



Forehill Primary School & Early Years Centre

IMPROVEMENT PLAN : 2018 - 2019



Context & Background

All staff in Forehill continue to work in a collegiate way to drive forward developments which result in improved attainment and achievement of all learners across the school. The team work in innovative ways to secure the desired outcomes for all learners. We have a large, enthusiastic staff team who, work hard to ensure we plan and deliver the highest quality learning experiences and opportunities we can for the young people across all stages of the school. Our improvement plan priorities last session focussed on this, but we have agreed there is scope to build on this work and develop some areas further this session.

We have a range of experienced and less experienced staff, working very effectively as a team - learning from and with each other. From Pupil Equity Funding, we appointed two additional school assistants and also a school development worker. They have worked with teaching staff to support and develop innovative ways of working to improve outcomes for specific cohorts of learners. The school's reputation in the community continues to be extremely strong resulting in demand for places at particular stages.

Our structured approaches to self-evaluation and evidence gathered from professional discussions, learning observations, staff meetings, consultation with parents, pupils and community has identified for us, the key priorities within this plan. The school leadership team works hard to link local and national priorities to the identified priorities for the school and to take these forward in a way which is realistic and sustainable.

Our review of our vision, values and aims last session has been used as a focus for the work the school undertakes. We are fortunate to have the opportunities to work with colleagues in the cluster and within our wider family of schools to share development work, moderate the learning and to share good practice. The focus for everyone continues to be on the school's ethos of achievement and to raise attainment for all young people. Our motto, "Together we Learn, Together we achieve" underpins all we try to do in Forehill community.

Local and National Improvement Objectives 2017-2020

South Ayrshire Council Plan	1a	Maximise the potential of our children and families.
	1b	Improve the way we work as a council.
	1c	Maximise the potential of our economy.
	1d	Maximise the potential of our adults and older people.
	1e	Maximise the potential of our communities.
	1f	Maximise the potential of our environment.
Children's Services Plan	2a	Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
	2b	Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
	2c	Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
	2d	Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
	2e	Ensure young people have a voice in influencing service delivery that affects their lives.
National Improvement Framework	3a	Improvement in attainment, particularly in literacy and numeracy.
	3b	Closing the attainment gap between the most and least disadvantaged children.
	3c	Improvement in children and young people's health and wellbeing.
	3d	Improvement in employability skills and sustained positive school leaver destinations for all young people.
National Improvement Framework Drivers	4a	School Leadership
	4b	Teacher Professionalism
	4c	Parental Engagement
	4d	Assessment of Children's Progress
	4e	School Improvement
	4f	Performance Information

**Priorities highlighted in Yellow, link to the school's priorities for improvement.*

Our Aims

Successful Learners	Confident Individuals
<p><u>Children</u> To participate fully in all learning opportunities on offer in and out of school, continuing to improve and develop skills and knowledge in all areas.</p> <p><u>Parents</u> To take an interest in what my child is learning, offering support to build on their learning at home.</p> <p><u>Staff</u> To provide broad, meaningful learning experiences, which enable all young people to become successful, confident, responsible and effective, equipped with skills for work and lifelong learning.</p> <p><u>Community</u> Work in partnership with pupils and parents to support positive learning opportunities and relationships within a caring and inclusive local community.</p>	<p><u>Children</u> To believe that anything is possible through hard work, effort and determination.</p> <p><u>Parents</u> To celebrate and nurture success at home, and to provide a solid, secure emotional foundation which promotes self-belief.</p> <p><u>Staff</u> To provide active, challenging and stimulating learning opportunities and promote positive relationships within a safe, nurturing environment.</p> <p><u>Community</u> Through the sharing of mutual values, help and support the school community by promoting mutual respect.</p>
Responsible Citizens	Effective Contributors
<p><u>Children</u> To take responsibility for their own learning, behaviour and respect shown to everyone in the school community.</p> <p><u>Parents</u> To support parents in encouraging them and their children to take responsibility for aspects of learning and achievement in and out of school.</p> <p><u>Staff</u> To provide flexible learning experiences which offer personalisation and choice through a progressive and broad curriculum. To support and inspire children through their learning journey, ready to play their role in an ever changing world.</p> <p><u>Community</u> To recognise the positive impact children can make on the community and act as positive role models to them.</p>	<p><u>Children</u> To participate fully in the opportunities made available in the school, working alongside all pupils, not just friends - showing respect to everyone in the school community.</p> <p><u>Parents</u> To continue to provide opportunities for parents to be involved in the social and educational life of the school.</p> <p><u>Staff</u> To recognise and celebrate the achievements of all learners within and beyond school. To support and develop a team approach to improve learning</p> <p><u>Community</u> To enhance our links with the community to extend the learning we undertake in school.</p>

Our Values.....



Our Vision

In Forehill, we believe that every child should be inspired and challenged by the opportunities we offer. We do this, by working in partnership with parents and children, building a learning community in which we:

- ✓ Provide a broad, balanced curriculum, relevant to our learners, which prepares them to be successful in a changing world.
- ✓ Promote a culture of high expectations and achievement
- ✓ Encourage independence, confidence, resilience, curiosity and enthusiasm
- ✓ Promote a nurturing and inclusive ethos, which recognises and celebrates individual skills and achievements

School Improvement: Session 2018 - 2019

Technologies & STEM

- *K Carswell
- *L Reilly
- *T Kerr
- *K Zorget

Nurture

- *G Hartley
- *S Howlett
- *J Daily

HWB / Mental Health

- *J Baines
- *F Sutherland
- *J Daily
- *T Taylor
- *N Paterson
- *F Currie
- *NHS Partners

1+2 Languages

- *L McConnachie
- *G Crawford
- *L Mair
- *E Goodwin
- *L Hail
- *E Camps



Assessment & Moderation

- *H Wilson
- *L Hail
- *J Baines
- *D Watson

Reading & Literacy

- *Gaynor Hartley
- *H Wilson
- *L Collins
- *R Cathcart
- *M McDowall
- *C Hamrouni
- *J Rodger

Making Thinking Visible

- *M McDowall
- *N Paterson

Developing the Young Workforce

- *L McDowall
- *S Howlett
- *K Johnston
- *N McGhee

Maths / Number Talks / Numeracy

- *J McNair
- *A Campbell
- *K Neil
- *N Law / J Taylor
- *D Watson

Objective	Impact on children	Implementation Targets/Strategies	Resources	Personnel Responsible	Completion Date
<p>Priority 1:</p> <p>To continue to review aspects of our curriculum, to reflect CfE, SAC Frameworks and new national guidance, to best meet the needs of learners in the Forehill Community.</p>	<p>Children will experience, across the year a range of opportunities to support their personal health and wellbeing.</p> <p>Children will be able to talk about their learning and personal strengths and targets within HWB.</p> <p>Children will track their progress in key skills and set personal targets in PE & Sport. This will include their planned wider opportunities.</p>	Health & Wellbeing			
		Introduce the new overview and progression pathways at all stages to ensure a progressive and structured approach to learning in HWB at all levels.	Staff Meetings Stage Meetings	J Baines	Aug 2018
		Increase teacher confidence in the use of benchmarks to assess progress in HWB	Staff Meetings CLPL Sessions	D Watson J Baines	Feb 2019
		Work with colleagues in NHS to undertake research to develop a sustainable model of learning and support around mental health and wellbeing.	Meetings NHS	J Baines	June 2019
		Further develop nurturing approaches for all pupils, but more specific to cohorts of children with increased levels of anxiety and with specific needs.	Devpt Group Time Training of Key Staff	G Hartley	Mar 2019
		Continue to implement a skills progression passport in PE, linked to benchmarks in PE and Sport.	Planning Time Printing Costs	F Sutherland	Oct 2018
		At parental request, provide further workshops to support the emotional wellbeing of young people.	November Learning Together Evening	D Watson	Nov 2018
		Re-introduce the Let's Move Programme with identified cohorts of children to develop co-ordination	Additional 0.2 PEF Funded - FS	F Sutherland	Mar 2019
		To reflect on supports in place for staff wellbeing.	Links with NHS	D Watson	June 2019
	<p>Learners will experience high quality teaching and will progress through a coherent and structured programme of skills.</p> <p>Pupils will be more engaged in science and engineering activities which will develop interest, knowledge and skills in this area.</p>	Technologies			
		Implement the new planning and assessment framework to ensure a progressive and structured approach across all levels.	Devpt Group Time Staff Meetings	K Carswell	Aug 2018
		Work with staff to develop confidence and expertise in teaching about food and textile outcomes and to ensure these are included in annual plans.	CLPL Opportunities budget - CLPL Staff Meetings	K Carswell	April 2019
		Review the current ICT planners to provide a progressive skills pathway in ICT skills across levels.	Devpt Group Time	K Carswell	Nov 2019
		Explore opportunities for contextualised learning including Technologies experiences and outcomes.	Devpt Group Time Staff Meetings	K Carswell	Jan 2019
		Introduce the Young Digital Leaders Programme to groups of P6 pupils.	CLPL Timetabled Block	K Zorget	Oct 2018
		Refresh the availability of laptops, desktops and active panels to support learning and teaching.	Central Budget School Budget	D Watson	June 2019

		Continue to provide staff CLPL opportunities to increase confidence and skills to support effective teaching across all levels particularly in programming, textiles and food education.	Staff Meetings CLPL for staff	K Carswell	May 2019
		Continue work with Kyle Academy to ensure high quality learning in technology across 2 nd and into 3 rd Level	Devpt Group Time	K Carswell	May 2019
		Monitor more closely the ongoing work being undertaken at each stage to develop skills and knowledge within STEM.	Devpt Group Time Planning Time	K Carswell L McDowall	Jan 2019
		Continue to develop opportunities for children to deepen their learning through participation in achievement awards programmes in Science & technology and engineering.	Planning Time Links with Partners in community	K Carswell	June 2019
		Introduce the use of Visual Reality headsets to support work in literacy/language and social subjects.	PEF Funding CLPL	A Campbell G Crawford	Dec 2018

To continue to review aspects of our curriculum, to reflect CfE, SAC Frameworks and new national guidance, to best meet the needs of learners in the Forehill Community.	Children will experience high quality learning experiences in French.	1+2			
		Streamline French planners across all levels to ensure an achievable and progressive programme.	Devpt Group Time Cover for Lead x2	L McConnachie	Oct 2018
	Children will be able to participate in basic conversations in French	Continue to work with secondary colleagues to establish clear expectations in French in transition to S1.	Devpt Group Time	L McConnachie	Dec 2018
		Continue to engage with Language Ambassadors from Kyle Academy to support learning across primary stages.	Ambassador Input Kyle Academy	L McConnachie	June 2019
		Review timetabling to make best use of skills of staff in this area - teaching and non-teaching.	School Assistant	D Watson	Oct 2018
		Introduce a manageable model for assessment, tracking and recording progress in French for all learners.	Devpt Group Time Cluster Working	L McConnachie	Jan 2019
		Take forward plans within the cluster for learning and engaging children in a third language at second level.	Devpt Group Time Planning Time	L McConnachie D Watson	May 2019
	At second level, children will begin to experience a third language.	Social Subjects & Science			
		Implement the new planning guidance and framework to ensure a progressive and rich learning experience at all levels, which promotes the development of skills, knowledge and understanding.	In-Service - Aug Staff Meetings	G Hartley	Aug 2018
		Increase teacher confidence in using benchmarks as an assessment tool within science and social subjects.	Staff Meetings Twilight CLPL	G Hartley	Jan 2019
		Link with colleagues in cluster schools to undertake moderation of planning and expectations in science.	DHT Meetings	G Hartley	June 2019
	Programmes will provide children with meaningful and relevant learning contexts through which to develop skills and knowledge in social subjects and science				

To continue to review aspects of our curriculum, to reflect CfE, SAC Frameworks and new national guidance, to best meet the needs of learners in the Forehill Community.	<p>Children will move through levels at a quicker pace and will have a deeper understanding of concepts, able to apply their learning in a range of contexts.</p> <p>Children will engage in aspects of maths in a more practical way.</p> <p>Senior pupils will have covered and be confident in a range of key skills to enable them to be successful in numeracy in S1.</p>	Mathematics & Numeracy			
		Review planners and progression pathways at Early and First Level, to support an increase in opportunities for learning through play and exploration.	Devpt Group Planning Time Addnl Resources	D Watson	Oct 2018
		Continue with the work on Number Talks across all stages, with the support of appropriate CLPL	Budget C. McKenna	D Watson	Aug 2018
		Review the impact of the new mental maths/number talks planners and roll out to all learners at first and second levels.	Devpt Group Staff Meetings	J McNair	Oct 2018
		Ensure staff are confident in using benchmarks to support assessment in maths and numeracy.	Twilight - CLPL Staff Meetings	D Watson	Nov 2018
		Involve children more consistently in using benchmarks to support learning conversations and target setting.	Staff Meetings	D Watson	Nov 2018
		Improve children's confidence in tackling word problems through the use of maths boxes and number talks.	CLPL Resources: Prim Ed	D Watson J McNair	June 2019
		Increase opportunities for children to engage in elements of maths in a more practical way through careful planning across stages and levels.	Dept Meetings Staff Meetings Addnl Resources	D Watson	Feb 2019
		At first and second levels, engage children in further opportunities to learn maths in relevant and meaningful contexts.	Planning Time Staff Meetings	D Watson	Jan 2019
		Provide a range of workshops for parents to empower them to support and challenge their children's learning in numeracy and mathematics at home.	C. McKenna Evening Blocks	D Watson	May 2019
		Further develop work with Kyle to build on children's skill and knowledge in numeracy to support transition.	Meeting Time Cover - Planning	D Watson	Feb 2019
		In addition to stage planning, further develop opportunities for teachers to plan across levels on a termly basis to moderate pace, progression and depth in learning.	Planning Time Year Plan	D Watson	Aug 2018
		<p>Children will experience a progressive and structured literacy programme</p> <p>Children's confidence in</p>	Language & Literacy		
Review literacy planning to include benchmarks to support planning and progression.	Devpt Group		G Hartley	Mar 2019	
Introduce the talk to write programme in EYC and Primary 1	Cover Days x2 Planning Time		L Hail K Carswell	Oct 2018	
Review teaching of reading across all stages including reading aloud, teaching of reading skills, use of literature Circles.	Devpt Group Staff Meetings		G Hartley	Jan 2019	

To continue to review aspects of our curriculum, to reflect CfE, SAC Frameworks and new national guidance, to best meet the needs of learners in the Forehill Community.	reading aloud and ability to talk about and understand text will improve.	Increase the opportunities for children to undertake extended writing across all aspects of learning.	Staff Meetings	G Hartley	Sept 18	
		Provide a range of workshops for parents to empower them to support and challenge their children's learning in reading at home.	Planning Time	G Hartley	Jan 2019	
		Continue transition work with colleagues at Kyle Academy, with a particular focus on reading/writing linked to a novel at second level.	Cover Days Twilight CLPL Planning Time	L Mair	June 2019	
		In addition to stage planning, further develop opportunities for teachers to plan across levels on a termly basis to moderate pace, progression and depth in learning.	Planning Time	G Hartley	Aug 2018	
	Children will have a clear understanding of the world of work and will begin to reflect on and profile their skills across learning. Children will have valuable opportunities to engage with and learn from a range of partners.	Developing the Young Workforce : Skills for Learning, Life & Work				
		Across all areas of the curriculum, continue to engage children in meaningful discussions about the skills they are developing including why and how they can apply them.	Devpt Group Planning Time	L McDowall	Sept 2018	
		With Primary 5,6 & 7 classes, explore and use the digital resource "My World of Work" to promote discussion and understanding about this in our local community and beyond.	CLPL Cover for CLPL Devpt Group Time Access to MWOW	L McDowall P5-7 Staff	Dec 2018	
		Extend the links the school has with potential employers to share knowledge, skills and experiences with pupils at all levels.	Devpt Group	L McDowall	Mar 2019	
		Work with staff to improve confidence in engaging young people in the Career Education Standard	Staff Meetings	L McDowall	Jan 2019	
		Work with senior pupils - World of work ambassadors from Kyle Academy to plan and deliver learning opportunities around world of work to upper primary classes.	Devpt Group	L McDowall P6-7 Staff	June 2019	

<u>Links to Children's Services Plan:</u>	2a, 2b, 2d
<u>Links to National Improvement Framework:</u>	3a, 3c
<u>National Improvement Framework Drivers:</u>	4b, 4e, 4f
<u>How we will monitor and measure impact:</u> *Staff Development Groups action plans/evaluations and professional dialogue with development area lead	

- *Professional dialogue at Staff meetings and SMT meetings
- *One to One meetings between HT and project leads
- *Use of HGIOS 4, with particular reference to Quality Indicator 2.2 - Curriculum
- *Sampling and monitoring of class teacher Forward Planning and termly evaluations
- *One to one discussions between class teachers and SMT in relation to planning of quality experiences;
- *Through classroom observations and engagement with Pupil Groups, discussions with pupils and how they engage in planning and tracking their learning/pupil profiles
- *Staff CLPL records
- *Discussion with colleagues at cluster meetings on progress, impact and next steps

Objective	Impact on children	Implementation Targets/Strategies	Resources	Personnel Responsible	Completion Date
<p>Priority 2:</p> <p><u>3.2 Attainment & Achievement</u></p> <p>Through a range of interventions, raise attainment and achievement in literacy and numeracy for identified groups of learners.</p> <p>Through partnership working, further support the emotional and physical wellbeing of identified groups of learners.</p>	<p>Children will access better levels of support to provide increased confidence and ability to improve their literacy and numeracy skills.</p>	Continue, through professional dialogue with staff, to be clear of gaps in learning at each stage and agree interventions to support in bridging identified gaps.	SMT Time Staff Meetings Stage Meetings	SMT	Sept 2018
		Continue to work with all staff to identify children who are at risk of not achieving appropriate levels in literacy and numeracy.	SMT Meetings Staff Meetings	G Hartley	Sept 2018
		With the increased number of early years workers, develop targeted interventions to support those children not achieving literacy and numeracy milestones in the EYC.	EYC Meeting CLPL for staff Cover for Planning	K Carswell	May 2019
		Create opportunities for EY staff to work across the EYC and Primary 1 to support and extend learning in numeracy, maths and literacy.	CLPL for staff Timetabling	D Watson K Carswell	June 2019
	<p>Identified children will have their progress more rigorously tracked, with interventions in place to make the most impact.</p>	Continue with the use of Sumdog to support improving attainment in numeracy. All classes undertake start and end of year assessments to gauge added value.	Licence Peer Support Cover - CLPL	D Watson	June 2019
		Continue to deploy school assistants to support in delivery of targeted interventions with identified individuals and cohorts of learners.	PEF Funding Timetabling	G Hartley	June 2019
	<p>Identified children will learn in a range of different ways and in a range of settings, to best meet their needs.</p>	Implement the Word Aware programme at Early Level to boost children's vocabulary and improve the quality of writing, talking and listening.	Purchase Resource CLPL Cover for Planning	K Carswell P1 Staff EYP	Jan 2019
		Implement Three Read approach in EYC, & P1 to improve vocabulary, discussion and comprehension.	Stage Meetings Planning Time	K Carswell	Nov 2018

<p>Children will become more confident in approaching a range of learning experiences and will have learned a range of strategies to employ in new and unfamiliar situations.</p> <p>Children who do not normally engage in physical activity will be more involved in this through the support of key staff.</p> <p>Children and families will be empowered to make changes which will positively affect their wellbeing and learning.</p>	<p>Pilot, in P1 classes, the Talk to Write Programme with a view to improving the experiences for children to write more effectively.</p>	<p>Purchase Resource CLPL Cover for Planning</p>	<p>L Hail</p>	<p>Dec 2018</p>
	<p>Extend the nurture work being done to involve the use of Therapets and reading dogs with specific young people.</p>	<p>CLPL Planning Time</p>	<p>S Howlett J Daily</p>	<p>Apr 2019</p>
	<p>Engage more consistently with hard to reach parents and families to support improved attendance, achievement and attainment</p>	<p>CLPL Planning Time</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Provide opportunities for identified groups of children to engage in an alternative curriculum beyond the classroom and school.</p>	<p>Transport Costs Addnl Resources</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Work more closely with children at first level, to increase levels of engagement in learning through the use of outdoors.</p>	<p>Addnl Resources Planning Time with CT</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Work more closely with parents to upskill them to support learning in a more meaningful way at home.</p>	<p>CLPL Let Charges</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Engage with identified cohorts to run an in-school café for staff and community, creating an opportunity for children to develop a range of life skills.</p>	<p>Planning Catering Support Parental Engagmnt</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Work with active schools team to engage identified children in activities to promote their physical wellbeing.</p>	<p>Allocated Budget Planning Time</p>	<p>J Daily F Reid</p>	<p>June 2019</p>
	<p>Continue to run a parent/child fitness club, where parents and children work together to promote physical wellbeing at their own level, through a range of interventions.</p>	<p>Coaches Let Costs</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Introduce targeted interventions to support and reinforce with children and parents, the importance of healthy eating, nutrition and exercise.</p>	<p>External Links</p>	<p>J Daily F Sutherland</p>	<p>June 2019</p>
	<p>Engage with partners to ensure identified families and children access breakfast club on a regular basis.</p>	<p>Budget for FASC</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Run learning workshops for parents to raise awareness of partnership working and how they can support raising attainment and achievement.</p>	<p>Let Charges Planning Time</p>	<p>J Daily</p>	<p>June 2019</p>
	<p>Develop a structured way to work with the most vulnerable families to improve attendance.</p>		<p>J Daily</p>	<p>June 2019</p>
	<p>Work with staff to ensure the outcomes and impact of all initiatives are measurable and can be evidenced.</p>	<p>SMT Meetings 1:1 - J Daily</p>	<p>D Watson</p>	<p>June 2019</p>

Links to Children's Services Plan:	2a, 2b, 2c, 2d, 2e
Links to National Improvement Framework:	3a, 3b, 3c
National Improvement Framework Drivers:	4c, 4d, 4e, 4f

How we will monitor and measure impact:

- *Professional dialogue with individual staff around SNSA and CfE data
- *Termly discussion with Development Worker in relation to impact of initiatives
- *Identification of individual pupils to access specific interventions - baseline assessments undertaken in literacy and numeracy
- *EYC Milestone data as part of professional dialogue
- *Sumdog tracking and analysis of progress for all children
- *Dialogue with school assistants around impact of targeted interventions
- *Monitoring of impact of school development work through dialogue between HT and leads
- *Numerical Data for *Children identified through PEF criteria:*

By End of Early Years		Number of Children Identified through PEF Criteria:	Number of Additional Children Identified by Staff
1.1	90% will achieve expected milestones in Communication & Language	tbc	tbc
1.2	90% will achieve expected milestones in Mathematics and Numeracy	tbc	tbc
1.3	90% will achieve expected milestones in Health & Wellbeing	tbc	tbc
1.4	Attendance rate will be 90% or above	tbc	tbc
By End of Primary 1			
2.1	90% will achieve Early Level Reading	3	3
2.2	85% will achieve Early Level Writing	3	3
2.3	90% will achieve Early Level Listening & Talking	3	3
2.4	90% will achieve Early Level in Maths & Numeracy	3	3
By End of Primary 4			
4.1	90% will achieve First Level Reading	5	7
4.2	85% will achieve First Level Writing	5	7
4.3	90% will achieve First Level Talking & Listening	5	7
4.4	90% will achieve First Level Maths	5	7

By End of Primary 7			
6.1	90% will achieve Second Level Reading	12	9
6.2	85% will achieve Second Level Writing	12	9
6.3	90% will achieve Second Level Talking & Listening	12	9
6.4	90% will achieve Second Level Maths	12	9
Primary - All Stages			
7.1	Average Attendance rate will improve to 95%	All	
7.2	Number of exclusion incidents will reduce to 4 per 1000	Target: 0%	
Other	Increase the number of children in deciles 1& 2, entitled to free school meals who are engaging in wider achievement opportunities from 75% to 95%	Uptake is tracked carefully by F Reid and J Baines, with opportunities planned to target identified cohorts.	

Objective	Impact on children	Implementation Targets/Strategies	Resources	Personnel Responsible	Completion Date
<p>Priority 3:</p> <p>2.3 Learning, Teaching & Assessment</p> <p>Continue to improve the quality of learning and teaching across the school, through collegiate working.</p>	Children will continue to experience high quality learning experiences.	Further develop the Making Thinking Visible programme as a tool to improve the quality of thinking and discussion about learning.	Cover - M McD/NP Model Teaching	M McDowall N Paterson	Feb 2019
		Work with staff to ensure consistency in approach to the use of assessment folders.	New Files Staff Meeting	D Watson	Sept 2018
	Children will be encouraged to think more deeply about their learning through the MTV programme.	Through observations by SMT and peers, work to ensure high quality consistent approaches to learning and teaching across the school.	SMT Time	SMT	June 2019
		Continue to work with staff to use HGIOS 4 and HGIOELC as tools to reflect on and improve the quality of learning and teaching across the school.	Staff Meetings SMT Meetings	D Watson	June 2019
	Children's progress will be tracked more robustly as staff become more	Extend the self-evaluation work with our pupil council through the use of HGIOs	SMT Pupil Council Time	D Watson K Carswell	June 2019
		Review with all staff, the school's assessment and moderation strategy, to ensure consistency and impact.	Staff Meeting	D Watson	Oct 2018
		Provide further support to staff to increase confidence in planning holistic assessments.	Cover for LH HW Peer Mentoring	L Hail H Wilson	Dec 2018

<p>Increased focus on planning and moderation of assessments in core areas and developing teacher confidence in this area.</p> <p>Further develop systems for tracking pupil progress and reporting to and engaging with parents.</p> <p>Ensure high quality learning is provided within our full time Early Years Provision.</p>	<p>confident in a range of approaches to assessment and moderation.</p>	<p>Undertake more frequent work/jotter samples as part of the school's approach to self-evaluation and moderation</p>	<p>SMT Meetings</p>	<p>SMT</p>	<p>June 2019</p>
	<p>Parents will have more frequent information about their child's progress and how to build on and extend the learning at home.</p>	<p>Undertake termly sampling of staff planning files to ensure quality, consistency, pace and moderation.</p>	<p>SMT Time SMT Meetings</p>	<p>SMT</p>	<p>June 2019</p>
	<p>Through pupil conversations, children will be able to articulate more confidently, their learning journey, their achievements and next steps.</p>	<p>Work with staff to increase confidence in using benchmarks in literacy, numeracy and HWB to plan holistic learning, teaching and assessment.</p>	<p>Cover for LH/HW Peer Mentoring</p>	<p>L Hail H Wilson</p>	<p>Jan 2019</p>
	<p>Our Early Years full time provision will offer full day placements to young people who will engage in a wider range of rich learning experiences.</p>	<p>Further develop cluster planning of holistic assessments involving stage partners, to ensure consistent standards of learning, teaching and assessments in the cluster.</p>	<p>In-Service Days Twilight Sessions Planning Time</p>	<p>L Hail H Wilson D Watson</p>	<p>Jan 2019</p>
		<p>Continue to build staff confidence through in depth in-school moderation processes around achievement of a level.</p>	<p>Twilight CLPL Staff Meetings</p>	<p>L Hail H Wilson D Watson</p>	<p>June 2019</p>
		<p>Work with staff to develop confidence in using the new Seemis tracker to track progress across the BGE.</p>	<p>Staff Meetings CLPL</p>	<p>D Watson</p>	<p>Dec 2018</p>
		<p>Review the school's approaches to tracking and reporting to parents to ensure the focus is on meaningful dialogue</p>	<p>SMT Meetings Staff Meetings</p>	<p>D Watson</p>	<p>Sept 2018</p>
		<p>Further develop work with children to increase their understanding of school improvement and the priorities set to improve outcomes for them.</p>	<p>Staff Meetings Pupil Council</p>	<p>K Carswell</p>	<p>Feb 2019</p>
		<p>Work with early years practitioners to develop a sustainable and effective model for providing full time high quality provision in our early years centre.</p>	<p>Addnl Staffing New Resources Time for Planning</p>	<p>K Carswell D Watson</p>	<p>Oct 2018</p>
	<p>Further develop the opportunities for children across early level - EYC and Primary 1 to learn in a joined up way on a regular basis.</p>	<p>Addnl Staffing Time for Planning</p>	<p>K Carswell</p>	<p>Nov 2018</p>	

<u>Links to Children's Services Plan:</u>	2a, 2b, 2c
<u>Links to National Improvement Framework:</u>	3a
<u>National Improvement Framework Drivers:</u>	4c, 4d, 4e, 4f
<p><u>How we will monitor and measure impact:</u></p> <p>*Termly time with class teachers in professional dialogue about assessments, targets, progress and achievements, linked to interventions and on-going classwork.</p>	

- *Regular discussion with children about their progress as part of classroom observations
- *Dialogue and feedback from parents through surveys, parent council and learning together sessions
- *Use of Progression Frameworks will be evident through staff planning/evaluations
- *Regular dialogue/evidence of moderation with staff in relation to quality of assessment evidence
- *Rigorous tracking reports from Seemis to support professional dialogue at SMT and with CTs
- *SNSA and CfE data will be used to inform next steps for individual pupils and stages
- *Results of Diagnostic assessments will identify areas of concern and impact - Boxall, Quest, Sumdog
- *Staged Intervention Targets Will be concise and measurable within individualised plans

Ongoing Whole School Developments now moved to Maintenance Agenda:

	Staff Responsible
Pupil Council, with specific focus on school improvement and learning achievements	K Carswell
On-going work with Eco-group with particular focus on garden/growing element - Level 2 Award	T Kerr
Continue to provide whole school learning through STEM focus weeks and progressive learning experiences	L McDowall K Carswell
On-going use of Number Box, Five Minute Box, Catch Up Literacy, Catch Up Maths Reading Wise to secure improved attainment for identified cohorts of learners.	G Hartley School Assistants
Continue to build on current music provision to involve partners and parents - intergenerational opportunities and links with schools in locality.	D Watson L McDowall
Use gathered data to plan a range of wider achievement opportunities in sport, music and other areas.	J Baines
As part of our electives programme, to continue to work with a range of partners to enhance the experiences in this area for our pupils.	L McDowall K Carswell
Continue the work of the JRSO to support safe travel to and from school and increase children cycling	A Campbell
Continue to train senior pupils as Sports Leaders & Play Leaders.	J Baines / F Reid
Build on the success of sharing learning & learning together events	All Staff
Continue work on DfS - engaging with children, parents and wider community	J Rodger G Hartley
Continue the Forehill ASD parent support network	G Hartley
Re-instate the termly HT drop in sessions for parents to chat about learning and progression.	D Watson

June 2018