popular sporting events featured at this Summer's Olympics in Tokyo. Organised by Active Schools, our P6-P7 pupils in-school took part in activities such as dressage, powerlifting and rugby. To support the Postcode Olympics pupils from P6 worked with our Active Schools Co-ordinator in creating a video showcasing the dressage event. The promotional video was shared across the authority via SWAY and other social media platforms. It was a pupil from Fair Isle PS who was the first in Fife to submit their participating score for the PCO, earning bonus points for KY1. 8. 10 of our P7 pupils, following a practice Lomond Walk in 2019, climbed a Munro ‘Beinn Ghlas’. This was led by a Lochore Meadows instructor and our Active schools coordinator. This further developed their resilience, teamwork   and confidence out with the school context. 9. One of our P7 pupils and teacher was asked to speak at the ‘inspire aspire’ program at their national celebration in June. | |
| **What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)** | |
| *Reference should be made to:*   * *Expectations for remote learning*   P1 to P3 will be using seesaw  P4 to P7 will be using teams.  From the IT survey that we carried out in Term 1, we allocated all IT resources given to us by the Scottish government to those most in need (101 devices). Additional support for Wifi was offered to those households who stated that they did not have access.  Some examples of remote teaching approaches that may take place at Fair Isle:   * Tasks will be uploaded daily to Seesaw/Teams. We will provide a full days work however, this is at **parental discretion** as to what is manageable for each individual household dependent on circumstances. * recorded teaching (e.g. video/audio recordings made by teachers) * commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences * long-term project work and/or internet research activities * Work can be submitted at any time but feedback and assessment will take place during normal school hours. * We expect that pupils and their families will engage in a respectful manner when online.   Where possible class teachers will continue to assess and feedback with strategies that we already use in school. These can take different forms depending on the curricular area. This may include:   * Written feedback * Voice notes * Praise/stickers * Peer and self-assessment.   These will be carried out in an age and stage appropriate manner.   * *Data for engagement levels*   Levels of engagement doubled in lockdown 2 for Almost all stages. This was due to:   * 101 devices allocated * Bubbles within own school * 1-1 sessions offered to pupils with PSA’s (full-timetables) * Packs of work were collected and also returned weekly * Significant amount of support given to families to allow them to access online learning * SLT met weekly to discuss, in depth, engagement. Phone calls made weekly to those not engaging, improving ‘check-in’ procedures. * Teams had been used during lockdown one. It was continued in class from August and used for homework. * Using feedback from parents and staff after lockdown 1, we introduced seesaw in P1-P3, this was used from August in class, homework and communicating with parents. * Increased live teaching * Consistency within both departments regarding work set and feedback * Professional learning development for staff in use of technologies – upskilling each other.   To support the transition back to school and keep pace with teaching and learning, all stages developed a deeper level of tracking engagement within curricular areas for each pupil.    **Challenges**   * 6 devices were returned due to: non-use, house move, parents no longer wanting * A few parents could not be contacted regarding non-engagement * Quality and level of work returned for writing was, for most pupils, below their ability level * Minority in each class were still not engaging with online learning * Parents knowledge of ICT * Parents working during school day * Work returned for most pupils was of a lower standard than work produced in school * Assessment and monitoring of pupil’s progress during and post lockdown * Having a balance of weekly learning whilst focusing on key curricular areas we know attainment is decreasing in * *Feedback received from all stakeholders*   Parents, pupils and staff were surveyed during lockdown 2. The minority of parents took part. All teaching staff took part and the majority of upper pupils took part.   * All staff took on parental feedback and made alterations. * We used the collated feedback from the staff survey to analysis the data and agree priorities for improvements and how to take this forward. The survey allowed staff to self-evaluate their own practice. From the results we ensured moderation time was given to staff to moderate each other’s online pages and moderate feedback given to pupils; staff shared ICT skills with each other. This increased engagement figures, created more confident staff, ensure consistency within the departments for feedback, and made the SLT aware of staff work life balance during this time.      * *Changes to previous practice as the result from learning/engagement which will be sustained* * Continue to use digital platforms for communication with parents * Continue to use digital platforms for homework * Continue to use and expand the ICT skills of pupils and staff within our school curriculum * Due to significant increase in up-take of phone calls, review approaches to Parents Evenings. Would parents prefer continuing phone calls or face to face * Continue moderation of planning across stages * Build on parents/carers, knowledge and understanding of how the curriculum is delivered. * *Strengths from Learning Partnership:* * Robust data was shared covering engagement during both lockdowns, base and P1-P7 attainment. Gaps for each class and individual pupils were clearly identified. * Clear plan in place for recovery and well-being of our pupils * Attainment gaps are clear from detailed analysis of data, specific and targeted interventions are already in place * Self-evaluation apparent by majority of parents, all staff and all pupil voice with clear action points made and followed up. * Collaboration of Senior Leadership team and all staff is clearly evident, including to analysis evidence and agree priorities for improvement. * All staff upskilling each other or being upskilled. * Increase communication resulting in stronger relationships with families. * Staff partake in a 4 weekly twilight system which has allowed robust moderation across stages and levels.   . | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing) *(primary, special and secondary sector only)*** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 101 | | Additionality in staffing | 1.4 FTE |   *What impact has these resources had on improving the outcomes of your children and young people?*  101 devices:   * Levels of engagement doubled in lockdown 2 for Almost all stages. * Pupils could access and submit assignments * Pupils had access to class chats with peers and staff (support mechanism) * Pupils could access live and recorded sessions with their teacher * ICT skills were developed * Pupils and teachers were interactive and had 2-way communication * Work was assessed daily by teacher and feedback given * Pupils could engage with a variety of staff: teachers, PSA, SfL and SLT   Additionality in staffing   * **August to December** * Covering experienced class teacher to implement emotional health (SIP) to support recovery * Targeting additional teaching support according to CfE data/assessments – those most affected by school closure (spelling, reading, number and writing) * Early adopter of quality improvement methodology – reflective reading (both P4 classes) * Spelling P3-P7 * Number work in 4 infant classes * Covering staff absence (covid related: awaiting test results in household, children isolating at home, unwell after vaccine) * Working with P1 pupils initially who had ASN or going through diagnosis process, supporting and preparing to join P1. * **December to present** * Targeting additional teaching support according to CfE data/assessments, lockdown spreadsheets, SfL assessment/discussions – those most affected by school closure (spelling, reading, number and writing) * Face to face teaching in for keyworkers and our most vulnerable bubbles lockdown in school * Covering 28 weeks pregnant staff class throughout June.   *What evidence do you have? Quantitative or qualitative data to support this impact*   * Lockdown engagement figures and individual teachers tracking. The majority of our pupils engaged. * Mrs Howe and Mrs Beattie were in classes delivering well-being (see SQR for recovery action plan) * Attainment data was increased for targeted groups for spelling, reading, number and writing. This is shown from projections to actual CfE levels. (See attainment section) * YARK assessment data, for P4 reflective reading, in June showed:  1. All children’s comprehension age increased. 2. In 80% of the children tested, their comprehension age is now higher than their chronological age. 3. In 70% of the children tested, their reading rate increased. 4. In 80% of the children tested, accuracy of their reading also increased  * Reading CfE attainment rose from prediction of 34% to 63% in P4 * Numeracy group pupils were all using maths talk regularly and could talk through strategies used. * Schonell spelling results and reading results from P4-P7 spreadsheet: currently being collated but early results show all pupils have improved. | |
| **Attainment Scotland Fund Evaluation (PEF/SAC) *(primary, special and secondary sector only)*** | |
| **Progress:**  *What work/action had been undertaken towards this priority eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc*   1. **Lexia:** Professional learning for Alison Doyle, taking part in LexiaUK Implementation review summary webinar, consultation with all P3, P4 and P6 staff and SfL, implementation within all P3, all P4 and targeted P6 pupils, use of online programme and skill builder booklets 2. **SfL (0.8):** Consultation with: all teaching staff and PSA’s, ATSS, EAL, SALT, ED Psychology, Clinical Psychologist, PSS Dysart, Parents/Carers, School Family Worker, SLT, OT, Physiotherapy, High Schools, Fair Isle Nurture Centre, FSS and Paediatrics. Interventions: Targeted teaching inputs, Assessments, Reviews, Meetings, Referrals, SNSA detailed analysis. Professional learning webinars and delivery to staff. 3. **Nurture Base:** Professional learning with all staff, consultation with all teaching staff, parents/carers and PSS placement schools, implemented recovery planning for school. Continued implementation of nurture base: offering children who are struggling to access mainstream classrooms an alternative classroom setting, to access learning activities in the setting of the base, or supported in the classroom by base staff. 4. **0.6 Teacher:** Due to an additional 0.4 Scottish Government funded teacher, this position changed to 0.2 PEF. Supporting ASN pupils starting P1 in August 2020. Numeracy work in infants. 5. **First Chances:** 7 pupils have attended first chances throughout the session.The Principal teacher for First Chances Fife has been responsible for all school-based activities, organisation of pupil’s work, collection of pupils work and ensuring educational aspects are planned and evaluated. 6. **Anxiety Groups:** Two groups were run in term 4 (one from each P7 class). The 8 participants, per group, were chosen by the Class Teachers for displaying anxious behaviours in general, or would benefit from some quiet thinking and talking time or had shown that they had questions/anxieties about moving on to high school. The 12 topics were planned for and delivered. 7. **Family Worker (0.4):** Consultation with teachers, pupils, parents/carers and other agencies. Planned work with families and other agencies was implemented. 8. **Probationer teacher:** To allow a member of staff to teach and implement a second language – Spanish from P5-P7, after completing a year of training prior to this session | |
| **Impact:**  *What impact has the progress/work undertaken had on improving the outcomes of your children and young people?*  *What evidence do you have? Quantitative or qualitative to support this impact*  *Impact statements should be written evaluatively eg almost all, most, majority etc*   1. **Lexia:**  * In P3, all pupils were engaged and made excellent progress within the Lexia levels. The average number of levels gained in each class were 5 levels during this academic year. * During lockdown 2, Pupils were given instructions and login details of how to use Lexia at home. Around ⅔ of pupils in each class participated in Lexia and continued to gain units, move up levels and make progress on Lexia during this time. For those pupils who were unable to access Lexia whilst home-learning Lexia Skillbuilder booklets were printed and provided for the pupils based on the Lexia level which they were currently working on. * In P3A in September 2020, after the initial Lexia assessment, 30% of the class were working within Year Level Material (YLM) and 70% of the class were working below YLM. By June 2021 50% of the pupils were working above YLM, 33% were working within YLM and 17% of pupils were working below YLM. * In P3B in September 2020, after the initial Lexia assessment, 34% of the class were working within Year Level Material (YLM) and 66% of the class were working below YLM. By June 2021 38% of the pupils were working above YLM, 48% were working within YLM and 14% of pupils were working below YLM. * Primary 4: 8 weeks in school from 26th October 2020 – delay due to the need for individual headphones - Covid restrictions, 9 weeks at home (Lockdown) and 2 weeks in school * P4A  |  |  |  | | --- | --- | --- | | Oct 26th 2020 - 19th March 2021 | | | | Below YLM | Within YLM | Above YLM | | 56% | 44% | 0% | | 17% | 50% | 33% |  * P4B  |  |  |  | | --- | --- | --- | | Oct 26th 2020 - 19th March 2021 | | | | Below YLM | Within YLM | Above YLM | | 32% | 68% | 0% | | 11% | 53% | 37% |  * In the past Lexia has been used most successfully in whole classes using the program for the whole academic session. However, shortage of headphones, Lockdown and licence not being renewed for P4; means there has been less impact this session for P4. Lexia has also had the most impact on learners who have gaps in their learning or who are EAL. For pupils with dyslexia or other ASN it has built confidence and improved their literacy skills. * P6 targeted pupils: The 12 P6 targeted pupils, were all below YLM in September: 4 pupils were working at P5 level activities, 8 were working within P4 level activities and 1 was working at P3 level. All were still below P6 activities by March 2021 when the licences expired for P6. All pupils made progress through levels, units gained ranged from 43 and 230, depending on length of time over the session on the program.      1. **SfL:**  * Most pupils in target groups demonstrated transference of phonic skills into Writing * Almost all pupils increased confidence * Quality of Writing – Almost all pupils were more aware of punctuation; now generating ideas themselves * Handwriting and letter formation improvement was demonstrated in the minority of pupils * SfL taking targeted groups allowed Class Teachers to target remaining groups with appropriate pace and challenge * Opportunities to work with slower learners enabled SfL Teachers to identify ASN pupils for early intervention * For the majority of P1 pupils, they demonstrated more confidence with sounds and the reading section of the BASE assessment * Collaborative Planning happened between SfL Teachers and all Class Teachers whose classes were targeted. * Collaboration is about teaching sessions and individual pupils * Collaboration between both SfL and PEF SfL Teacher regarding ASN pupils identified * SfL supported with CfE levels and predictions with most teachers * Modelling lessons by SfL to all class teachers whose classes were targeted. * P2 Phonics: Assessment SOY – Aug 20:Pupils grouped according to reading scores: 33% scored zero on decoding and 66% did not know all initial sounds. P2A Impact: 22/27 pupils know all initial sounds. The average increase in ability to decode words on RWI assessment – 37 (highest increase 70). P2B Impact: 23/26 pupils know all initial sounds. For P2B The average increase in ability to decode words on RWI assessment – 46 (highest increase 80). For both P2A and P2B Phonic knowledge transferred to writing with most pupils moving from attempting single words to independently writing several sentences. When reading/decoding the words on RWI assessment it was obvious that most pupils were able to transfer phonic knowledge.  1. **Nurture Base:**  * Lorna Howe and Cheryl Horn (PSA) provided individual intensive support with learning and wellbeing to 10 children throughout the year in school as well as supporting 2 children in school and 4 children at home during lockdown. They were unable to run small nurture groups in school due to COVID restrictions, although 1 small social skills group (3 children from 1 class) was started before second lockdown. * Support took the form of mentoring pupils through difficult situations, helping to reflect, learning from and fixing mistakes, teaching strategies to use for self-regulation, building emotional literacy and empathy skills and support with academic learning. The nurture base also provided a safe space for the children when needed. * 3 of the children supported by the nurture base are fully back in class and support has been tapered to very little. 4 children continue to be supported alongside a PSS placement. 3 children were accessing support temporarily and are now supported by PSAs in class. The 2 children supported in school during lockdown were not completing any work at home at the beginning of lockdown but completed some learning during lockdown in school with support. * Lorna Howe has also delivered Wellbeing learning to all year groups in the school during the session 20/21, both in classes and virtually during lockdown and provided support for individual families throughout the year  1. **0.2 Teacher:** Term 1: working in the infant nurture base with 5 children. All had either a diagnosed Additional Support Need (ASN) or are going through the process of diagnosis. All were on a flexible package when starting school. Focussed on supporting and preparing these children to be able to integrate into their primary 1 classroom. All 5 pupils were in mainstream class by term 2. Term 2 targeted number groups from infants groups of 6 children from 4 infant classes: Numeracy group pupils were all using maths talk regularly and could talk through strategies used. The children were able to discuss their mistakes and know it was ok to share their thought process with their peers and teachers. 2. **First Chances:** Annual pupil and parents’ feedback will not be available until First Chances submit their evaluation in August 2021. This evaluation will also cover the pupil activities. 3. **Anxiety Groups:**  * One pupil identified and included in the group felt that this was not for him as he said he had no anxiety around going to high school. However, on refection with his family realised that he had missed out on valuable information and discussion. * All topics were covered. * All pupils have explored an appropriate set of strategies that they can use in various situations. * All pupils appreciated the time and space in a small group to talk and be listened to. * Most pupils understand the difference between normal anxiety and unhealthy anxiety. * All pupils have identified a key person who will support them when required. * All pupils would recommend this group to others. * Most pupils have a better idea of how to deal with anxiety. * All Shanarri Wellbeing Webs showed an increase in each section for all pupils. * All pupils now have knowledge and experience of a variety of relaxation techniques and strategies.  1. **Family Worker:**  * Supported 70 parents/carers with mental health, financial difficulties, housing, bereavement and getting routines in place at home * Supported 22 families with lateness and attendance. All showing improvements. * 11 families required more intensive support with concerns, and appropriate services were contacted to provide specific interventions to help. These agencies included Housing, Women’s Aid, Freedom Programme, Support & Connect, FSS, mediation and transport * Health concerns other than Covid was difficult. 16 parents were supported with hospital stay, hospital visits, GP consultations and treatments. * Referrals to the YM for holiday placements: 17 at Easter, 20 at summer. 20 to out of school service holiday play scheme. 4 to active school’s holiday hero’s day. 8 x P7 pupils referred to the CLD team transition summer holiday programme. * Referred 16 families to the Cottage, who had specific criteria for those eligible for support. The families who were referred met the criteria, some parents who are employed had had their work hours reduced, had been furloughed, or had lost their job through lack of funding, others had built up debt * 14 parents were referred to The Salvation Army for Christmas gifts and food parcels. * Worked in partnership with Dunelm Home Furnishing, promoting their ‘Spirit of Christmas’ appeal, discussed with families and sent in 13 names, ages and interests of children who were given a gift purchased by a customer in the store. * 2 children have been referred to Young Carers and 1 to Woman’s Aid intensive support * Supported CLD team with a walking group in term 4 with 4 parents. * Supported 36 families during lockdown 2 with phone-calls  1. **Probationer teachers:**  * The pupils currently in Primary 4 and 5 started on the ‘Year 1’ programme in August, having had no previous experience of the language. Both P4 and P5 classes have completed all Year 1 units, apart from a few about Spanish culture and the unit on 'Telling the Time' - this was proving too difficult owing to their lack of understanding of Time.  The classes have all completed 8 topics, although the P4A class have required much more consolidation of each unit before moving on and are not as confident as P4B or P5 classes. Methods of Assessment used are as noted for P6 and 7 above, in keeping with the various topics and ability range. Based on this, these classes have achieved the following standards in terms of learned vocabulary and general knowledge of how the language operates:   P4A - minority - 15-49%, although they are towards the upper end of that scale  P4B - most - 75-90%  P5A - most - 75-90%  P5B - majority - 50-74%   * Pupils currently in Primary 6 and 7 should have started on the ‘Year 2’ programme in August 2020, however, owing to the lockdown situation, it was more beneficial to spend term 1 and part of term 2 recapping on previous learning and finishing the proposed ‘Year 1’ learning. Both P7 and P6 classes have completed Year 2, apart from a few lessons about life and culture in Spain. They have covered 10 main topics, although the skills/vocab from some unit’s merge with others. Assessment has been carried out based on oral work/conversation around the class, group tasks (word games etc), overall participation and demonstration of learning by means of, for example, producing a poster, making a word wheel or creating a game, to show their understanding.   Based on this, these classes have achieved the following standards in terms of learned vocabulary and ability to tackle structure of language and general word usage:  P7A and P7B -most - 75-90%  P6B - majority - 50-74%   * Teaching P6/7 bubble daily during lockdown 2 | |

**School/Setting Name: Fair Isle Primary**

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| **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 | Very good | Very good |  |
| **2.3 Learning, teaching and assessment** | Good | Good | Good |  |
| **3.1 Ensuring wellbeing, equity and inclusion** | Very good | Very good | Very good |  |
| **3.2 Raising attainment and achievement** | Good | Good | Satisfactory |  |

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| **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** |  |  |  |  |
| **2.3 Learning, teaching and assessment** |  |  |  |  |
| **3.1 Ensuring wellbeing, equity and inclusion** |  |  |  |  |
| **3.2 Securing children’s progress** |  |  |  |  |

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

**Appendix B**

**Session 2021 -2022 Improvement Plan**

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| National Improvement Framework Priority: Raising Attainment for all: | | | | | |
| Focused Priority: (*aim/outcome – who will change?, what will change? and how will it change?)*  Raise attainment in writing P4-P7 and P1-P2 by using models for daily practice  Consistent professional judgement, tracking, moderating and use of HQA for all teaching staff | | | | | |
| HGIOS4 Quality Indicators | | | HGIOELC Quality Indicators | | |
| Linked to all relevant QIs as well as key Qis  1.1 Self-evaluation for self-improvement  1.2. Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  3.2 Raising Attainment and Achievement | | | Linked to all relevant QIs as well as key QIs | | |
| Expected Impact | Strategic Actions Planned | Responsibilities | | Measure of Success  *(Triangulation of Evidence)* | Timescales |
| What are we trying to improve?  Is this focused on children and young people and making a difference to their outcomes?  Is it for all learners or a group of learners?   * Have a consistent approach to support professional judgement amongst all teaching staff, across levels, when moderating literacy, this will ensure children are making appropriate progress from prior levels of attainment * Teachers judgement and understanding of tracking and monitoring children’s progress, breaking down IE and P at each level. Looking at key benchmarks to indicate achievement of IE and P. This will ensure all children are working at the appropriate level. * Opportunities for children to demonstrate their transference of skills within literacy through termly high quality assessments and daily opportunities to write * Upskilling all staff on workshop for literacy approaches, focusing on the practical aspects to raise attainment. By using this approach it will ensure that all children are experiencing high quality literacy lessons. * P1 and P2 increase attainment within writing. Increase P1 writing from 70% to 75% and P2 writing from 80% to 85% by May 2022   P4, P5, P6 and P7 increase attainment within writing. Increase P7 - 36% up to 40%,  P6 - 68% up to 70%, P5 - 53 % up to 60% and P4 - 35% up to 50%   * Writing to be focus for Learning Partnership. Upper stages demonstrating Fife self-improvement model/writing skills. Infants demonstrating Mighty Writer/writing skills. Consistency will be shown across the school in the teaching of writing. Pupils will be working at the appropriate level. | Will these actions improve outcomes for all or some of the school’s/setting’s children and young people?   * All stages across the school * 4 weekly twilights which will cover moderation, professional dialogue and continue professional learning * Using moderation support questions form with questions from each section of moderation cycle, record dialogue and evaluative comments. * Whole school to plan together a writing lesson in term 1 and term 4 using moderation cycle. Staff to then moderate examples of this at each level from various stages. * All stages across the school * Create sub groups to look at Early, First and Second levels to increase teaching staff’s understanding of expectations within these levels. * Mrs McKechnie to share work in assessing writing using the writing benchmarks and criterion scale * All stages across the school * Additional focus on key groups within each class, including care experienced. * Build on teaching staff previous use of HQA in numeracy and topic to inform work in literacy * All stages across the school * Teaching staff and PSA’s * Miss Duncan will deliver WfL professional learning sessions. Staff will alter daily practice to encompass this * Semantic:   Vocabulary: Increase children’s exposure and use of vocabulary through high quality texts daily, drawing explicit attention to key words.   * Use of Mighty Writer/High Quality Texts to provide stimulus for imagination * Connectives: Focused teaching and daily opportunities to use connectives * Orthographic:   Sight vocabulary: Daily use of flashcards to increase children’s recognition of common words.   * Letter formation: opportunities through play and direct teaching for children to develop sound letter formation. * Daily opportunities for children to create oral/written texts or shared writing with links across the curriculum * Basic punctuation to be a focus within daily writing opportunities. * Each class to undertake 1 formal writing lesson per week. Every other day should have opportunities to teach and practice skills. * INSET day 1. Upper school to staff to be refreshed with training for Fife self-improvement writing model. * Term 1: Fife self-improvement writing model to be in place for 5 days (40 minute sessions)   Extended pieces linked to IDL/Novel can be completed if assessment indicates requirement.   * Term 2: Fife self-improvement writing model to be in place for 5 days (40 minute sessions).   Extended pieces linked to IDL/Novel can be completed if assessment indicates requirement.   * Term 3: Upper staff to re-evaluate first two terms and determine next steps for Fife self-improvement writing model within each individual class, depending on class results. Teachers to determine how many daily lessons and extended pieces are required this term. * Term 4: Upper staff to re-evaluate first two terms and determine next steps for Fife self-improvement writing model within each individual class, depending on class results. Teachers to determine how many daily lessons and extended pieces are required this term. Included editing lessons. * Staff to use media techniques to support character, setting and story development. Feeding into Excel tracking sheet. * All stages. * Will aid school in self-evaluating progress made. * Team member to gather pupils’ views and look at validating levels currently declared at. * Team member to look at selection of jotters to see evidence of particular level e.g. IE or P * Team member to do a few class visits | Is responsibility shared and devolved?  Does this allow for and demonstrate leadership at all levels?   * QAMSO representative and Upper Depute. * Leadership Group: sub groups working in levels, working on progression * Stage partners * Same level colleagues * All teaching staff * Leadership Group: sub groups working in levels, Early led by Mrs McKechnie, First led by Mrs McDonald and Second led by Mrs Henderson * QAMSO rep, Miss Keith, Miss Sellar * Miss Duncan * P1 and P2 class teachers * P4, P5, P6 and P7 class teachers * Upper Depute * Leadership group led by Mrs Henderson and Miss Marr * SLT * All teaching staff * Learning Partnership Team | | How will evidence be gathered – data, views, direct observations?   * Moderation feedback sheets (4 weekly twilights) * Attainment Meetings with Deputes: attainment meeting 2 record sheet * Leadership group feedback * Dialogue sheets * Views of staff shared during professional dialogue. * Progression of benchmarks for each level being produced. * Staff views being shared and evidence produced via attainment meetings and declarations. * Consistency in teachers evidence keeping. * SLT meet with individual staff members to discuss HQA, the impact this has had and next steps for learners. * Each stage sharing HQA with all teaching staff (Twilight/INSET), for stages and across levels * Pupils work * SLT observations (or talk through of a lesson Covid dependant) * Evidence of activities within planning * Professional validation groups with focus groups of children. * Children’s work * Planning folders evidence * Validation groups: SLT looking at key literacy benchmarks * SLT observations (or talk through of a lesson Covid dependant) * Attainment figures rise * Children’s work * Planning folders evidence * Validation groups: SLT looking at key literacy benchmarks * SLT observations (or talk through of a lesson Covid dependant) * Big writing assessment level: term 1 * Excel tracking sheet. * Daily tracking assessment tool. Forcefield charts. Interactive target setting display * Attainment figures rise * Views gathered from those attending LP * Data shared by HT and Deputes * Direct observations of those attending LP | Are these linked to Working Time Agreement?  Are timescales realistic?   * November stages * March across levels * Term 1 and 4 * Professional learning twilights (4week cycle terms 1-4) * Term 1-4 * Term 1: INSET 1 * Professional learning twilights * Daily literacy opportunities   Daily literacy opportunities   * Term 3 |
| Ongoing Evaluation | | | | | |
| This should be updated as part of on-going cycle of self-evaluation | | | | | |

**Appendix B**

**Session 2021 -2022   Improvement Plan**

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| **National Improvement Framework Priority:**    **Improvement in children and young people's health and wellbeing** | | | | |
| **Focused Priority:   Whole school improvement of wellbeing** | | | | |
| **HGIOS4 Quality Indicators** | | | | |
| 1.2 Leadership of Learning  2.2 Curriculum  2.3 Learning, Teaching and Assessment  2.4 Personalised Support  2.5 Family learning  2.6 Transitions  3.1 Ensuring wellbeing, equality and inclusion  3.2 Raising Attainment and Achievement | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children will build quality **relationships** during transitions and improve understanding of the **wellbeing indicators**.  All classes will receive inputs by Lorna Howe and class teacher, which will then show positive impact on academic, social and emotional functioning of all pupils as a result of an improved **understanding of their own wellbeing** and how to improve it.  All classes will receive the input and tools to gain positive impact on children’s ability to self-regulate, to a level that will maximize engagement with learning**.** Leading to less disrupted teaching time, a decrease in incidents/time out of class and higher engagement in learning. Giving a consistency in approach across all classes.  As a result of improved **emotional literacy and resilience**. There is a notable difference in all children’s ability to talk through difficult situations and resolve conflict. Through emotionworks and bounceback programmes there will be a consistency in approach across all classes.  Improve the majority of **families’** understanding of the importance of good wellbeing and how they can contribute to improving their own and their children’s wellbeing.  Children who require additional support with wellbeing, self-regulation, emotional literacy and resilience to access this support through **nurture staff** and show improvement in these areas. Which will result less disrupted teaching time, improved attendance and attainment for these pupils. | Pupil assessment of wellbeing questionnaire, whole school lessons and bank of resources available for teaching staff.  Stage lessons delivered in the hall by Lorna Howe using key resources (to include Kitbag, EmotionsWorks, 5 ways to wellbeing) and wellbeing activities  Activities to be given to class teachers to extend learning and bank of resources built.  Regulation boxes for all classes  5 point scale to be used with learners  Regulation as part of wellbeing inputs delivered in hall.  Stage lessons delivered by Lorna Howe in hall to cover introduction of emotion works.  All classes to deliver the emotion works literacy programme.  All classes to deliver the Bounceback programme.  Deliver home learning activities, family activities, questionnaires and information to our families.  Nurture base to support and improve the wellbeing needs and learning of individuals and small groups of children. | Lorna Howe to develop, organise and track progress.  Class teachers to deliver learning from lessons and resources provided by Lorna Howe.  Lorna Howe to develop, organise and track progress.  Class teachers to extend teaching from stage lessons and resources provided by Lorna Howe.  Class teachers to contribute towards bank of resources for wellbeing.  Wellbeing working party to be set up.  Lorna Howe to make regulation boxes for all classes.  Lorna Howe to develop, organise and track progress.  Class teachers to extend teaching from stage lessons and resources provided by Lorna Howe.  Wellbeing working party to be set up.  Lorna Howe to develop, organise and track progress.  Class teachers to deliver the emotion works literacy and Bounceback programmes.  Lorna Howe to access extended training and cascade to staff.  Staff to access online Emotion works literacy programme training.  Lorna Howe to develop, organise and track progress.  Wellbeing working party to be set up.  Lorna Howe and Cheryl Horn to support, organise and track progress. | Staff feedback questionnaire.  Discussions with pupils.  Assessment of work completed.  Pupil questionnaire GMWP  Staff feedback questionnaire.  Discussions with pupils.  Assessment of work completed.  Pupil GMWP questionnaire.  Staff feedback questionnaire.  Observations of pupils.  Boxall improvement in developmental strands for children with identified difficulties.  Boxall assessments  Discussions with pupils.  Assessment of work completed.  Observations of pupils.  Boxall improvement in developmental strands for children with identified difficulties.  Family questionnaires and feedback.            Feedback from families, pupils and staff.  Boxall assessments. | Information to be sent to teaching staff June 21.  Lessons and activities to be completed first term weeks 1-5.  Staff Training – wellbeing indicators and GWMP INSET 1 (AUG)  Term 2 and 3- Stage lessons in hall  Staff Training -  Kitbag, 5 Ways, Emotion works intro – professional learning twilight term 1    Focus in weeks 5-8 of term 1 and continue Term 2 and 3.  Regulation boxes to staff week 5.  Boxall assessment time given to staff during Twilights,  Staff training -  - self regulation INSET 2 (AUG)  - Boxall developmental strands INSET 3 (NOV)  Term 2 – EW overview  Term 2 and 3 – 12 week EW literacy programme.  Term 4 - Bounceback  Staff Training –  Emotion Works Literacy programme – Prof learning twilight term 2  Bounceback – Professional learning twilight term 3  Term 1 – wellbeing and indicators.  Term 2 – 5 ways to wellbeing  Term 3 – Emotionworks  Term 4 – Bounceback  Throughout year– Activities for wellbeing.  Boxall assessments and target setting – Sep, Dec, Apr, June.  Term 1 – identify and support individuals with transitions.  Term 2-4 – 2x alternative curriculum groups per week.  Terms 2-4 – individual support and small groups working on identified skills. |
| **Ongoing Evaluation** | | | | |
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