



# Forehill Primary School & Early Years Centre

IMPROVEMENT PLAN : 2019 - 2020



## Context & Background

One of the significant strengths of Forehill is the way in which all staff work collegiately to take forward improvement priorities, seeking innovative and creative ways to provide high quality learning experiences and secure positive outcomes for all children. The staff team is continuing to grow, and together, supported by our improvement plan, have a clear focus on raising attainment for all. Due to the size of the team, we have a diverse and useful range of skill and knowledge, which is used well to secure improvement in key areas of the curriculum and beyond.

Again this session, from our Pupil Equity Funding, we have appointed two additional school assistants who continue to work with teaching staff to support and develop innovative ways of working to improve outcomes for specific cohorts of learners. Our development worker is supporting us with wider family support and providing a range of family learning and engagement activities.

In relation to school roll, we are nearing capacity. The school's reputation in the community continues to be extremely strong resulting in demand for places at particular stages. We are working towards the expansion of early years facilities, with a newly built facility scheduled to open in August 2020.

We have a clear and structured approach to self-evaluation, which involves all staff - teaching and non-teaching, pupils, parents and partners. Evidence is gathered through professional discussions, learning observations, staff meetings, surveys, which help support us in identifying our key improvement priorities.

Our focus on school improvement was recognised this session through our Authority School Improvement Visit, which confirmed for us, the strong impact of the school improvement plan. Our improvement agenda also involves close working with cluster colleagues, and joint working features throughout the plan. Our focus in 2019-20 continues to be on the school's ethos of achievement and to continue to raise attainment for all our young people. Our motto, "Together we Learn, Together we achieve" is testimony to this.

## Local and National Improvement Objectives 2017-2020

|   |           |  |
|---|-----------|--|
| <b>South Ayrshire Council Plan</b>            | <b>1a</b> | Maximise the potential of our children and families.   |
|   | <b>1b</b> | Improve the way we work as a council.  |
|   | <b>1c</b> | Maximise the potential of our economy.   |
|   | <b>1d</b> | Maximise the potential of our adults and older people.   |
|   | <b>1e</b> | Maximise the potential of our communities.   |
|   | <b>1f</b> | Maximise the potential of our environment.   |
| <b>Children's Services Plan</b>               | <b>2a</b> | 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. |
|   | <b>2b</b> | Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.   |
|   | <b>2c</b> | 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.  |
|   | <b>2d</b> | Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.   |
|   | <b>2e</b> | Ensure young people have a voice in influencing service delivery that affects their lives.   |
| <b>National Improvement Framework</b>         | <b>3a</b> | Improvement in attainment, particularly in literacy and numeracy.  |
|   | <b>3b</b> | Closing the attainment gap between the most and least disadvantaged children.  |
|   | <b>3c</b> | Improvement in children and young people's health and wellbeing.   |
|   | <b>3d</b> | Improvement in employability skills and sustained positive school leaver destinations for all young people.  |
| <b>National Improvement Framework Drivers</b> | <b>4a</b> | School Leadership  |
|   | <b>4b</b> | Teacher Professionalism  |
|   | <b>4c</b> | Parental Engagement  |
|   | <b>4d</b> | Assessment of Children's Progress  |
|   | <b>4e</b> | School Improvement   |
|   | <b>4f</b> | Performance Information  |

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

# Our Aims

| Successful Learners  | Confident Individuals  |
|--|--|
| <p><u>Children</u><br/>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><br/>To take an interest in what my child is learning, offering support to build on their learning at home.</p> <p><u>Staff</u><br/>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><br/>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><br/>To believe that anything is possible through hard work, effort and determination.</p> <p><u>Parents</u><br/>To celebrate and nurture success at home, and to provide a solid, secure emotional foundation which promotes self-belief.</p> <p><u>Staff</u><br/>To provide active, challenging and stimulating learning opportunities and promote positive relationships within a safe, nurturing environment.</p> <p><u>Community</u><br/>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><br/>To take responsibility for their own learning, behaviour and respect shown to everyone in the school community.</p> <p><u>Parents</u><br/>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><br/>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><br/>To recognise the positive impact children can make on the community and act as positive role models to them.</p> | <p><u>Children</u><br/>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><br/>To continue to provide opportunities for parents to be involved in the social and educational life of the school.</p> <p><u>Staff</u><br/>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><br/>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 2019 - 2020

### Science / Technologies /STEM

- \*Katrina Carswell
- \*Tiffany Kerr
- \*Lisa Nicol
- \*Kirsty Zorget

### Nurture

- \*Gaynor Hartley
- \*Sarah Howlett
- \*John Daily

### HWB / RRS

- \*Julie Baines
- \*Fiona Sutherland
- \*Nicola Paterson
- \*

### 1+2 Languages

- \*Laura McConnachie
- \*Gemma Crawford
- \*Lynsey Mair
- \*Carly Cree



### Assessment & Moderation Curriculum Frameworks

- \*David Watson
- \*Hazel Wilson
- \*
- \*

### Reading & Literacy

- \*Gaynor Hartley
- \*Roz Cathcart
- \*Louise Collins
- \*Jacqui Rodger

### Developing the Young Workforce

- \*Lee McDowall
- \*Karen McDonald
- \*
- \*

### Maths / Number Talks / Numeracy

- \*David Watson
- \*Amy Campbell
- \*Moir McDowall
- \*Julia Taylor

| Objective   | Impact on children   | Implementation Targets/Strategies   | Resources                              | Personnel Responsible | Completion Date |
|---|--|---|--|-----------------------|-----------------|
| <p><b>Priority 1:</b></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>A consistent framework for emotional health across the school will ensure all children are well supported in this area.</p> <p>Children will track their progress in key skills and set personal targets in PE &amp; Sport. This will include their planned wider opportunities.</p> | <b>Health &amp; Wellbeing</b>   |  |                       |                 |
|   |  | Continue to support staff in the use of the HWB progression framework to plan learning.   | Staff Meetings<br>CLPL Sessions        | J Baines              | Oct 2019        |
|   |  | Share reference benchmarks with staff to support them in assessment of learning in this area.   | Staff Meetings<br>CLPL Sessions        | J Baines              | Oct 2019        |
|   |  | Develop child and parent friendly benchmarks to support them in talking about personal strengths and targets with Health and Wellbeing                    | Development Group                      | J Baines              | Jan 2020        |
|   |  | Continue the work with colleagues in NHS to undertake research to develop a sustainable model of learning and support around mental health and wellbeing. | Development Group<br>Additional Cover  | J Baines              | Mar 2020        |
|   |  | Work with staff and partners to agree the school's Mental Health and Wellbeing charter  | Development Group<br>Staff Meetings    | J Baines              | Jan 2020        |
|   |  | Provide relevant professional learning for all staff on the Wellbeing charter for South Ayrshire.   | Staff meetings<br>CLPL Sessions        | J Baines              | Mar 2020        |
|   |  | Share with staff all relevant documentation to support them in delivering high standards of emotional support to all pupils and each other.               | Staff meetings<br>CLPL Sessions        | J Baines              | Sept 2019       |
|   |  | Gather views of staff, parents, pupils and partners to further build on the success of last session's Forehill Feeling Good Fortnight.                    | Consultations<br>Survey Monkey         | J Baines              | Oct 2019        |
|   |  | Across the school, all children will continue to use PE Passports to help them celebrate achievements and plan next steps.                                | Core PE Time                           | F Sutherland          | June 2020       |
|   |  | Work with partners to provide support for parents in how best to support their children's emotional wellbeing.  | Evening Workshops<br>Learning Together | J Baines<br>D Watson  | May 2020        |
|   |  | Work with all staff and NHS colleagues to further reflect on supports in place for staff wellbeing.   | Development Group<br>Staff Meetings    | J Baines<br>D Watson  | Apr 2020        |
|   | <p>Learners will experience high quality teaching and will progress through a coherent and structured programme of skills.</p>   | <b>Science and Technologies</b>   |  |                       |                 |
|   |  | Support staff to use the SAC Progression framework at Early Level to ensure cohesive learning in technologies.  | Staff Meetings<br>In-Service Days      | K Carswell            | Sept 2019       |
|   |  | Support staff to use the SAC Progression framework across all levels to ensure cohesive learning in Science.  | Staff Meetings<br>In-Service Days      | K Carswell            | Sept 2019       |
|   |  | Complete the current ICT planners which provide a   | Development Group                      | K Carswell            | Nov 2019        |

|   |   |                                   |                                       |            |
|---|---|-----------------------------------|---------------------------------------|------------|
| Pupils will be more engaged in science and engineering activities which will develop interest, knowledge and skills in this area. | progressive skills pathway in ICT skills across levels.   | Additional Cover                  |                                       |            |
|   | Evaluate teacher feedback on current technology planners and make appropriate changes to reflect progression pathway at Early Level.  | Development Group                 | K Carswell                            | Oct 2019   |
|   | Use the data collated through the RAiSE initiative to support staff in ensuring children are developing skills around fair tests, writing hypotheses, designing and resourcing their own experiments, topical science, and an awareness of contemporary scientists and their work | Staff Meetings<br>In-Service Days | K Carswell<br>L McDowall              | March 2020 |
|   | Utilise skills and interests of staff to develop confidence and expertise in teaching about food and textile outcomes and to ensure these are included in annual plans.   | Timetabling<br>Planning           | K Carswell<br>K McDonald              | Sept 2019  |
|   | Increase the use of our VR headsets as a tool to extend, deepen and enhance learning across the curriculum  | Timetabling<br>Planning           | K Carswell                            | Mar 2020   |
|   | Continue work with the STEM ambassadors to provide children in P2, P3, P5 & P6 with a range of experiences which enhance classroom-based learning   | Timetabling<br>Planning           | L McDowall<br>K Carswell<br>Marti ??? | June 2020  |
|   | Complete the development of the GP room as an area to support the delivery of learning in technologies, including cooking. Undertake all risk assessments   | Timetabling<br>Planning           | L McDowall                            | Sept 2019  |
|   | Continue to provide staff CLPL opportunities to increase confidence and skills to support effective teaching in programming at early stages.  | CLPL Twilights                    | K Carswell                            | April 2020 |
|   | Continue to foster links with Kyle Academy and Ayrshire College to support high quality learning in technology across 2 <sup>nd</sup> Level.  | Development Group                 | K Carswell<br>L McDowall              | June 2020  |
|   | Monitor more closely the ongoing work being undertaken at each stage to develop skills and knowledge within STEM, beyond the STEM elective work.  | Development Group                 | L McDowall                            | May 2020   |
|   | Continue to develop opportunities for children to deepen their learning through participation in awards programmes including Crest, Primary Engineer & Dragon's Den Challenge   | Clubs<br>Classroom Learning       | K Carswell<br>L McDowall              | June 2020  |

|  |   |  |  |                           |           |
|--|---|--|--|---------------------------|-----------|
| 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.   | <b>1+2</b>   |  |                           |           |
|  |   | Refresh our current planners to reflect the new authority pathway, ensuring a clear and structured approach across the school.   | Development Group<br>Additional Cover                  | L McConnachie             | Nov 2019  |
|  | Children will be able to participate in basic conversations in French   | Provide for staff, links to Linguascope, and other games and resources to support learning and teaching.   | Development Group<br>Additional Cover                  | L McConnachie             | Sept 2019 |
|  |   | Use experienced staff across the school - teaching and non-teaching, to support less confident staff in the delivery of 1+2 at all levels.                                     | Timetabling<br>Cover                                   | L McConnachie             | Oct 2019  |
|  | At second level, children will begin to experience Spanish as a third language.   | Continue the model of "children as teachers" and Spanish Ambassadors for giving children at 2 <sup>nd</sup> level access to a third language.                                  | Timetabling<br>Additional Cover                        | L McConnachie             | June 2020 |
|  |   | Provide workshops for staff and parents in French and Spanish and through work with Spanish Ambassadors, increase confidence of all learners.                                  | Articulate CLPL  | D Watson<br>L McConnachie | May 2020  |
|  |   | Introduce a manageable model for assessment, tracking and recording progress in French for all learners.   | Development Group<br>Additional Cover                  | L McConnachie             | June 2020 |
| To continue to review aspects of our curriculum,   | 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.<br><br>Children will engage in aspects of maths in a more practical way.<br><br>Senior pupils will have covered and be confident in a range of key skills to enable them to be successful in numeracy in S1. | <b>Mathematics &amp; Numeracy</b>  |  |                           |           |
|  |   | Support staff to ensure a consistent approach in using the SAC Progression framework across all levels to ensure coherent planning of learning in Numeracy & Maths.            | Development Group<br>Staff Meetings<br>In-Service Days | D Watson                  | Sept 2019 |
|  |   | Continue to support staff in ensuring children across the school have a wide range of opportunities to learn through play, investigation and in a range of contexts.           | Planning Time<br>Staff Meetings                        | D Watson                  | Dec 2019  |
|  |   | Refresh how number talks are planned as part of CLIC sessions, developing clear guidance for staff.  | Additional Cover                                       | M McDowall                | June 2020 |
|  |   | Evaluate and agree a clear approach at all stages for tracking and recording children's progress when using the progression frameworks in maths/numeracy.                      | Development Group<br>Staff Meetings<br>In-Service Days | D Watson                  | Oct 2019  |
|  |   | Ensure all staff are clear about the expectations across the school in relation to learning in Numeracy & Maths - Pacing, challenge, independence and contextualised learning. | Staff Meetings<br>In-Service Days                      | D Watson                  | Aug 2019  |
|  |   | Continue to support staff in using benchmarks to support assessment in maths and numeracy and to set targets for groups and individuals.                                       | Staff Meetings<br>In-Service Days                      | D Watson                  | Sept 2019 |
|  |   | Continue to involve children more consistently in using  | Staff Meetings   | D Watson                  | Dec 2019  |

|   |  |  |  |           |           |
|---|--|--|--|-----------|-----------|
| to reflect CfE, SAC Frameworks and new national guidance, to best meet the needs of learners in the Forehill Community.   |  | benchmarks to support learning conversations and in setting their own targets.   | In-Service Days  |           |           |
|   |  | Continue to provide children with meaningful contexts in which to investigate and learn a range of mathematical concepts and skills.   | Staff Meetings<br>In-Service Days                      | D Watson  | Apr 2020  |
|   |  | Continue to support teachers in planning across a level on a termly basis to moderate pace, progression and depth in learning and to avoid gaps emerging.                                      | Collegiate Planning<br>WTA                             | D Watson  | May 2020  |
|   |  | Undertake SNSAs with P4 & P7 in January, to support planning of next steps in Maths/Numeracy.  | Timetabling  | D Watson  | Jan 2020  |
|   |  | Following completion of SNSAs in January, work with cluster colleagues to identify strengths, common gaps in children's knowledge and skills and agree a plan to support effective transition. | Cluster Group<br>Additional Cover                      | D Watson  | Feb 2020  |
|   |  | Make more effective use of Sumdog and Education City as a resource to support and track children's learning and progression.   | Staff Meetings<br>CLPL                                 | D Watson  | Jan 2020  |
|   |  | <b>Language &amp; Literacy</b>   |  |           |           |
| Children will experience a progressive and structured literacy programme<br><br>Children's confidence in reading aloud and ability to talk about and understand text will improve.<br><br>Children will be more aware of the importance of reading for enjoyment. |  | Support staff to use the SAC Progression framework across all levels to ensure cohesive learning in Language and Literacy.   | Development Group<br>Staff Meetings<br>In-Service Days | G Hartley | Oct 2019  |
|   |  | Update the approach to literacy planning across the school to reflect the progression framework.   | Development Group<br>In-Service Days                   | G Hartley | Oct 2019  |
|   |  | Through use of appropriate data, provide targeted interventions for children who are assessed as below their reading age compared to chronological age.  | Profess. Dialogue<br>Planning                          | G Hartley | Oct 2019  |
|   |  | Continue to use Reading-wise comprehension programme with identified learners at First Level   | Timetabling  | G Hartley | May 2020  |
|   |  | Review how teaching of reading across all stages including reading aloud, teaching of reading skills and use of literature Circles impacts on attainment.                                      | Staff Meetings<br>In-Service Days<br>Additional Cover  | G Hartley | June 2020 |
|   |  | Introduce Kacey as a reading dog across the school to have an impact on reading habits and attainment.   | Staff Meetings   | G Hartley | Sept 2019 |
|   |  | Provide a range of learning opportunities for parents to support in extending and challenging their children's learning at reading at home.  | Development Group                                      | G Hartley | May 2020  |
|   |  | Increase opportunities for children to be involved in reading activities for enjoyment and with school   | Development Group<br>Staff Meetings                    | G Hartley | June 2020 |

|  |  |   |  |            |            |
|--|--|---|--|------------|------------|
| 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.   |  | assistants, develop a motivation and award programme across all stages to support this.   |  |            |            |
|  |  | Through monitoring, ensure there are increased opportunities for children to write across all areas of the curriculum.  | Prof Dialogue<br>Staff Meetings        | G Hartley  | June 2020  |
|  |  | Review range of banded books across the school at all levels to increase depth in reading.  | Development Group                      | G Hartley  | Mar 2020   |
|  |  | Work with local libraries to increase engagement in reading beyond school, with a particular focus on P4/5  | Renee Gillan<br>Local Library          | G Hartley  | June 2020  |
|  |  | With cluster colleagues, following SNSAs, review teaching of reading across all stages - with focus on attainment, progression, skills development and agree areas where there are gaps in learning and agree plans to address these. | Collegiate Working<br>Additional Cover | D Watson   | Sept 2019  |
|  |  | Continue transition work with colleagues at Kyle Academy, to improve children's critical reading skills and ensure all learners at this stage are appropriately challenged.   | Additional Cover<br>Staff meetings     | G Hartley  | June 2020  |
|  |  | Provide opportunities for interested staff to engage in a professional reading group to deepen knowledge and understanding across identified areas of learning and teaching.  | Texts<br>Agreement CLPL                | D Watson   | Sept 2019  |
|  | <b>Developing the Young Workforce : Skills for Learning, Life &amp; Work</b> |   |  |            |            |
| Children will have a clear understanding of the world of work and will begin to reflect on and profile their skills across learning.<br><br>Children will have valuable opportunities to engage with and learn from a range of partners. |  | Continue to engage children in meaningful discussions about the skills they are developing including why and how they can apply them in a range of contexts and world of work.  | Staff Meetings                         | L McDowall | Sept 2019  |
|  |  | Work closely with Primary 6 & 7 classes to explore and use the digital resource "My World of Work" to promote discussion and understanding about this in our local community and beyond.  | Additional Cover<br>CLPL               | L McDowall | Dec 2019   |
|  |  | Continue to extend the links the school has with potential employers to share knowledge, skills and experiences with pupils at all levels, specifically apprentices/trade and entrepreneurs.  | Timetabling<br>Development Group       | L McDowall | April 2020 |
|  |  | Work with staff to build confidence in delivering enterprise projects which support equality and diversity.   | Staff Meetings<br>In-Service Days      | L McDowall | Feb 2020   |

|   |  |  |                                   |                        |           |
|---|--|--|-----------------------------------|------------------------|-----------|
|   |  | 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.                      | Timetabling                       | L McDowall             | May 2020  |
|   |  | Run a World of Work Engagement Day for P6 & P7 children, linking with colleagues in CLD and other agencies.  | Timetabling<br>Development Group  | L McDowall             | Nov 2019  |
| <b>Other</b>  |  |  |                                   |                        |           |
| To continue to review aspects of our curriculum planning to reflect SAC progression frameworks. | Children's learning will be at the appropriate pace and offer the relevant support and challenge across the broad general education. | Support staff to use the SAC Progression framework across all levels to ensure consistent learning in Social Subjects  | In-Service Days<br>Staff Meetings | D Watson               | Oct 2019  |
|   |  | Support staff to use the SAC Progression framework across all levels to ensure consistent learning in RME  | In-Service Days<br>Staff Meetings | D Watson               | Dec 2019  |
|   |  | Support staff to use the SAC Progression framework across all levels to ensure consistent learning in Art & Design   | In-Service Days<br>Staff Meetings | D Watson               | Oct 2019  |
|   | Children, staff and parents will have a deeper understanding of the RRS agenda and their role within this.                           | Continue the school's work in promoting the Rights Respecting School agenda through assemblies, whole school initiatives, campaigns, and engagement with the wider school community. | In-Service Days<br>Staff Meetings | J Baines<br>L McDowall | June 2020 |

|   |            |
|---|------------|
| <b>Links to Children's Services Plan:</b>   | 2a, 2b, 2d |
| <b>Links to National Improvement Framework:</b>   | 3a, 3c     |
| <b>National Improvement Framework Drivers:</b>  | 4b, 4e, 4f |
| <p><b><u>How we will monitor and measure impact:</u></b></p> <ul style="list-style-type: none"> <li>*Staff Development Groups action plans/evaluations and professional dialogue with development area lead and HT</li> <li>*Professional dialogue at Staff meetings and SLT meetings</li> <li>*One to One meetings between HT and project leads</li> <li>*Use of HGIOS 4, with particular reference to Quality Indicator 2.2 - Curriculum</li> <li>*Sampling and monitoring of class teacher Forward Planning and termly evaluations</li> <li>*One to one discussions between class teachers and SLT in relation to planning of quality experiences:</li> <li>*Through classroom observations and engagement with Pupil Groups, discussions with pupils and how they engage in planning and tracking their learning/pupil profiles</li> <li>*Staff CLPL records</li> <li>*Discussion with colleagues at cluster meetings on progress, impact and next steps</li> </ul> |            |

| Objective  | Impact on children   | Implementation Targets/Strategies   | Resources                                  | Personnel Responsible  | Completion Date |
|--|--|---|--|------------------------|-----------------|
| <p><b>Priority 2:</b></p> <p><b><u>3.2 Attainment &amp; Achievement</u></b></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> | Children will access better levels of support to provide increased confidence and ability to improve their literacy and numeracy skills.                                   | Ensure all staff have a clear understanding of the gaps in learning in their own classes and the areas of focus across the school community.  | In-Service Days<br>Staff Meetings          | D Watson               | Aug 2019        |
|  | Identified children will have their progress more rigorously tracked, with interventions in place to make the most impact.   | Through professional dialogue between SLT and classrooms teachers, continue to ensure all children are on track with key aspects of their learning and that identified support are in place and having an impact.                       | Prof Dialogue<br>SLT Link<br>PEF Funding   | G Hartley              | Mar 2020        |
|  |  | Continue to work with all staff to identify children who are at risk of not achieving appropriate levels in literacy and numeracy.  | Prof Dialogue<br>SLT Link                  | G Hartley              | Mar 2020        |
|  | Identified children will learn in a range of different ways and in a range of settings, to best meet their needs.  | Due to the significant increase in EY staff, deploy EYPs to work across the EYC and Primary 1 to support and extend learning in numeracy, maths and literacy as part of the school's early intervention and active learning approaches. | SLT Meetings<br>Timetabling                | K Carswell<br>D Watson | Aug 2019        |
|  |  | Continue to deploy school assistants to support in delivery of targeted interventions with identified individuals and cohorts of learners.  | SLT Meetings<br>Timetabling<br>PEF Funding | G Hartley              | Aug 2019        |
|  | 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. | Implement the Word Aware programme at Early Level to boost children's vocabulary and improve the quality of writing, talking and listening.   | CLPL<br>In-Service<br>Additional Cover     | L Maitland<br>F Currie | Sept 2019       |
|  |  | Pilot the Talk to Write Programme with a view to improving the experiences for children to write more effectively.  | CLPL<br>In-Service<br>Additional Cover     | D Watson               | Oct 2019        |
|  |  | Continue to engage with hard to reach parents and families to support improved attendance, achievement and attainment   | PEF Funding                                | J Daily                | May 2020        |
|  |  | In partnership with CLD and others, continuing to provide opportunities for identified groups of children to engage in an alternative curriculum beyond the classroom and school.   | PEF Funding<br>Links CLD                   | J Daily                | May 2020        |
|  | Children who do not normally engage in physical activity will be more involved in this   | Engage with identified cohorts of children and parents to run an in-school monthly café for staff and community, creating an opportunity for children to develop a range of life skills.  | PEF Funding<br>Links CLD                   | J Daily                | Nov 2019        |

|   |  |                          |                       |          |
|---|--|--------------------------|-----------------------|----------|
| through the support of key staff.<br><br>Children and families will be empowered to make changes which will positively affect their wellbeing and learning. | Continue to work with the active schools team to engage reluctant children in activities to promote their physical wellbeing.  | PEF Funding              | J Baines              | Dec 2019 |
|   | Extend the Forehill Family Fun and Fitness sessions, where parents and children work together to promote physical wellbeing at their own level and for enjoyment.    | PEF Funding              | J Daily               | Dec 2019 |
|   | Run learning workshops for parents, particularly in reading and numeracy, and support them in understanding how they can support raising attainment and achievement. | PEF Funding<br>CLD Links | D Watson<br>G Hartley | May 2020 |

|   |                    |
|---|--------------------|
| <b><u>Links to Children's Services Plan:</u></b>  | 2a, 2b, 2c, 2d, 2e |
| <b><u>Links to National Improvement Framework:</u></b>  | 3a, 3b, 3c         |
| <b><u>National Improvement Framework Drivers:</u></b>   | 4c, 4d, 4e, 4f     |
| <p><b><u>How we will monitor and measure impact:</u></b></p> <ul style="list-style-type: none"> <li>*Tracking of impact of interventions of PEF cohort by Development worker</li> <li>*Professional dialogue with individual staff around SNSA and CfE data</li> <li>*Identification of individual pupils to access specific interventions - baseline assessments undertaken in literacy and numeracy</li> <li>*EYC Milestone data as part of professional dialogue</li> <li>*Sumdog tracking and analysis of progress for all children</li> <li>*Dialogue with school assistants around impact of targeted interventions</li> <li>*Monitoring of impact of school development work through dialogue between HT and leads</li> <li>*Numerical Data for Children identified through PEF criteria eg five minute boxes, reading wise, clicker, Quest, Boxall</li> </ul> |                    |

| Objective   | Impact on children  | Implementation Targets/Strategies  | Resources   | Personnel Responsible        | Completion Date |
|---|---|--|---|------------------------------|-----------------|
| <p><b>Priority 3:</b></p> <p><b><u>2.3 Learning, Teaching &amp; Assessment</u></b></p> <p>Continue to improve the quality of learning and teaching across the school, through collegiate working.</p> <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>Children will continue to experience high quality learning experiences.</p> <p>Children's progress will be tracked more robustly as staff become more confident in a range of approaches to assessment and moderation.</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>Through pupil conversations, children will be able to articulate more confidently, their learning journey, their achievements and next steps.</p> | With staff at 2 <sup>nd</sup> level, review how the curriculum is delivered to best use skills, expertise and knowledge of staff.  | Timetabling   | D Watson<br>P5-7 Staff       | Dec 2019        |
|   |   | Share with all staff, the updated learning and teaching guidance along with Assessment & Moderation guidelines to ensure a consistent approach across the school.  | In-Service Days<br>Staff Meetings                               | D Watson                     | Aug 2019        |
|   |   | Work with staff to ensure consistency in approach to the content and use of assessment folders to track pupil progress across the broad general education at all stages.   | In-Service Days<br>Staff Meetings                               | D Watson                     | Sept 2019       |
|   |   | Work with staff at early level to streamline the range of assessment evidence gathered for individual children.  | Additional Cover<br>Development Group                           | K Carswell                   | Oct 2019        |
|   |   | With cluster colleagues, work to ensure profiling and transition information is consistent to ensure progression.  | Additional Cover<br>Development Group                           | D Watson                     | Feb 2020        |
|   |   | Through termly professional dialogue, ensure teacher planning meets the needs of all learners and that there is appropriate quality and pace in learning.  | SLT Meetings<br>Prof Dialogue                                   | D Watson<br>G Hartley<br>SLT | June 2020       |
|   |   | Raise the profile of outdoor learning across all the curriculum and provide support to staff to make more regular use of the outdoors as a learning resource.  | In-Service Days<br>Staff Meetings<br>CLPL                       | K Carswell                   | June 2020       |
|   |   | Through observations by SLT and peers, work to ensure high quality consistent approaches to learning and teaching across the school.   | Peer Observations   | D Watson                     | June 2020       |
|   |   | Continue to work with all staff on appropriate Self-evaluation activity which drives forward the quality of learning and teaching and attainment in all classes.   | Staff Meetings<br>In Service Days                               | D Watson                     | June 2020       |
|   |   | Work with groups of learners to evaluate the quality of our work using "wee" HGIOS and agree actions across the school and to further develop their understanding of school improvement and the priorities set to improve outcomes for them. | Timetabling<br>Pupil Council<br>Senior Pupils<br>Staff Meetings | D Watson<br>J Taylor         | June 2020       |
| Continue to support staff in agreeing appropriate assessments for their classes to support teacher judgements around attainment and progress.   | In-Service Days   | D Watson   | Sept 2019   |                              |                 |

|  |   |  |  |                               |           |
|--|---|--|--|-------------------------------|-----------|
| Plan with a range of colleagues for the expansion of the EY facility, to ensure high quality learning is provided. | The expansion of our Early Years provision will offer full day placements to an increased number of young people who will engage in a wider range of rich learning experiences. | Undertake more frequent work/jotter samples as part of the school's approach to self-evaluation and moderation   | SLT Meetings                                       | D Watson7<br>G Hartley<br>SLT | May 2020  |
|  |   | Extend and develop the work with the cluster in moderating and assessing planned learning in reading and literacy.   | Collegiate Time<br>Additional Cover                | G Hartley                     | May 2020  |
|  |   | With cluster colleagues, create opportunities for teaching staff to undertake peer learning observations across sectors, with the focus on progression and pace.                             | Additional Cover<br>Timetabling                    | D Watson                      | May 2020  |
|  |   | Work with a focus group of parents to continue the review of pupil reports and agree a clear strategy for reporting to parents.  | SLT<br>Parent Council                              | D Watson                      | Jan 2020  |
|  |   | To respond to the authority guidance on progress and profiling pupil progress electronically.  | SLT<br>Staff Meetings                              | D Watson                      | Oct 2019  |
|  |   | Work with the Senior Leadership team to engage in discussion around school improvement using the BGE comparison tool.  | SLT<br>BGE Tool                                    | D Watson                      | Jan 2020  |
|  |   | Work collegiately with our family of schools within the SWEIC to explore ways in which to improve attainment and share good practice.  | Additional Cover<br>SWIEC Meetings                 | D Watson                      | May 2020  |
|  |   | Improve the confidence of staff in handling and using attainment data more effectively to secure improvement.  | In-Service Days<br>Staff Meetings<br>Prof Dialogue | D Watson                      | Feb 2020  |
|  |   | Continue to build capacity in staff as plans develop for the expansion of our Early Years Provision. Provide appropriate opportunities for staff to engage in relevant CLPL to support this. | SAC Staff<br>CLPL for EYPs                         | D Watson<br>K Carswell        | June 2020 |

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

- \*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 SLT 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
- \*Data discussed with cluster as part of moderation activity

## Ongoing Whole School Developments now moved to Maintenance Agenda:

|  | <b>Staff Responsible</b> |
|--|--------------------------|
| Continue HWB check-in for all learners each day  | All                      |
| Continue nurturing approaches for all pupils, but more specific to cohorts of children with increased levels of anxiety and with specific needs. | S Howlett<br>J Daily     |
| Continue work with pupil council, with specific focus on school improvement, learning and wider achievements.                                    | K Carswell               |
| Continue with Book-bug Programme at start of Primary 1   | EYPs                     |
| Continued work with Eco-group and links with HWB in relation to food preparation and cooking.  | T Kerr / K McDonald      |
| Build on current music provision to involve partners and parents including intergenerational opportunities.                                      | D Watson/ L McDowall     |
| As part of our electives programme, to continue to work with a range of partners to enhance ongoing experiences for learners.                    | L McDowall / K Carswell  |
| Continue the work of the JRSO to support safe travel to and from school and increase children cycling and walking.                               | A Campbell               |
| Continue to train senior pupils as Sports Leaders & Play Leaders.  | J Baines / F Reid        |
| Continue and expand the "Let's Move Programme" with identified cohorts of children   | F Sutherland             |
| Across the school, all children will continue to use PE Passports to help them celebrate achievements and plan next steps.                       | F Sutherland             |
| Promote Dyslexia Friendly approaches in all classes across the school - engaging with children, parents and wider community.                     | J Rodger<br>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                 |
| Continue to engage with children and partners to work towards securing the Gold School Sports Award.   | F Sutherland             |
| Continue to involve children in our Digital Leaders Programme, working towards recognition.  | K Zorget                 |
| Continue to ensure that staff are using MTV strategies as part of their teaching.  | M McDowall / N Paterson  |
| Continue with planned opportunities for Parental Engagement including learning together & shared learning  | All                      |

**June 2019**

## APPENDIX - Kyle Cluster – Literacy and Numeracy Strategy 2019/20

| <b>1.1 Develop approaches to improving reading skills through self-evaluation, identifying and sharing good practice and effective literacy interventions</b>  |   |   |          |
|--|---|---|----------|
| Tasks to achieve priority  | Personnel   | Timescale   | Progress |
| <ul style="list-style-type: none"> <li>• Cluster literacy group to be formed</li> <li>• Analysis of data in establishments to identify issues and the impact these are having on progress and attainment (SNSA, reading ages, CfE levels)</li> <li>• Cluster WSM Sept – initial group meeting to review issues, look for commonalities and action plan</li> <li>• Identification of good practice and effective literacy interventions/methodologies/resources (research and professional dialogue; peer observations; sharing of practice)</li> <li>• Cluster WSM Nov – all cluster staff attend group-led activities related to reading skills in the light of group findings</li> <li>• Plan transition – P7 to S1 targeted reading groups</li> </ul> | <p>HTs and identified staff</p> <p>Literacy Group</p> <p>P7 teachers English dept</p> | <ul style="list-style-type: none"> <li>• Aug 19</li> <li>• Aug/Sept 19</li> <li>• 9 Sept 19</li> <li>• On-going</li> <li>• 13 Nov 19</li> <li>• May/Jun 20</li> </ul> |          |
| <b>1.2 Develop a reading culture in our schools and across our cluster</b>   |   |   |          |
| Tasks to achieve priority  | Personnel   | Timescale   | Progress |
| <ul style="list-style-type: none"> <li>• Share practice in pupil leadership eg Reading Buddies /Champions and identify ways to develop cross sectoral approach</li> <li>• Identify common events to promote reading across Cluster</li> </ul>  | <p>Literacy group</p> <p>Kyle Library assistant HTs and</p>                           | <ul style="list-style-type: none"> <li>• Sep/Oct 19</li> <li>• Sept 19</li> <li>• tbc</li> </ul>  |          |

|   |                  |  |  |
|---|------------------|--|--|
| (Library assistant to support planning)   | identified staff |  |  |
| <ul style="list-style-type: none"> <li>Parental engagement event with a focus on reading for enjoyment</li> </ul> |                  |  |  |

## 2 Identify areas of focus in numeracy for joint work across P7 to S2

| Tasks to achieve priority   | Personnel                                      | Timescale  | Progress |
|---|--|--|----------|
| <ul style="list-style-type: none"> <li>Numeracy group to be formed</li> <li>Self-evaluation using SNSA data and teacher professional judgement to identify issues</li> <li>Cluster WSM Jan – initial group meeting to discuss issues and action plan</li> <li>Identification of good practice and effective numeracy interventions/ methodologies/resources (research and professional dialogue; peer observations; sharing of practice)</li> </ul> | HTs and identified staff<br><br>Numeracy group | <ul style="list-style-type: none"> <li>Aug 19</li> <li>Oct - Dec19</li> <li>27 Jan 20</li> <li>On-going</li> </ul> |          |

### Impact on learners/Measures of success

- Improved reading ability measured by reading age
- Improved literacy levels measured by CfE data
- Increased engagement and confidence in reading
- Improved numeracy levels measured by CfE Data

### HGIOS4 Quality Indicators/Themes:

- 1.1 Self-evaluation for self-improvement
- 1.3 Leadership of learning
- 2.3 Learning, teaching and assessment
- 2.6 Transitions
- 3.2 Raising attainment and achievement

### NIF priorities:

Improvement in attainment (particularly in literacy and numeracy)  
 Close the gap between most and least disadvantaged