



Forehill Primary School & Early Years Centre

IMPROVEMENT PLAN : 2021 - 2022



We have carried forward a number of improvement priorities due to recent events.

Our plan has been updated to reflect our current position, and our COVID recovery plan has been incorporated.

Context & Background

Forehill is a school continuing to grow. In February 2021, we enjoyed the opening of our new purpose-built Early Years Centre which will serve the community for many years to come. Across the school, we are fortunate to continue to have a strong staff team who are fully committed to improving outcomes for children and young people. We work in a collegiate way, seeking innovative and creative ways to secure improvement across all aspects of the school. The staff team is continuing to grow, and together, supported by our improvement plan, have a clear focus on raising attainment and achievement for all. Due to the size of the team, we have a diverse and useful range of skills and knowledge, which is used well to secure improvement.

Additional funding through COVID recovery and Pupil Equity allowed us to appoint additional school assistants who continue to work with teaching staff to support and improve outcomes for specific cohorts of learners. Our development worker is supporting us with wider family support and will return to providing a range of family learning and engagement opportunities when restrictions allow. We have for next session, appointed a library assistant, who will support us in further developing our reading culture across the school with children, staff and parents.

The school's reputation in the community continues to be extremely strong resulting in demand for places at particular stages. We have had discussions about increasing the capacity of the school, and will move towards this when accommodation allows.

Clear and structured approaches to self-evaluation with staff, young people, parents and partners support us in agreeing priorities for improvement.

Our focus in 2021-22 will be on COVID recovery and on ensuring our young people are provided with the widest range of rich learning experiences possible.

Local and National Improvement Objectives

Educational Services Plan	1a	Continue to maintain high levels of attainment, particularly in literacy and numeracy
	1b	Closing the attainment gap between the most and least disadvantaged children
	1c	Improvement in children's and young people's health and wellbeing
	1d	Improvement in sustained positive school leaver destinations for all young people
Children's Services Plan	2a	Outstanding Universal Provision
	2b	Tackling Inequalities
	2c	Love and support for our care experienced young people and young carers
	2d	Good Physical and mental health and wellbeing
	2e	Promoting Children's rights
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 2021 - 2022

Science / Technologies /STEM

- *Katrina Carswell
- *Tiffany Kerr
- *Laura Dorman (Digital Champion)
- *Kirsty Zorget (Digital Champion)

Nurture

- *Katrina Carswell
- *Sarah Howlett
- *John Daily

HWB / RRS

- *Julie Baines
- *Fiona Sutherland
- *Nicola Paterson
- *Amy Hawkshaw

1+2 Languages

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

Maths / Numeracy

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

Reading & Literacy

- *Julie Baines
- *Jacqui Rodger
- *Nicola Paterson
- *Roz Cathcart
- *Hazel Wilson

Early Years

- *David Watson
- *Katrina Carswell
- *Louise McCloskey
- *Fiona Currie / Toni Clark
- *Lesley Maitland
- *Stephanie Neilson

PEF Interventions

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

Social Studies

- *Lee McDowall
- *Nanette McGhee
- *Suzanne Duncan
- *Kathryn Murdoch

COVID Recovery / Assessment

- *David Watson
- *SLT



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 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>Children will feel supported in terms of their resilience and emotional wellbeing.</p> <p>A consistent framework for emotional health across the school will ensure all children are well supported in this area.</p>	Health & Wellbeing			
		Ensure staff team are skilled and equipped to support the emotional wellbeing of all young people in the school through approaches in classrooms.	In-Service Staff Meetings	J Baines	Aug 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	Nov 2021
		Work with staff and partners to agree the school's Mental Health and Wellbeing charter	Development Group Staff Meetings	J Baines	Oct 2021
		Provide relevant professional learning for all staff on the Wellbeing charter for South Ayrshire.	Staff meetings CLPL Sessions	J Baines	Oct 2021
		Further develop work with children, parents and staff to promote Forehill as a Compassionate, Connected Community.	Development Group Staff Meetings	K Nimbley J Baines	Feb 2022
		Continue the school's work in promoting the Rights Respecting School agenda through assemblies, whole school initiatives, campaigns and engagement with the wider community.	Teaching Time Assemblies	J Baines	June 2022
		Work with all staff and NHS colleagues to further reflect on supports in place for staff wellbeing.	Development Group Staff Meetings	J Baines	June 2022
	<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	Dec 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	Dec 2021
		Provide Training to Staff on Effective use of Activ-Panels to enhance learning and teaching	Staff Meetings CLPL Sessions	L Reilly	Mar 2022
		Support staff to make wider use of local environment as a teaching tool for Science	Development Group CLPL Sessions	K Carswell	April 2022
		Promote loose parts play as part of learning in technology beyond the EYC	Development Group CLPL Sessions	K Carswell	May 2022
		Evaluate teacher feedback on current technology planners and make appropriate changes to reflect progression pathway at Early Level.	Development Group Staff Meetings	K Carswell	Sept 2021

		Continue to provide staff CLPL opportunities to increase confidence and skills to support effective teaching in programming at early stages.	CLPL Sessions	K Carswell	April 2022
		Monitor more closely the ongoing work being undertaken at each stage to develop skills and knowledge within STEAM, beyond the STEM elective work.	Development Group	K Carswell	June 2022
		Continue to develop opportunities for children to deepen their learning through participation in awards programmes including Crest, Primary Engineer.	Clubs Classroom Learning	K Carswell	June 2022
		In partnership with the local community and partners plan and run a science focus fortnight to extend and deepen learning in science across the school.	Science Centre Additional Budget CLPL Sessions	K Carswell	March 2022

To continue to review aspects of our curriculum, to best meet the needs of learners in the Forehill Community.	Children will experience high quality learning experiences in French.	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	Dec 2021
	Children will be able to participate in basic conversations in French.	Continue the "children as teachers" model and Spanish Ambassadors for giving children at 2 nd level access to a third language.	Timetabling Additional Cover	L McConnachie	April 2022
		When appropriate, work with "Articulate" to provide children with "Treasure Hunt" context in which to practice oral language work	Budget Articulate CLPL	L McConnachie D Watson	June 2022
	At second level, children will continue to experience Spanish as a third language.	Support newly appointed school assistant, fluent in Spanish, to support learning in this area at P5-7.	Additional Cover	L McConnachie	Oct 2021
		Introduce a manageable model for assessment, tracking and recording progress in French for all learners.	Development Group Additional Cover	L McConnachie	June 2022
		Re-build links with Kyle Academy to enhance the language learning experiences for children in P6-7 to support transition.	Additional Cover Development Group	L McConnachie	April 2022
	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.	Mathematics & Numeracy			
		As staff move to new stages, ensure everyone is confident in their approach in using the planning framework across all levels to ensure coherent and clear planning of learning in Numeracy & Maths.	Development Group Staff Meetings In-Service Days	D Watson M McDowall	Oct 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.	Staff Meetings In-Service Days	D Watson	Dec 2021

<p>To continue to review aspects of our curriculum, to best meet the needs of learners in the Forehill Community.</p>	<p>Children will engage in aspects of maths in a more practical way.</p>	<p>Update policy in numeracy and mathematics to reflect new approaches to planning, number talks and bar-modelling.</p>	<p>Development Group</p>	<p>D Watson</p>	<p>Dec 2021</p>	
		<p>Align second level planner to progression pathway to ensure pace, challenge and clear progression for all.</p>	<p>Development Group</p>	<p>M McDowall</p>	<p>Dec 2021</p>	
		<p>Children will be more confident and agile in undertaking numeracy calculations.</p>	<p>Continue to support staff in ensuring children across the school have a wide range of opportunities to learn through play, outdoors, investigation and in a range of contexts.</p>	<p>Planning Time Staff Meetings</p>	<p>M McDowall</p>	<p>Feb 2022</p>
			<p>Within the EYC, review how EY staff plan, support and extend learning in early numeracy and mathematics.</p>	<p>Staff Meetings CLPL Sessions</p>	<p>L McCloskey</p>	<p>March 2022</p>
			<p>Continue to provide appropriate and meaningful CLPL to ensure staff are skilled in supporting learning in this area: number talks, Headstart, bar-modelling.</p>	<p>CLPL Sessions</p>	<p>M McDowall</p>	<p>Jan 2022</p>
		<p>Senior pupils will have covered and be confident in a range of key skills to enable them to continue to achieve in S1.</p>	<p>Introduce Headstart as a tool to benchmark and assess progress for all children in Numeracy & Maths</p>	<p>Staff Meeting</p>	<p>D Watson</p>	<p>Sept 2021</p>
			<p>Support staff to adopt a bar-modelling approach to children at second level for number problem calculations</p>	<p>CLPL Sessions Cover</p>	<p>M McDowall</p>	<p>Nov 2021</p>
			<p>Evaluate and agree a clear approach at all stages for tracking and recording children's progress when using the progression frameworks in maths/numeracy.</p>	<p>Development Group Staff Meetings In-Service Days</p>	<p>M McDowall</p>	<p>Feb 2022</p>
			<p>As staff move to new stages, continue to support in using benchmarks to assess progress in maths and numeracy and to set targets for groups and individuals.</p>	<p>Staff Meetings In-Service Days</p>	<p>D Watson</p>	<p>Oct 2021</p>
			<p>Continue to involve children more consistently in using benchmarks to support learning conversations and in setting their own targets.</p>	<p>Staff Meetings In-Service Days</p>	<p>D Watson</p>	<p>Oct 2021</p>
			<p>Review the school's approach to Numeracy across learning to ensure children are developing the necessary skills in this area and are competent and confident in undertaking calculations.</p>	<p>In-Service Staff Meetings Development Group</p>	<p>D Watson</p>	<p>Oct 2021</p>
			<p>Continue work with cluster schools to ensure clear progression in maths/numeracy from P6 through to S1.</p>	<p>Resources CLPL</p>	<p>M McDowall</p>	<p>June 2022</p>

		Language & Literacy			
To continue to review aspects of our curriculum, to best meet the needs of learners in the Forehill Community.	Children will experience a progressive and structured literacy programme	Update the approach to literacy planning across the school to reflect the progression framework.	Development Group In-Service Days	DHT	Dec 2021
		Through use of appropriate data, provide targeted interventions for children who are assessed as below their reading age compared to chronological age.	Profess. Dialogue Planning	DHT	Dec 2021
		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 In-Service Days Additional Cover	DHT	Dec 2021
	Children's confidence in reading aloud and ability to talk about and understand text will improve.	Review school's programme, resources and approaches for developing reading comprehension.	Development Group	DHT	Feb 2022
		Within the EYC, review how EY staff plan, support and extend learning in early language and literacy.	CLPL Staff Meetings	L McCloskey	Dec 2021
		Across all stages, in partnership with the library assistant, further develop the reading culture.	Staff Meetings	M McDowall Library Asst	Oct 2021
	Children will be more aware of the importance of reading for enjoyment.	Increase opportunities for children to be involved in reading activities for enjoyment and with library assistant, develop a motivation and award programme across all stages to support this.	Development Group Staff Meetings	M McDowall Library Asst	Oct 2021
		Through monitoring, ensure there are increased opportunities for children to write across all areas of the curriculum.	Prof Dialogue Staff Meetings	D Watson	Sept 2021
		With children across Early Level, create opportunities to enhance language - reading, writing and talking/listening through outdoor learning.	CLPL Development Group	K Carswell SEYP	Nov 2021
		Explore how accelerated reader is used to support reading ability of identified children.	Development Group	K Carswell	Sept 2021
		With cluster colleagues, continue to review teaching of reading across all stages - with focus on attainment, progression, skills development and agree gaps in learning and plans to address these.	Collegiate Working Additional Cover	DHT	June 2022
		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 Staff meetings	DHT	June 2022
		Pilot the use of the new TJ Literacy and English resource as an additional tool to support learning at first level.	Development Group CLPL Sessions	DHT	June 2022

		Social Studies			
To continue to review aspects of our curriculum, to best meet the needs of learners in the Forehill Community.	Children will experience rich learning across all levels and aspects of social studies.	Work with staff to review the current topics across the school, EYC to P7, with particular emphasis on relevance, engagement, breadth, progression.	Development Group Staff Meetings	L McDowall	Oct 2021
		Using the SAC Framework, ensure the approach in Forehill mirrors this.	Development Group	L McDowall	Feb 2022
		Engage with children to gather views on current topics to support in improving learning in this area.	Staff Cover	L McDowall	Nov 2021
	Children will contribute in a meaningful way to planning of learning in social studies.	Agree and formalise the approach across the school on how we consult with learners about learning in this area.	Development Group	L McDowall	Dec 2021
		Review how planning is undertaken in this area to ensure coverage of outcomes and experiences at each level.	Development Group	L McDowall	March 2022
		Review coverage of outcomes and experiences across the whole school to ensure progression, depth and breadth in learning.	Development Group	L McDowall	March 2022
	Learning in this area will be relevant, engaging and child led where appropriate.	Ensure appropriate resources are available to support learning and teaching in this area.	Development Group	L McDowall	March 2022
		Update the school's policy and guidance in this area to ensure it reflects our approaches.	Development Group	L McDowall	June 2022
		Work with cluster colleagues to explore learning for sustainability as a transition focus at P6 & P7.	Development Group Cluster Meetings	L McDowall	Sept 2021

<u>Links to Educational Services Plan:</u>	1a, 1b, 1c
<u>Links to Children's Services Plan:</u>	2a
<u>Links to National Improvement Framework:</u>	3a, 3c
<u>National Improvement Framework Drivers:</u>	4a, 4b, 4e

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*

**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><u>3.2 Attainment & Achievement</u></p> <p>Through a range of interventions, raise attainment and achievement in literacy and numeracy for identified groups of learners.</p> <p>Through partnership working, further support the emotional and physical wellbeing of identified groups of learners.</p>	<p>Children will access better levels of support to provide increased confidence and ability to improve their literacy and numeracy skills.</p> <p>Identified children will have their progress more rigorously tracked, with interventions in place to make the most impact.</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>	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	Oct 2021
		Through professional dialogue between SLT and classroom teachers, continue to ensure all children are progressing and that identified supports are in place and having an impact.	Prof Dialogue SLT Link PEF Funding	D Watson K Carswell	Oct 2021
		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	K Carswell	Aug 2021
		To support in recovery, allocate additional teaching time to specific stages and groups of learners.	PEF Funding Covid Funding	D Watson	Aug 2021
		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	K Carswell	Dec 2021
		Pilot the Talk to Write Programme with a view to improving the experiences for children to write more effectively.	CLPL In-Service PEF Funding	DHT	June 2022
		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 Links CLD	M McDowall	June 2022
		When appropriate to do so, continue to work with the active schools team to engage reluctant children in activities to promote their physical wellbeing.	PEF Funding	J Baines	June 2022
		PEF funding will continue to be used to provide opportunities to support and extend learning for those who need it most and for whom the gap is widest.	PEF Funding Covid Funding	M McDowall	Dec 2021

<u>Links to Educational Services Plan:</u>	1a, 1b, 1c,
<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>	4b, 4c, 4d, 4e, 4f

How we will monitor and measure impact:

- *Tracking of impact of interventions of PEF cohort by PT*
- *Professional dialogue with individual staff around SNSA and CfE data*
- *Professional dialogue with individual CT around GL assessments and next steps for identified young people*
- *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 project leads*
- *Numerical Data for Children identified through PEF criteria eg five minute boxes, reading wise, clicker, Quest, Boxall*
- *Numbers of young people engaging in wider achievement opportunities across the school*

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>	As staff move to new stages and a number of new staff join the school, refresh the school's approaches to planning learning and teaching to ensure a consistent approach across the school.	Staff Meetings In-Service Days	D Watson	Oct 2021
		As staff move to new stages, work with all 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 2021
		Work with staff at early level to streamline the range of assessment evidence gathered for individual children.	Additional Cover Development Group	K Carswell	Oct 2021
		To support recovery, support staff in P2, P3, P5 & P6 to use the GL standardised assessments provided by the LA - Cognitive abilities, reading, spelling, maths, PASS	Staff Cover Stage Meetings	D Watson	June 2022
		Improve the confidence of staff in handling and using attainment data more effectively to secure improvement.	In- Service Days Staff Meetings CLPL Sessions	D Watson	Feb 2022
		Develop approaches to provide joined learning opportunities across Early Level within P1 classrooms and the new EYC.	Staff Cover	K Carswell	March 2022
		With cluster colleagues, work to ensure P7 profiling and transition information is consistent to ensure progression.	Additional Cover Development Group	D Watson	June 2022
		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	D Watson	Sept 2021
		As part of recovery, re-establish the learning profiles and learning journeys as a way of tracking learning and setting next steps in learning.	Staff Meeting	D Watson	Sept 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 Sessions	K Carswell	June 2022
		Work with staff at P1-3 to further develop play-based approaches to learning, sharing the good practice within the EYC with staff working at P1-3.	CLPL Sessions Staff Cover	K Carswell DHT	June 2022
		Through observations by SLT and peers, work to ensure high quality consistent approaches to learning and	Peer Observations	D Watson	Jan 2022

Use of the School as a Learning Organisation to refresh our purpose and ensure all staff have the same goals and vision.	The expansion of our Early Years provision will provide a range of childcare options and high quality learning to children aged 2-5 years. Young people will continue to experience learning opportunities of the highest quality which mirror our values, aims and vision.	teaching across the school, including presentation of work.			
		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 2022
		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	DHT	June 2022
		Undertake more frequent work/jotter samples as part of the school's approach to self-evaluation and moderation	SLT Meetings Prof Dialogue	D Watson	Oct 2021
		Work with parent council to the review the current format for reporting on pupil progress.	SLT Parent Council	D Watson	Nov 2021
		When appropriate provide opportunities for parents, particularly in reading and numeracy to support them in understanding how they can help raise attainment and achievement.	On-Line Opps	D Watson	Jan 2022
		Continue to work with the new team of EYPs within the EYC to support them to respond to "Realising the Ambition"	Staff Meetings In-Service CLPL Sessions	K Carswell L McCloskey	April 2022
		Develop plans to open and provide childcare and learning to two year olds within the new EYC	CLPL Sessions Staff Meetings	K Carswell L McCloskey	Oct 2021
		Work with the whole staff team to engage in work which reflects the School as a Learning Organisation, with particular focus on Pedagogy, collaboration, innovation/exploration and creativity.	In-Service Staff Meetings	D Watson	June 2022

<u>Links to Educational Services Plan:</u>	1a, 1b, 1c, 1d
<u>Links to Children's Services Plan:</u>	2a, 2b, 2c, 2d
<u>Links to National Improvement Framework:</u>	3a, 3b, 3c, 3d
<u>National Improvement Framework Drivers:</u>	4a, 4b, 4c, 4d, 4e, 4f

How we will monitor and measure impact:

**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*

**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*

**Senior EYPs will engage with staff around quality of play opportunities*

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

Ongoing Whole School Developments now moved to Maintenance Agenda:

	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
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
Continue to use the Little people to facilitate discussions around children's emotions, feelings and resilience.	J Baines
Continue to involve children in our Digital Leaders Programme, working towards recognition.	L Reilly / K Zorget
Continue to ensure that staff are using MTV strategies when appropriate, 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 appropriate, support opportunities across the curriculum to develop skills for work.	L McDowall

SOUTH AYRSHIRE RECOVERY PRIORITIES

Education Recovery

Health and wellbeing of all

- Develop supports to prioritise relational approaches for the re-opening of schools to support health and wellbeing
- Implement, monitor and update appropriate risk assessments and measures to take account of national advice.

Re engaging learners, parents and staff

- Implement new approaches to communication with parents, young people and staff in light of current context
- Implement transition supports to ensure children have a positive start particularly at primary one.

Identifying gaps and setting goals

- Share practice on the use of recommended assessments for literacy, numeracy and health and wellbeing
- Develop guidance for schools on evidence based interventions for literacy, numeracy and health and wellbeing that can be used at the whole school, class/group and individual level to reduce any identified gaps in learning or wellbeing
- Work with partners locally and nationally to develop and implement strategies and initiatives that ensure young people leaving school are fully equipped to progress and sustain positive post-school destinations.

Prioritising learning in literacy and numeracy

- Revise and refresh the curriculum and approaches to learning in line with recovery planning in schools
- Increase in access to technology and Career Long Professional Learning (CLPL) to support in school and blended learning
- Increased capacity in schools to support educational recovery through the introduction of COVID-19 Recovery Teachers, Early Years Practitioners, Additional Support for Learning staff and other support staff
- Extend the use of Pupil Equity Fund to support children and young people, including the use of well-trained school assistants and identified interventions.

Plans to support recovery within Forehill are included within the main improvement plan.