



Forehill Primary School & Early Years Centre

IMPROVEMENT PLAN : 2020 - 2021



Due to COVID-19, we have carried forward a number of improvement priorities from Session 2019-20. Our 2019-20 plan has been updated to reflect our current position, and a recovery plan added as an appendix.

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.

This session, from our Pupil Equity Funding, we have appointed 2.5 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. We have appointed an additional Principal Teacher, with responsibility for our PEF cohort and interventions.

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 January 2021.

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 inspection by Education Scotland in January 2020 confirmed for us, the strong impact of the school improvement 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, with an emphasis on recovery and moving forward within the current covid-19 pandemic.

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 2020 - 2021

Science / Technologies /STEM

- *Katrina Carswell
- *Tiffany Kerr
- *Laura Reilly
- *Karen McSheffery

1+2 Languages

- *Laura McConnachie
- *Gemma Crawford
- *Lynsey Mair
- *Anna Muir
- *Ashleigh Reid

Reading & Literacy

- *Gaynor Hartley
- *Roz Cathcart
- *Louise Collins
- *Jacqui Rodger
- *Hazel Wilson
- *Kathryn Murdoch

PEF Interventions

- *Moira McDowall
- *John Daily
- *David Watson

Nurture

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



Developing the Young Workforce

- *Lee McDowall
- *Sarah Howlett
- *Nanette McGhee
- *Suzanne Duncan

HWB / RRS

- *Julie Baines
- *Fiona Sutherland
- *Nicola Paterson
- *Amy Hawkshaw
- *Fiona Currie
- *Kris Nimbley

Maths / Numeracy

- *David Watson
- *Amy Campbell
- *Moira McDowall
- *Julia Taylor
- *Nicola Law

COVID Recovery / Assessment

- *SLT

Early Years Expansion

- *David Watson
- *Katrina Carswell
- *Lesley Maitland
- *Keren Neil

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 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 & Sport. This will include their planned wider opportunities.</p>	Health & Wellbeing			
		Develop child and parent friendly benchmarks to support them in talking about personal strengths and targets with Health and Wellbeing	Development Group	J Baines	June 2021
		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 Additional Cover	J Baines	June 2021
		Work with staff and partners to agree the school's Mental Health and Wellbeing charter	Development Group Staff Meetings	J Baines	June 2021
		Provide relevant professional learning for all staff on the Wellbeing charter for South Ayrshire.	Staff meetings CLPL Sessions	J Baines	June 2021
		Share with staff all relevant documentation to support them in delivering high standards of emotional support to all pupils and each other.	Staff meetings CLPL Sessions	J Baines	October 2020
		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 2021
		Work with all staff and NHS colleagues to further reflect on supports in place for staff wellbeing.	Development Group Staff Meetings	J Baines D Watson	June 2021
	<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>	Science and Technologies			
		Support staff to use the SAC Progression framework at Early Level to ensure cohesive learning in technologies.	Staff Meetings In-Service Days	K Carswell	April 2021
		Support staff to use the SAC Progression framework across all levels to ensure cohesive learning in Science.	Staff Meetings In-Service Days	K Carswell	April 2021
		Complete the current ICT planners which provide a progressive skills pathway in ICT skills across levels.	Development Group Additional Cover	K Carswell	Jan 2021
		Evaluate teacher feedback on current technology planners and make appropriate changes to reflect progression pathway at Early Level.	Development Group	K Carswell	April 2021
		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 In-Service Days	K Carswell L McDowall	March 2021

		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 2021
		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 2021
		Continue to develop opportunities for children to deepen their learning through participation in awards programmes including Crest, Primary Engineer & Dragon's Den Challenge	Clubs Classroom Learning	K Carswell L McDowall	June 2021

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. Children will be able to participate in basic conversations in French At second level, children will begin to experience Spanish as a third language.	1+2			
		Refresh our current planners to reflect the new authority pathway, ensuring a clear and structured approach across the school.	Development Group Additional Cover	L McConnachie	June 2021
		Continue the model of "children as teachers" and Spanish Ambassadors for giving children at 2 nd level access to a third language.	Timetabling Additional Cover	L McConnachie	June 2021
		When appropriate, work with "Articulate" to provide children with "Treasure Hunt" context in which to practice oral language work	Budget Articulate	L McConnachie	June 2021
		Provide additional workshops for staff and parents in French and Spanish and through work with Spanish Ambassadors, increase confidence of all learners.	Articulate CLPL	D Watson L McConnachie	May 2021
		Introduce a manageable model for assessment, tracking and recording progress in French for all learners.	Development Group Additional Cover	L McConnachie	June 2021
	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. Children will engage in aspects of maths in a	Mathematics & Numeracy			
		Ensure all new staff are confident in their approach in using the SAC Progression framework across all levels to ensure coherent planning of learning in Numeracy & Maths.	Development Group Staff Meetings In-Service Days	D Watson	Oct 2020
		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 Staff Meetings	D Watson	Dec 2020
		Refresh how number talks are planned as part of CLIC sessions, developing clear guidance for staff.	Additional Cover	M McDowall	March 2021
		Introduce bar-modelling approaches to children in upper primary classes to support in number calculations	CLPL Cover	M McDowall	June 2021

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.	more practical way.	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 Staff Meetings In-Service Days	D Watson	Jan 2021
	Senior pupils will have covered and be confident in a range of key skills to enable them to be successful in numeracy in S1.	Ensure all new staff are clear about the expectations across the school in relation to learning in Numeracy & Maths - Pacing, challenge, independence and contextualised learning.	Staff Meetings In-Service Days	D Watson	Sept 2020
		Continue to support new staff in using benchmarks to support assessment in maths and numeracy and to set targets for groups and individuals.	Staff Meetings In-Service Days	D Watson	Oct 2020
		Continue to involve children more consistently in using benchmarks to support learning conversations and in setting their own targets.	Staff Meetings In-Service Days	D Watson	Dec 2020
		Continue to provide children with meaningful contexts in which to investigate and learn a range of mathematical concepts and skills.	Staff Meetings In-Service Days	D Watson	Apr 2021
		With funding from Maths Week Scotland and Parent Council, work with Primary 1 staff to create a maths outdoor learning space.	Grant - £2000 PC Donation	D Watson P1 Staff EYPs	Nov 2020
		Increase confidence and opportunities at all stages for children to engage in outdoor learning	Resources CLPL	K Carswell	June 2021
		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 WTA	D Watson	May 2021
		Undertake SNSAs with P4 & P7 and InCAS with P2 classes in September, to support recovery planning and identify next steps in Maths/Numeracy.	Timetabling	L McDowall	Sept 2020
		Undertake SNSAs with P1 in May, to support recovery planning and identify next steps in Maths/Numeracy.	Timetabling	L McDowall D Watson	May 2021
		Make more effective use of Sumdog and Education City as a resource to support and track children's learning and progression.	Staff Meetings CLPL	D Watson	May 2021
	Children will experience a progressive and structured literacy programme	Language & Literacy			
Support staff to use the SAC Progression framework across all levels to ensure cohesive learning in Language and Literacy.		Development Group Staff Meetings In-Service Days	G Hartley	June 2021	
Update the approach to literacy planning across the school to reflect the progression framework.		Development Group In-Service Days	G Hartley	June 2021	

<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's confidence in reading aloud and ability to talk about and understand text will improve.</p>	<p>Through use of appropriate data, provide targeted interventions for children who are assessed as below their reading age compared to chronological age.</p>	<p>Profess. Dialogue Planning</p>	<p>G Hartley</p>	<p>Nov 2020</p>
		<p>Continue to use Reading-wise comprehension programme with identified learners at First Level</p>	<p>Timetabling</p>	<p>G Hartley</p>	<p>May 2021</p>
	<p>Children will be more aware of the importance of reading for enjoyment.</p>	<p>Review how teaching of reading across all stages including reading aloud, teaching of reading skills and use of literature Circles impacts on attainment.</p>	<p>Staff Meetings In-Service Days Additional Cover</p>	<p>G Hartley</p>	<p>June 2021</p>
		<p>Provide a range of learning opportunities for parents to support in extending and challenging their children's learning at reading at home.</p>	<p>Development Group</p>	<p>G Hartley</p>	<p>May 2021</p>
		<p>Increase opportunities for children to be involved in reading activities for enjoyment and with school assistants, develop a motivation and award programme across all stages to support this.</p>	<p>Development Group Staff Meetings</p>	<p>G Hartley</p>	<p>June 2021</p>
		<p>Through monitoring, ensure there are increased opportunities for children to write across all areas of the curriculum.</p>	<p>Prof Dialogue Staff Meetings</p>	<p>G Hartley</p>	<p>June 2021</p>
		<p>Roll out the Talk Boost Programme with identified pupils in the EYC, Primary 1 and Primary 2</p>	<p>Additional Pack CLPL</p>	<p>K Carswell</p>	<p>June 2021</p>
		<p>With children across Early Level, create opportunities to enhance language - reading, writing and talking/listening through outdoor learning.</p>	<p>K Carswell SEYP</p>	<p>K Carswell SEYP P1 Staff</p>	<p>June 2021</p>
		<p>Refresh library books in infant library to encourage regular reading across all Primary 1-3 classes</p>	<p>School Budget</p>	<p>D Watson</p>	<p>Oct 2021</p>
		<p>Work with local libraries to increase engagement in reading beyond school, with a particular focus on P4/5</p>	<p>Renee Gillan Local Library</p>	<p>G Hartley</p>	<p>June 2021</p>
		<p>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.</p>	<p>Collegiate Working Additional Cover</p>	<p>G Hartley</p>	<p>June 2021</p>
		<p>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.</p>	<p>Additional Cover Staff meetings</p>	<p>G Hartley</p>	<p>June 2021</p>

Developing the Young Workforce : Skills for Learning, Life & Work					
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.	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	June 2021	
	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 CLPL	L McDowall	May 2021	
	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 Development Group	L McDowall	May 2021	
	Work with staff to build confidence in delivering enterprise projects which support equality and diversity, including BHM.	Staff Meetings In-Service Days	L McDowall	Dec 2020	
Other					
To continue to review aspects of our curriculum planning to reflect SAC progression frameworks. Children, staff and parents will have a deeper understanding of the RRS agenda and their role within this.	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 Staff Meetings	D Watson	June 2021
		Support staff to use the SAC Progression framework across all levels to ensure consistent learning in RME	In-Service Days Staff Meetings	D Watson	June 2021
		Support staff to use the SAC Progression framework across all levels to ensure consistent learning in Art & Design	In-Service Days Staff Meetings	D Watson	June 2021
		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 Staff Meetings	J Baines L McDowall	June 2021

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

- *Professional dialogue at Staff meetings and SLT 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 SLT 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>3.2 Attainment & Achievement</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.	To support recovery, ensure all staff have a clear understanding of the gaps in learning in their own classes and work with SLT to identify appropriate targets for groups of learners.	In-Service Days Staff Meetings	D Watson	Nov 2020
		Through professional dialogue between SLT and classrooms teachers, continue to ensure all children are making progress key and that identified supports are in place and having an impact.	Prof Dialogue SLT Link PEF Funding	G Hartley	Mar 2021
	Identified children will have their progress more rigorously tracked, with interventions in place to make the most impact.	Deploy additional EYPs across 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 Timetabling	K Carswell D Watson	Aug 2020
		Deploy school assistants to specific stages of the school to support in delivery of targeted interventions with identified individuals and cohorts of learners.	SLT Meetings Timetabling PEF Funding	G Hartley	Sept 2020
	Identified children will learn in a range of different ways and in a range of settings, to best meet their needs.	Implement the Word Aware programme at Early Level to boost children's vocabulary and improve the quality of writing, talking and listening.	CLPL In-Service Additional Cover	L Maitland F Currie	Nov 2020
		Pilot the Talk to Write Programme with a view to improving the experiences for children to write more effectively.	CLPL In-Service PEF Funding	D Watson	Nov 2020
	Children will become more confident in approaching a range of learning	Consider creative ways to engage with hard to reach parents and families to support improved attendance, achievement and attainment	PEF Funding	J Daily M McDowall	May 2021

<p>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>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.</p>	<p>PEF Funding Links CLD</p>	<p>J Daily M McDowall</p>	<p>May 2020</p>
	<p>When appropriate to do so, continue to work with the active schools team to engage reluctant children in activities to promote their physical wellbeing.</p>	<p>PEF Funding</p>	<p>J Baines</p>	<p>June 2021</p>
	<p>Run learning workshops for parents, particularly in reading and numeracy, and support them in understanding how they can support raising attainment and achievement.</p>	<p>PEF Funding CLD Links</p>	<p>D Watson G Hartley</p>	<p>June 2021</p>

<u>Links to Children's Services Plan:</u>	2a, 2b, 2c, 2d, 2e
<u>Links to National Improvement Framework:</u>	3a, 3b, 3c
<u>National Improvement Framework Drivers:</u>	4c, 4d, 4e, 4f
<p><u>How we will monitor and measure impact:</u></p> <ul style="list-style-type: none"> *Tracking of impact of interventions of PEF cohort by Development worker *Professional dialogue with individual staff around SNSA and CfE data *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 eg five minute boxes, reading wise, clicker, Quest, Boxall 	

Objective	Impact on children	Implementation Targets/Strategies	Resources	Personnel Responsible	Completion Date
<p>Priority 3:</p> <p><u>2.3 Learning, Teaching & Assessment</u></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>	Work with new 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 Staff Meetings	D Watson	Oct 2020
		Work with staff at early level to streamline the range of assessment evidence gathered for individual children.	Additional Cover Development Group	K Carswell	Oct 2020
		With cluster colleagues, work to ensure P7 profiling and transition information is consistent to ensure progression.	Additional Cover Development Group	D Watson	Feb 2021
		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 Prof Dialogue	SLT	June 2021
		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 Staff Meetings CLPL	K Carswell	June 2021
		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 2021
		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 In Service Days	D Watson	June 2021
		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 Pupil Council Senior Pupils Staff Meetings	D Watson J Taylor	June 2021
		Continue to support staff in agreeing appropriate assessments for their classes to support teacher judgements around attainment and progress.	Staff Meetings	D Watson	Sept 2020
		Undertake more frequent work/jotter samples as part of the school's approach to self-evaluation and moderation	SLT Meetings	D Watson G Hartley SLT	May 2021
Extend and develop the work with the cluster in moderating and assessing planned learning in reading and literacy.	Collegiate Time Additional Cover	G Hartley	May 2021		

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.	Work with parent council to the review the format for reporting on pupil progress within the context of COVID-19.	SLT Parent Council	D Watson	Nov 2020
		Work with the Senior Leadership team to engage in discussion around school improvement using the BGE comparison tool.	SLT BGE Tool	D Watson	June 2021
		Work collegiately with our family of schools within the SWEIC to explore ways in which to improve attainment and share good practice.	Additional Cover SWIEC Meetings	D Watson	June 2021
		Improve the confidence of staff in handling and using attainment data more effectively to secure improvement.	In-Service Days Staff Meetings Prof Dialogue	D Watson	Jan 2021
		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 CLPL for EYPs	D Watson K Carswell	Dec 2020

<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> <ul style="list-style-type: none"> *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 	

Some of these are dependant on guidance in relation to safety and wellbeing around COVID-19.

<u>Ongoing Whole School Developments now moved to Maintenance Agenda:</u>	
	Staff Responsible
Continue work with pupil council, with specific focus on school improvement, learning and wider achievements.	K Carswell
Further develop planned opportunities for learning across Early Level involving children within the new EYC and P1	SEYP / P1 Staff
Continued work with Eco-group and links with HWB in relation to food preparation and cooking.	T Kerr
When safe to do so, build on current music provision to involve partners and parents including intergenerational opportunities.	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
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
When possible, 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 G Hartley
Continue the Forehill ASD parent support network.	G Hartley
Continue to involve children in our Digital Leaders Programme, working towards recognition.	L Reilly
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
When appropriate continue to run the Forehill Café as a context for developing life skills with senior pupils	J Daily / M McDowall
When safe to do so, extend and develop the Forehill Family Fun and Fitness Evenings	J Daily
When safe to, continue to work with children's librarian to engage P5 children in the 'Discover Reading' programme.	P5 Staff
When appropriate, run further World of Work Engagement Days for P6 & P7 children, linking with colleagues in CLD and other agencies.	L McDowall

FOREHILL PRIMARY SCHOOL
RECOVERY PLAN – FOLLOWING CLOSURE DUE TO COVID-19
SESSION 2020 – 2021

Objective	Impact on children	Implementation Targets/Strategies	Resources	Personnel Responsible	Completion Date
<u>Emotional Wellbeing</u>					
To support children who have found being on "lockdown" and away from school for so long, a particular struggle	Children will feel confident returning to school.	At the start of term, children will return to school in small groups over three days in week one. This will provide opportunities for relationships to be built and for teachers to outline routines and procedures.	Reduced class numbers	D Watson	August 2020
		Towards the end of term 1, we will undertake a parental survey around pupil wellbeing and return to school procedures in Forehill. This will assist in drafting next steps.	Microsoft Forms Clerical Support	L McDowall J Baines	October 2020
	Children will be clear about guidance to ensure their wellbeing in school.	Guidance will be shared with all staff working within the school.	-	D Watson Class Teachers	August 2020 + On-Going
		Clear guidance will be shared with all parents, with regular updates outlined on the school website and facebook page.	Website Updates Facebook Updates	D Watson	August 2020 + On-Going
		Staggered breaks with fewer children will help support and improve children's confidence in and around the school.	Supervision	D Watson G Hartley	On-Going
	Children will feel more confident returning to school and will feel well supported.	Teachers will continue to undertake a daily check-in with all children each morning.	-	All Teachers	On-Going
		Teachers will use the resilience alphabet resource to explore elements of emotional wellbeing	Resilience Booklets CLPL for all staff	J Baines	October 2020
		Our nurture work will focus on 1:1 work, for children highlighting concerns, or who are identified by staff or parents.	Timetabled Blocks for 1:1	J Daily	On-Going
		School assistants will continue to use draw and talk as an approach to support identified children's wellbeing.	Timetabled Blocks for 1:1	S Kerr	On-Going

To support children who are struggling to re-engage in learning.	Pupils finding it difficult to focus and re-engage in learning will experience success and achievement.	Staff will have completed the "attachment" module and other relevant CLPL on COAST to assist in supporting children who are reluctant to leave parent and return to school.	CLPL Time	All Staff	October 2020
		Staff will make use of the Recovery Support documents shared by educational psychology colleagues to ensure all children feel supported.	CLPL	All Staff	June 2021
	Pupils who are finding it difficult to cope with "formal" class routines will be supported to work co-operatively with others in their class.	Staff will spend time on the first day, chatting with children about returning to school and unpick feelings and emotions displayed or highlighted.	-	All Teaching Staff	August 2020
		Staff will continue to work through the school's HWB programme, with particular use of the "Little People" Emotional wellbeing resource.	HWB Framework Little People	J Baines	December 2020
		Further staff training will be provided for staff on resilience, emotional literacy and wellbeing.	-	J Baines	December 2020
	Children will find it easier to focus and engage in their learning for sustained periods of time.	Regular brain breaks will be used to break up chunks of learning, due to introduced staggered breaks and lunchtimes.	-	All Teaching Staff	On-Going
Where possible, children will learn outdoors more frequently throughout the day.		Outdoor Learning Resources	All Staff	On-Going	
To ensure children are provided with opportunities to talk about and share their feelings and emotions	Children will speak openly with peers and staff about their feelings	Wellbeing discussions will feature as part of daily discussions in class. Teachers will react to any areas of concern.	-	All Teaching Staff	On-Going
		"My Wellbeing" discussions will be undertaken twice across the session, and will ensure partnership working with parents.	My Wellbeing Record Sheets	J Baines	May 2020

Closing the Gap

<p>To support children who have fallen behind due to minimal engagement in home learning activities or who are finding work challenging are well supported in class.</p>	<p>Children who have considerable/significant gaps in learning will be clear about targets and will feel supported in order to progress with learning.</p>	<p>Staff will undertake assessments in key areas to establish baseline information for all learners. This will be used to construct learning plans for moving forward.</p>	<p>GL Assessment SNSA, InCAS, Quest, Headstart Schonell, Sumdog, Bugclub, HWB</p>	<p>SLT</p>	<p>October 2020</p> <p>Added Value: May 2021</p>
		<p>Access to additional teaching staff at each stage will help to ensure children are supported with learning.</p>	<p>Timetabling</p>	<p>SLT</p>	<p>August 2020</p>
		<p>School assistants allocated to each stage of the school will ensure consistent and regular access to support for identified learners.</p>	<p>Timetabling PEF Funding</p>	<p>G Hartley</p>	<p>August 2020</p>
		<p>The SLT will continue to monitor curriculum design to ensure the focus for learning is on key areas of the curriculum, and the curriculum meets the needs of learners in each class.</p>	<p>SLT Meetings</p>	<p>D Watson</p>	<p>December 2020</p>
		<p>Through monitoring of learning, SLT will at each stage, monitor how learning is organised, the approaches used and how it meets the needs of learners.</p>	<p>Monitoring Overview</p>	<p>SLT</p>	<p>May 2021</p>
		<p>Additional available staff will work with teachers at each stage to provide support to pupils with learning and help provide learning to pupils having to self-isolate at home.</p>	<p>Covid Recovery Funding / Additional Teaching Staff</p>	<p>D Watson G Hartley</p>	<p>June 2021</p>
		<p>Staged Intervention plans will continue to show clear targets for specific learners, and will be monitored throughout the session.</p>	<p>Planning Time</p>	<p>G Hartley</p>	<p>June 2021</p>
		<p>Deploy the school's allocation from the recovery teacher at the stages where need is highest, following baseline assessments and professional discussions with class teachers.</p>	<p>Covid Recovery Funding / Additional Teaching Staff</p>	<p>D Watson G Hartley</p>	<p>June 2021</p>
		<p>Identified interventions will be put in place for groups of learners, following completion of baseline assessments.</p>	<p>Prof. Dialogue Baseline Data</p>	<p>D Watson G Hartley K Carswell</p>	<p>June 2021</p>
		<p>PEF funding will be used to support children and families who have struggled with learning during closure or who are finding the transition back to school, interaction with peers or engagement challenging.</p>	<p>Nurture Alternative Curric.</p>	<p>M McDowall</p>	<p>June 2021</p>
<p>Through "Connecting Scotland" identified families and children will be given access to technology to support learning from home.</p>	<p>Chrome Books Laptops</p>	<p>D Watson J Daily</p>	<p>October 2021</p>		

		Through PEF, we will continue to support our vulnerable families by keeping in regular contact with parents and carers.	Individual Pupil Profile	M McDowall	June 2021
		Work creatively to find ways to engage with parents to help them support children's learning at home.	On-Line 5 Min Boxes	M McDowall J Daily	June 2021
		Review how we report to parents about children's progress given the current restrictions in place.	Staff Meetings	D Watson	June 2021
Responding to National and Local Advice and Guidance around COVID					
Ensure all stakeholders feel informed and that school guidance for children, staff and parents reflects national and LA guidance	All children, staff and parents will be confident that guidelines and procedures reflect national advice and that decisions are taken to ensure the wellbeing of all within the school.	HT will ensure all staff are kept fully updated with any change locally or nationally to guidance for schools.		D Watson	On-Going
		SLT will ensure all procedures are followed to ensure the safety and wellbeing of all children and adults in the school.		D Watson	On-Going
		HT will keep parents and carers fully informed through newsletters, website and facebook, about changes to guidance and school procedures.	Website Groupcall Facebook	D Watson	On-Going
		The school risk assessment will be reviewed and updated monthly or more regularly as local or national circumstances dictate.		D Watson	On-Going
		Begin to look for ways to work more closely with partners to ensure the wellbeing of children and staff in school.		D Watson	On-Going
		The school will monitor pupil and staff absence on a day to day basis, with all absences followed through by clerical staff. The HT will receive a daily report from clerical staff.		D Watson	On-Going

APPENDIX - Kyle Cluster – Literacy and Numeracy Strategy 2020- 21

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

<p>(Library assistant to support planning)</p> <ul style="list-style-type: none"> Parental engagement event with a focus on reading for enjoyment 	<p>identified staff</p>		
<p>2 Identify areas of focus in numeracy for joint work across P7 to S2</p>			
<p>Tasks to achieve priority</p>	<p>Personnel</p>	<p>Timescale</p>	<p>Progress</p>
<ul style="list-style-type: none"> Numeracy group to be formed Self-evaluation using SNSA data and teacher professional judgement to identify issues Cluster WSM Jan – initial group meeting to discuss issues and action plan Identification of good practice and effective numeracy interventions/ methodologies/resources (research and professional dialogue; peer observations; sharing of practice) 	<p>HTs and identified staff</p> <p>Numeracy group</p>	<ul style="list-style-type: none"> Aug 19 Oct - Dec19 27 Jan 20 On-going 	
<p><u>Impact on learners/Measures of success</u></p> <ul style="list-style-type: none"> 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 	<p><u>HGIOS4 Quality Indicators/Themes:</u></p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.3 Leadership of learning</p> <p>2.3 Learning, teaching and assessment</p> <p>2.6 Transitions</p> <p>3.2 Raising attainment and achievement</p> <p><u>NIF priorities:</u></p> <p>Improvement in attainment (particularly in literacy and numeracy)</p> <p>Close the gap between most and least disadvantaged</p>		