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| **Kirkton of Largo School**  **Standards and Quality Report**  ***Achieving Excellence and Equity*** |

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| **Context**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Setting/School Roll (including ELC/ASC)** | Kirkton of Largo Primary School accommodates school children from Upper Largo. Younger children from Upper Largo also attend the nursery at Lundin Mill. Our roll at the beginning of 2020-21 session was 28. | | | | | **FME** | P4-7 stats – 35.3% | | | | | **Attendance (%)** | **Authorised** | 3.6 | **Unauthorised** | 0 | | **Exclusion (%)** | 0% | | | | | **Attainment Scotland Fund Allocation (PEF and SAC)** | £3524 | | | |   Our vision at Kirkton of Largo is to focus on wellbeing at the core of all our efforts to ensure our learners exceed expectations and develop into successful, confident, resilient and ambitious life-long learners.  We aim to instil positive values and plan for achievement and enjoyment by listening to our learners and creating opportunity for them to develop their own interests and lead their own learning.  Our values are focused on kindness. We will ensure all our children know how to form positive relationships and are respectful to others as well as themselves. We want them to be independent and effective members of our community. We promote, ‘from *hill to sea be the best you can be!’* |

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| Focused Priority:  **Ensure all Children’s, Families and Staff Health & Wellbeing are considered during Covid-19 restrictions** | |
| NIF Priority  Improvement in children and young people’s health and wellbeing  NIF Driver  Assessment of children’s progress  School Improvement  Teacher Professionalism | HGIOS 4 & HGIOELC Quality Indicators  3.1 Ensuring Wellbeing, Equality & Inclusion  1.2 Leadership of Learning  1.3 Leadership of Change  2.3 Learning Teaching & Assessment  2.4 Personalised Support |
| **Progress:**  In Aug 2020, all teachers planned for the children to have the opportunity to talk about Covid and share their understanding and experiences about lockdown. School risk assessments were shared and routines practised to ensure everyone knew how to keep themselves safe. Teachers were directed to provide learning experiences outdoors as much as possible to reduce risk of transmission.  Teachers planned their Health and Wellbeing curriculum focussing on the Wellbeing Indicators. All children were listened to and had a voice to ensure their needs were met and that the teachers were responsive. Planned interventions included children who needed further support for their overall wellbeing and kitbag and Lego therapy groups were set up.  Communications between our learners, staff and parents continued using Microsoft Teams and this proved to be essential for going into the second lockdown. The school listened to parents’ views and their preferred way to communicate was taken on board by each class teacher. e.g. our nursery parents opted for a private Facebook Page which proved to be very successful and supported the daily remote learning. Notice boards were set up outside nursery and the school children sent learning to share with parents. The school ensured that every family was contacted to ensure all was well. If any family needed support the school ensured this was put in place. e.g. ensuring families had the digital technology needed to ensure learning and engagement was sustainable. Vulnerable and Key Worker children were invited into school to ensure all children were able to access their learning. We had three class bubbles covering children from Nursery age to P7.  School planned for children to share their successes and achievements through various media due to not being able to assemble. All classes worked on creating and sharing certificates to encourage the children to give each other feedback on their achievements. The four capacities were used to frame this. Once school re-opened, class bubbles communicated with each other through Teams and set each other fun learning activities to ensure these inter-class relationships were not lost. | |
| **Impact:**  Through discussion and listening to the children, most understood that misinformation around Covid was the cause of their concerns, worries and anxieties. A minority of children needed further input and were supported in small group Kitbag sessions. We conducted a survey in May 2021 which showed that 46% felt safe, 42% sometimes and 12% didn’t.    The majority of children stated that they enjoyed outdoor learning and positive feedback was given. e.g. “We went to Keils Den and we made Venn diagrams and collages,” “I learned to treat nature better and appreciate bit.” Most children stated they liked learning about their local and natural environments.    The majority of children feel listened to in school. A minority stated they were listened to sometimes and a few stated that were not. Improvements will be planned for this next session.    After consulting with parents and staff, a minority of children were identified as needing further interventions to support their emotional wellbeing. Kitbag and Lego Therapy sessions were planned as a response. Most children showed improvement in their emotional wellbeing after attending these support sessions and asked if they could do this all the time.    When the children were asked about how they felt about their home learning experiences, a minority of children stated that they enjoyed this time. Which shows most children prefer learning in school.  Overall, this survey showed that most of our children rated their school year as good.  4.42 Average rating | |
| **Next Steps:**   * Children must be listened to, and involved in decision making about their learning, with all those involved properly listening and responding to what children want and need. * Continue to develop outdoor learning to ensure our children learn about their local community as a rich, artistic culture of arts and an abundance of natural environments that promote curiosity and interests about nature. * Our HWB curriculum to ensure the best overall wellbeing for all of our learners. We want children to be able to show their full potential and personality. We will focus on emotional literacy and restorative approaches to ensure our children are learning skills for life and are treated with dignity. * We aim for our children to rate their school year over 90% for session 2021 – 22. The children will have more say over what and how they want to learn. This will also be a focus on improving attendance and punctuality. | |

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| Focused Priority:  **Ensure all Learning, teaching and assessments are responsive during covid-19 restrictions** | |
| NIF Priority  Improving attainment, particularly in Literacy and Numeracy  Closing the attainment gap between the most and least disadvantaged children  NIF Driver  Assessment of children’s progress  Performance information  School Improvement  Teacher Professionalism | HGIOS 4 & HGIOELC Quality Indicators  1.1 Self-evaluation for Self-Improvement  1.2 Leadership of Learning  1.3 Leadership of Change  2.3 Learning Teaching & Assessment  2.4 Personalised Support |
| **Progress:**  Our agile recovery planning priority was to focus on being responsive to all our learners. We focussed on building positive relationships with the children and listened to their experiences of Covid-19 and lockdown. The children also shared what they had learned at home during these times.  Teachers trialled a new planning format and teaching model that was introduced through our Change Leadership focus. This ensured children’s prior learning was discussed and they were asked what they would like to learn. Learners were also asked how they would like to learn and were given opportunities to lead their own learning. Outdoor learning was by far the most popular option of how the children would prefer to learn.  Teachers engaged in professional learning to identify, plan and use different approaches to assessment. This led to professional dialogue around sharing their experiences and findings with each other. Baseline assessments were conducted to identify the children’s strengths and the gaps in learning. The School Leadership Team consulted with staff and used the assessment data to plan targeted interventions for identified children. 20% of these children were previously identified as having Additional Support Needs. This was a lower percentage compared to what was expected, this showed that most ASN learners were supported well during remote learning, whether at home or in school as an identified vulnerable learner. Support and assessment resources and tools were supplied through our PEF fund. E.g. Sumdog Maths and Spelling, PM Benchmarks for in depth reading analysis, Stile Tile (Dyslexia support) and ICT netbooks. Class teachers, pupils and parents were consulted about the planned improvement methodology and most interventions were delivered in short intensive blocks to support confidence and independent application.  Throughout this session all classes continued to use ICT resources and Teams almost on a daily basis. It was planned that all learners and teachers continued to develop their ICT skills in case another lockdown occurred. Therefore, homework tasks were planned and shared on Teams to ensure everyone’s’ skills were current and not lost. Teachers were encouraged to develop their confidence and ICT skills to practise and record live lessons for remote learning.  After Christmas all children and staff had to adjust to remote learning again. However, this transition was much smoother as the staff and learners had become more practised at using ICT for home learning. It became evident that motivational and praise feedback were necessary to ensure continued engagement from our learners. Due to this second lockdown, staff’s professional learning around high-quality feedback didn’t progress as planned. However, once all learners were back in school we regained a focus around learning dialogue which encouraged the children to identify their next steps in learning. E-  portfolios encouraged the children to talk about their learning and create their own targets. The children also wrote their own learning letters which detailed their learning from their own perspective. Parents then provided feedback, mostly positive, after the children shared these with them at home. | |
| **Impact:**  When surveyed in May2021, almost all children stated that they had a positive relationship with their teacher and almost all stated they trusted their teacher. This was reciprocated by almost all staff which shows that planning for and investing time and energy into forming positive, trusting relationships at the start of the session was time well spent.    Almost all teachers trialled our new planning format. Most stated that they found this supported their understanding and developed their practice in class and for remote learning. Majority of staff identified that their professional learning priorities were put on hold due to the second lockdown. The focus of high-quality feedback was superseded by motivational and praise feedback to ensure our children remained engaged through out lockdown. Our engagement figures were very good and were consistently over 90% in both lockdowns. Feedback from parents was positive towards all staff and almost all parents appreciated that the learning provided a daily structure for their children at home.  The most of children stated that their teachers asked them about their prior learning and almost all children were asked what they would like to learn. A minority of learners stated that they were given the opportunity to lead their learning. Therefore, we need to focus on improving this.    A majority of children were confident talking about their learning however, a minority knew their next steps. Focusing on staff’s professional learning around high-quality feedback next session should support our children to talk more confidently about their learning and be able to identify and know their next steps. Continuing to encourage the children to use their learning logs within class and to write learning letters home will support improvements.      Class teachers assessed the children’s learning and consulted with Learning Support and Additionality teachers. This ensured learning gaps were closed for almost all identified children. The charts show that these children managed to sustain their improved reading and spelling ages throughout the second lockdown. The planned interventions ensured our CfE Reading predictions were back on track and the identified children secured their next CfE Reading level. This improvement methodology was shared with staff and next session all staff will complete a small test of change, to secure positive outcomes in spelling and writing. Almost all identified children gave positive feedback and stated that their confidence improved throughout these sessions. eg. “I like doing my spelling now.” “I like when I work with you, it makes me feel good about my reading.” Parents also provided positive feedback e.g. “I’m really happy that you have helped her with her reading and it’s made me think about does she understand these big words or just read them.” | |
| **Next Steps:**   * Continue to build positive and trusting relationships to ensure improved confidence in our learners. * All staff to ask learners what they’d like to learn and to give them opportunity to lead their learning and talk confidently about it. * Professional learning on effective high-quality feedback to support children identify their next steps in learning and set targets for learning logs. * Improvement methodology to be trialled in each class to support improvements in CFE Reading & Writing levels. * **Invite families into school as soon as all restrictions are lifted** | |
| **Attainment of Children and Young People** | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Kirkton of Largo | Listening & Talking | | | Reading | | | Writing | | | Numeracy & Maths | | | |  | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | P1 | P4 | P7 | | 2018-19 | 88% | 75% | 100% | 88% | 75% | 100% | 88% | 75% | 60% | 88% | 75% | 60% | | 2019-20 | 100% | 75% | 100% | 100% | 75% | 100% | 100% | 75% | 100% | 100% | 75% | 100% | | 2020-21 | 100% | 50% | 50% | 100% | 50% | 50% | 100% | 50% | 50% | 100% | 50% | 50% |   Listening & Talking results have improved for P1 over the last two sessions however this is thought to be due to teacher’s focusing on CfE benchmarks to frame their evidence to make more accurate judgements.  Reading, Writing and Numeracy has improved for P1 over the last two sessions.  In P4 & P7 for session 2020-21, there are children who identify as ASN.  P4 & P7 Listening & Talking and Reading has not improved however planned interventions supported our learners to stay on track for their Reading and 50% secured First and Second Levels due to these.  Clicker 8 and Sumdog Maths supported our learners to stay on track for their CfE levels for Writing and Numeracy.  Next session we are hoping to secure improvements in P1, 4 & 7 Listening & Talking, Reading, Writing and Numeracy and we will aim to be 75% or above. | |
| **Evidence of significant wider achievements**  The majority of children wrote scripts and performed in an outdoor nativity. A few children used their technical skills and filmed the nativity play. This was then sent out to parents and it was received very well. The children showed they were flexible and could come up with a plan to still take part in a Nativity and this was the first time they contributed to writing a script for their nativity. Hopefully these skills will be used in future plays, sketches.  ASN and vulnerable children were invited to attend Lundin Mill primary school during lockdowns. This minority of children did exceptionally well to adjust to a different learning environment and different staff. They should good social skills and made new friends. It was a very positive experience for almost all of these children.  Almost all children enjoyed outdoor learning and most understood and showed interest in looking after their environment. All took part in a beach clean. | |
| ***What have been the success and challenges of school/setting closure period (school/class/playroom isolation, remote learning between January – March 2021)*** | |
| During both lockdown our engagement figures were very good, over 90% each week. During terms 1 and 2, teachers and learners continued to use ICT, homework continued to be over Teams and the teachers practised live lessons.  Teachers regularly communicated with families and ensured all children had everything they needed. ICT devices were supplied through the government scheme, Lundin Links Community Library, Largo and East Neuk emergency planning groups. Our learning support and class teachers made up packs of resources and tools for ASN children. These were distributed to make remote learning a success.  The challenges were around staffing and ensuring all class bubbles had a teacher and a PSA, rotas were set up to accommodate this. | |
| **Impact of Local/National resources to support recovery within your setting (digital devices, additionality of staffing)** | |
| |  |  | | --- | --- | | Number of devices provided to support learning at home | 5 | | Additionality in staffing | Probationer Teacher |   HWB interventions were planned and delivered. This supported emotional literacy and the children practised strategies to support self-regulation and resilience. This collaboration had a positive impact on our playground and adult interventions were reduced by over 50%.  Kitbag Term 1:  Chart  Description automatically generatedIdentified children that were struggling with their emotional wellbeing were supported through Kitbag sessions. A pupil resilience assessment tool was used for measuring children’s wellbeing and the support sessions were intensive at 4 times per week.  In Term 2 we focused on Play in the playground Term 2:  **Target**   * Pupils to feel happy and safe in the playground. * Pupils to have a range of games to play. * Graphical user interface, text, application, chat or text message    Description automatically generatedPupils begin to solve own problems in the playground.   **Method**   * Playground charter established for both classes. * Weekly HWB and Drama lessons focusing on play in the playground. * Teaching of playground games and supporting play at the start of morning playtime. * Playground monitoring for adult intervention.   **Results**   * P1-3s enjoyed learning new playground games and have integrated these into their daily play. * Adult interventions have reduced.   ***Table  Description automatically generated***Additionality teachers also supported planning and delivery of Reading and Spelling interventions for identified children. Their gaps were identified by their decreased reading and spelling scores.  For the pupils targeted, their Reading and Spelling ages have remained in range of their chronological ages during the second period of home learning (January to February 2021). Another child secured First level as the scores were retained after 2nd lockdown and continued to progress. | |
| **Attainment Scotland Fund Evaluation (PEF) £3524** | |
| **Progress:**  PEF funding supported us to source more netbooks. This ensured that most learners’ ICT skills and confidence improved. This was crucial during Covid times.  Sumdog Numeracy supported teachers to assess numeracy CfE levels throughout the year as it is diagnostic tool which shows where the children are based on the CfE benchmarks. All children enjoy Sumdog and the challenges it presents.  Sumdog spelling encouraged learners to practise their spelling patterns in a fun way.  Clicker 8 supported our ASN children at home during lockdown as we provided Home licences to encourage writing at home.  Stile, a support tool for dyslexia was sourced. This develops identified children’s visual perception and organisational skills which in turn supports their reading skills.  PM benchmarks is a diagnostic reading assessment resource which supported improvements in children’s reading. This allowed additionality teachers to identify areas within identified children’s reading that needed additional support. | |
| **Impact:**  Sumdog Numeracy supported identification of children’s learning gaps for: Number, Money and Measure; Shape, Position & Movement; Information Handling. This allowed targeted interventions to be planned for identified children. These gaps were closed for most of the children identified.  Sumdog Spelling supported improved skills for writing as daily practise of spelling words and patterns enables quicker thinking and processing time for identified children when writing.  Clicker 8 supported ASN writing to stay on track, however there was no positive impact to our of CfE writing levels this session.  The Stile resources also support improved visual skills for sight vocabulary and identified children’s identification of common words did improve. This progress will lead to having positive impacts on the expected progression of CfE Reading predictions, especially for ASN or low achieving children.  PM benchmarks supported identified children stay on track and almost all secured their expected CfE levels for reading.  All identified children’s spelling and reading ages improved with the support of the PEF resources and the planned interventions. | |

**Kirkton of Largo Primary School**

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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 | Good | Good | N/A |
| **2.3 Learning, teaching and assessment** | Good | Good | Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Good | Good | N/A |
| **3.2 Raising attainment and achievement** | Good | Good | Good | N/A |

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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** | Good | Very Good | Very Good | N/A |
| **2.3 Learning, teaching and assessment** | Good | Very Good | Very Good | N/A |
| **3.1 Ensuring wellbeing, equity and inclusion** | Good | Very Good | Very Good | N/A |
| **3.2 Securing children’s progress** | Good | Very Good | Very Good | N/A |

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

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| **National Improvement Framework Priority:**  Improvement in children’s Health and Wellbeing | | | | | |
| **Focused Priority:**  All children to be listened to, and involved in decision making about their care and relationships, with all those involved properly listening and responding to what children want and need. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 2.1 Safe Guarding and Child Protection  3.1 Ensuring Wellbeing, Equality and Inclusion  1.1 Self Evaluation for Self - Improvement  1.2 Leadership of Learning  1.3 Leadership of Change | | | 2.1 Safe Guarding and Child Protection  3.1 Ensuring Wellbeing, Equality and Inclusion  1.1 Self Evaluation for Self - Improvement  1.2 Leadership of Learning  1.3 Leadership of Change | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| All children to feel safe and cared for in school.  All children to be familiar with ‘The Promise’ foundations of the Voice.  All children to be able to talk about the Wellbeing Indicators and match them to articles 19.  All staff to understand that UNCRC comes into legislation in Oct 21  All vulnerable/identified children to be supported by adults when needed.  Sustainable PSA support to improve each session.  Improved skill base from our PSAs.  Improved knowledge and understanding from our PSAs - sustainable improvements.  Improved HWB for our Young People.  All children have positive and trusting relationships with peers, staff and the wider community.  All children to be consulted and listened to when making decisions about outdoor learning experiences.  All children to be able to talk about what their local community has on offer and what they have learned about their natural environment.  P7 children to form positive relationships with their Waid cohort.  P7 voice listened too about transition.  Confident, resilient P7s ready to transition to Waid.  Improved confidence and new positive relationships formed between our cluster P7s.  All children to understand and contribute in discussions about Articles 29 and 31 UNCRC and match them to the Wellbeing Indicators.  All children to be able to show their full potential, personality and their language, customs and religion through equal opportunities.  All staff and children to show improved emotional literacy.  Most staff and children to use positive supportive scripts.  Children will rate their school year as very good.  All children’s HWB development and progress tracked throughout the year  All children’s success and achievements celebrated in class and assemblies | All staff to become familiar with ‘Plan 21-24 - The Promise’ and focus on the fundamentals of listening and children’s rights.  All staff to be aware of mapping the United Nations Conventions of the Rights of the Child (UNCRC) to the Wellbeing Indicators– Article 19 Protection from all forms of violence.  All staff to become familiar with Child Rights and Wellbeing Impact Assessment (CRWIA): Guidance to frame this  PSA training with Our Minds Matter Team – focusing on Understanding and Managing Anxiety and Setting up a listening Service for PSAs.  GMWP assessments to be conducted for individual.  PSA nurture training by the Pedagogy Team  PSA show case session – be proud, show your hard work.  All staff to invest time for planning to build positive and trusting relationships.  **Parents invited into school as soon as Covid Risk Assessment allows**  All staff continue to develop outdoor learning to ensure our children learn about their local community as a rich, artistic culture of arts and an abundance of natural environments that promote curiosity and interests about nature.  Waid Cluster P7s taking part in Outdoor learning days as a cohort to ensure a smooth transition to Waid in Aug 2022.  Broomlee P7 cohort Residential Outdoor Learning Experience  Branch Out – OMM transition support programme will follow  Professional learning for all staff to become familiar with Article 29 - Goals of Education and Article 31 – Leisure, Play and Culture from ‘Convention on the Rights of the Child’.  All staff to plan their HWB curriculum to include the UNCRC; Article 28 – Right to Education, Article 29 – Goals of Education and Article 30 – children of minority groups.  All staff to receive training and focus on emotional literacy and restorative approaches to ensure our children are learning skills for life and are treated with dignity. Article 37 (a) – No child should be subjected to cruel, inhumane or degrading treatment or punishment.  All staff focus on ensuring their learners are happy in school. The Promise – listening and responding to our children and Article 28 – Right to education focusing on attendance.  All classes to track HWB success and achievements using the benchmarks for Social & Emotional Experiences & Outcomes  Consistent reward system in place used throughout the school. e.g. House Points, certificates | All staff to take in part in professional learning and dialogue.  HT – J Barker to support CTs  LS - K Wyer to support PSAs  K Wyer – NCCT Teacher  HT to lead All staff in professional learning  OMM Team  K Wyer to support PSAs on setting up Time to Talk and GMWP assessments (see cluster plan).  PSAs supported by K Wyer - LS  PSAs sharing experiences, strategies and techniques on how they support each other.  HT – J Barker to support CTs  LS - K Wyer to support PSAs  C Wright and J Barker to create May survey for Pupils, Parents & staff.  All staff to listen to the children’s views and ideas concerning outdoor learning.  K Brocklebank – P7 CT and PSA to support.  K Brocklebank - P7 CT to deliver Branch Out programme in class.  All staff to become aware of the Rights of the Child becoming legislative.  K Wyer - NCCT teacher  Class teachers & PSAs  K Wyer – NCCT teacher  All class teachers and PSAs to use Emotion Works as a support tool.  K Wyer – NCCT teacher to support e-learning.  C Wright and J Barker school survey.  K Wyer – LS and C Wright – CT to create a tracking form for all CT to use throughout the year.  All teachers to use the same positive reward system.  K Wyer & C Wright to lead developments and ensure there is a shared understanding | | May 22 school survey continue to state almost all children feel safe in school. 91-99%  Feedback from children’s voice to show that they understand the rights of a child. Children being able to match Rights of the Child to the Wellbeing wheel e.g. evidence gathered during NCCT classes and assemblies through jotter work, wall displays and scaled wellbeing web to be used termly.  All staff can talk about UNCRC and focus on Articles, 19, 28, 29, 31 & 37  OMM training PSA Feedback.  ‘Time for Me’ listening service - data collation:  Number of children accessing ‘Time to Talk’  Individual baseline compared to a final GMWP.  Ped Team – Feedback from PSAs   * what have you learned? * what can you change? * what positive impact are you hoping for? * what are your next steps?   PSAs trying out different strategies and techniques  PSA scaled scores to show how they feel they have supported young people  Young peoples’ scaled scores to show how they feel they have been supported  Positive relationships observed between peers and between staff and children. In May 22 school survey almost all children state that they have a positive and trusting relationship with their teacher.  **Positive relationships with families established and sustained throughout the year.**  Timetabling and observation of children learning outside regularly.  Feedback from children’s voice.  Feedback from parents about their child’s outdoor learning experiences.  May 22 school survey all children state that they enjoy outdoor learning experiences and are listened to.  Traffic Light Feedback to show how the P7s felt about their Outdoor learning days with their Waid cohort.  ‘Ready to Transition’ Yes, No, Maybe? Feedback  Completed Branch out booklets  Feedback from children’s voice to show that they understand the rights of a child. Evidence gathered during NCCT classes and assemblies e.g. jotter work, wall displays. Scaled wellbeing web to be used.  Evidence of children being given opportunities to showcase their talents and personalities through weekly assemblies.  Observations, scaled wellbeing webs, jotter work and wall and class displays.  Observing children and staff using scripts.  Feedback from staff around training, classroom displays, jotter work and dialogue changes.  School rating, in May 22 school survey, to be more than 4.42 out of 5.  Evidence gathered and shown through tracking and monitoring at Progress & Achievement meetings  Certificates will be used in classes weekly to celebrate wider achievements  House points on display for all to see successes | Term 1 ongoing and Term 4 survey.  Term 1, 2, 3 and 4  CAT times Term 1  17th August  Flexible for individuals.  12th Nov 2021  Term 4.  Term 1 ongoing and Term 4 school survey.  Terms 1, 3 and 4.  Termly in learning logs.  Term 4 school survey.  Term 2 and 3.  Term 4  Term 3 and 4.  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Nov 12th Inservice 3  Term 4 school survey.  Term 1 ongoing  Term 1 ongoing |
| **Ongoing Evaluation** | | | | | |
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| **National Improvement Framework Priority:**  Improving attainment particularly in literacy and numeracy. Closing the attainment gap between the most and least advantaged children. | | | | | |
| **Focused Priority:** Empowering children to ensure they are listened to and involved in learner participation. | | | | | |
| **HGIOS4 Quality Indicators** | | | **HGIOELC Quality Indicators** | | |
| 1.1 Self-evaluation for Self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support | | | 1.1 Self-evaluation for Self-improvement  1.2 Leadership of learning  1.3 Leadership of change  2.3 Learning, Teaching and Assessment  2.4 Personalised Support | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | | **Measure of Success**  ***(Triangulation of Evidence)*** | **Timescales** |
| Almost all learners can talk about their learning.  All staff can develop their understanding of learner participation.  Most children are empowered to lead their learning.  Almost all children can identify and discuss their next steps.  All children empowered to lead and take ownership of their learning targets.  All children are able to discuss their learning at home.  The gap has closed for identified children in Literacy and Numeracy. | Class teachers to use planning formats to ensure prior learning is discussed and children are asked about what they would like to learn.  HT & CT & LS to ask about the learning through Pupil Focus Groups for Writing & Numeracy  CAT sessions on making the link between the planning formats and learner participation.  All staff to provide opportunity for all learners to lead their learning.  Professional Learning – All staff to read Outstanding Formative Feedback, ‘Developing the Learning’ 8. Ongoing questioning and 9. Feedback.  All learners to set targets relating to their next steps in their learning logs.  All classes to communicate about their learning with families.  Learning support and class teacher consultations.  Class teachers to use new planning formats to plan for assessment and use records of understanding to analyse their classroom evidence.  All CTs and PSAs to conduct a ‘Small Test of Change’ as improvement methodology.  LS and SLT to use data to identify gaps and plan interventions to close the gaps in learning.  CT and PSAs to record data and gather improvement evidence, then plan next steps with the learner | C Wright to share planning formats on Inservice day 1.  HT – J Barker  LS – K Wyer  All CTs  R Allan and C Connor to lead CAT sessions (working collegiately with partner school Lundin Mill)  All CTs.  All class teachers to take turns to lead professional dialogue on their experiences of questioning and providing quality feedback.  K Stewart – CT to frame and show examples of how targets can be shared in learning logs.  Class teachers and learners to ensure time is given termly to consult and update targets in learning logs.    Class teachers to facilitate children creating their learning letters.  K Stewart – CT to gather feedback evidence  K Wyer – LS  All class teachers.  All CTs and PSAs to feedback and share their evidence  K Wyer – LS and J Barker – HT to plan interventions each Term | | Professional dialogue around planning for Learning, Teaching and Assessment.  May 22 school survey to show improvement in:  Prior learning. Above 90%  Children being asked what they and how they would like to learn. Above 90%  Classroom Observations & jotter monitoring  Almost all Children are able to talk about their learning for Writing and Numeracy  All teachers to lead their professional dialogue during CAT sessions and planning meetings.  Professional dialogue at Planning meetings and CAT sessions  May 22 school survey to show improvement in children leading the learning. Above 75%  Observations, PLJs, parental feedback  Almost all children talking about their learning  Class teachers to provide examples of work which shows quality feedback being used against the CfE Benchmarks for Literacy & Numeracy at Progress & Attainment Meetings.  Feedback from class teachers after CAT sessions.  May 22 school survey to show improvement in children knowing their next steps. Above 75%  Learners able to identify targets in their learning logs termly.  Learning logs to be shared at home and feedback sought from children, parents, and teachers.  Parents and all children to feedback on their class learning letters  Class teachers to gather evidence to support LS consultations.  Literacy and Numeracy evidence gathered and shared at termly Progress and Attainment meetings.  Evidence - CfE predictions back on track  Improved Reading, Spelling or Numeracy ages and/ or scores  Sharing evidence at Progress & Attainment meetings & CAT sessions  Class teachers and PSAs delivering and evaluating interventions.  Class teachers and PSAs identifying progress and application of skills.  CT and PSAs to support learners to identify next steps | Inservice 1  Term 4 school survey.  Terms 3 and 4.  CAT sessions Term 1 x4.  Terms 1-4  Term 4 school survey.  Terms 1-4  Term 4 survey  CAT sessions Terms 2 & 3.  Term 4 survey  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Terms 1, 2, 3 and 4.  Aug 21 ongoing and Termly  Terms 2 & 3  Term 1, 2, 3 and 4 |
| **Ongoing Evaluation** | | | | | |
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