



Forehill Primary School & Early Years Centre

IMPROVEMENT PLAN : 2022 - 2023



Context & Background

Forehill is a vibrant learning community which works hard to ensure children and young people are at the heart of all we try to achieve. The school's reputation in the community continues to be extremely strong resulting in demand for places at particular stages. This has meant the creation of an additional class at upper primary in session 2022-23.

We are extremely fortunate to continue to have a strong staff team who are fully committed to improving outcomes for children and young people. Staff are highly skilled and work in a collegiate way, seeking innovative and creative ways to secure improvement. 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.

An additional allocation of staff from COVID recovery will allow us to target help to those who need it most with both learning and wellbeing. Pupil Equity funding continues to allow us to utilise additional school assistants who continue to work closely with teaching staff to support and improve outcomes for identified children. Our development worker is key to supporting families in and out of school and will return to providing a range of family learning and engagement opportunities in this session.

Clear and structured approaches to self-evaluation with staff, young people, parents and partners support us in agreeing priorities for improvement. Post-covid, we have taken the decision to reduce the number of areas for improvement and limit these to interventions which help to improve attainment in key areas of reading, writing and mathematics.

As a staff team, we are excited to be able to return to providing our normal range of high quality learning experiences, which resulted in a very positive school inspection prior to covid.

Local and National Improvement Objectives

South Ayrshire Council Plan	1a	Effective Leadership that promotes fairness
	1b	Closing the Gap
	1c	Grow well, live well, age well
	1d	South Ayrshire works
	1e	Stand up for South Ayrshire
	1f	A Better Place to Live
Educational Services Plan	2a	Continue to maintain high levels of attainment, particularly in literacy and numeracy
	2b	Closing the attainment gap between the most and least disadvantaged children
	2c	Improvement in children's and young people's health and wellbeing
	2d	Improvement in sustained positive school leaver destinations for all young people
Children's Services Plan	3a	Outstanding Universal Provision
	3b	Tackling Inequalities
	3c	Love and support for our care experienced young people and young carers
	3d	Good Physical and mental health and wellbeing
	3e	Promoting Children's rights
National Improvement Framework	4a	Placing the Human Rights & needs of every child and young person at the centre of education
	4b	Improvement in children and young people's health and wellbeing.
	4c	Closing the attainment gap between the most and least disadvantaged children.
	4d	Improvement in skills and sustained positive school leaver destinations for all young people.
	4e	Improvement in attainment, particularly in literacy and numeracy.
National Improvement Framework Drivers	5a	School Leadership & ELC Leadership
	5b	Teacher and Practitioner Professionalism
	5c	Parent/Carer Involvement and Engagement
	5d	Assessment of Children's Progress
	5e	School & ELC Improvement
	5f	Performance Information

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 2022 - 2023

Digital Learning

- *Laura Dorman (Digital Champion)
- *Kirsty Zorget (Digital Champion)

Nurture

- *Jennifer Mulholland
- *John Daily

HWB / RRS

- *Julie Baines
- *

1+2 Languages

- *Laura McConnachie
- *

Staff names to be added following discussion on In-Service Day.....

Maths / Numeracy

Dowall

Early Years

atson

Reading

*



- *Katrina Carswell
- *Fiona Currie / Toni Clark
- *Stephanie Neilson
- *Gillian Maguire

Writing

*

PEF Interventions

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

Cluster - Literacy

*

Objective	Impact on children	Implementation Targets/Strategies	Resources	Personnel Responsible	Completion Date
<p>Priority 1:</p> <p>To continue to review our approaches in Reading, Writing, 1+2 and Mathematics to best meet the needs of learners across the school.</p>	<p>Children will experience a progressive and structured reading programme</p> <p>Children's confidence in reading aloud and ability to talk about and understand text will improve.</p>	Reading			
		Finalise the approach to literacy planning across the school to reflect the progression framework.	Development Group In-Service Days	J Mulholland J Baines	Sept 22
		Provide staff with updated list of core and additional resources to support reading development at all stages.	PT Time	J Baines	Sept 22
		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 PEF SA	J Mulholland	Oct 22
		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	J Mulholland	May 23
		Review school's programme, resources and approaches for developing reading comprehension at all levels.	Development Group	J Mulholland	May 23
		Within the EYC, review how staff plan & extend learning in early language and literacy to support the recall and retelling of stories and development of early phonics	CLPL Staff Meetings	K Neil SEYP	April 23
		Across all stages and with school assistants, partners and parents - continue to develop the reading culture.	Staff Meetings	M McDowall	June 23
		Increase opportunities for children to be involved in reading activities for enjoyment through the development of a motivation and award programme across all stages.	Development Group Staff Meetings	M McDowall	Nov 22
		Review how rhyme is explored and taught within the EYC, assisting staff and parents to support this in a range of contexts and activities.	Staff Training CLPL Parent Workshops	K Neil SEYP	Nov 22
	Explore how accelerated reader is used to support in improving reading attainment.	Development Group	J Mulholland	Oct 22	
	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	J Baines	Oct 22	
	Train and timetable school assistants to support targeted daily interventions which support development of reading and reading skills.	CLPL PEF Funding	J Mulholland	Sept 22	
	Restart opportunities for parents to develop their skills to support reading at home	Training Packs PEF Funding	J Mulholland J Daily	Dec 22	

		WRITING			
To continue to review our approaches in Reading, Writing, 1+2 and Mathematics to best meet the needs of learners across the school.	Children will experience a progressive and structured writing programme	Improve the presentation of children's written work through more regular teaching of handwriting.	Staff Training	J Baines	Jan 23
		Review the spelling programme in use across the school and amend to ensure it meets the needs of all learners.	Core Budget New Programme	J Mulholland	June 23
		Continue the use of Talk Boost at early level to build children's vocabulary to support early writing	CLPL	K Carswell	June 23
	Children's confidence will improve as they approach a range of writing tasks.	Begin to train staff in the "Talk for Writing" approach and implement this across the school.	CLPL Link - talk4writing	J Mulholland D Watson	April 23
		Work closely with colleagues across the authority to share & learn to support the implementation of "Talk for Writing" approach.	CLPL In-Service Core Budget	J Mulholland	June 23
		Review the role of Drama in supporting Talk Boost and talk for writing programme and develop a clear policy and structured progressive programme across Early and First Level	Staff Meetings Cover	K Carswell N McGhee J Mulholland	Sept 22
	The quantity and quality of writing across the school will increase at all stages.	Through monitoring, ensure there are increased opportunities for children to write across all areas of the curriculum, ensuring consistency across the school at all levels.	Prof Dialogue Staff Meetings	D Watson	Nov 22
		With cluster colleagues, continue to review teaching of writing across all stages - with focus on attainment, progression, skills development and agree gaps in learning and plans to address these.	Collegiate Working Additional Cover	J Mulholland	March 23
		Implement "Free Writing Fridays" across all classes, to increase the opportunities for children to write in a way and about a subject or context they choose.	Staff Meeting Timetabling	D Watson	Sept 22
		Continue to create opportunities to enhance writing and talking/listening through outdoor learning.	CLPL Development Group	J Mulholland	March 23
	Review how Clicker is used to ensure skills are transferred and can support children to write more confidently for a range of purposes.	Cover Staff Meeting	J Mulholland	Oct 22	
	In partnership with Speech and Language Therapy and Health Visitors, implement focussed SLT programme for identified young people within the EYC	Staff Training Input SLT & HV	K Carswell	June 23	
	1+2				
	Complete the work on our current planners to ensure a clear and structured approach across the school.	Development Group Additional Cover	L McConnachie	Nov 22	

<p>To continue to review our approaches in Reading, Writing, 1+2 and Mathematics to best meet the needs of learners across the school.</p>	Children will experience high quality learning experiences in French.	Re-establish 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	Oct 22	
	Children will be able to participate in basic conversations in French and for some, in an additional language.	Continue to provide CLPL to staff who need support to deliver this area.	CLPL In-Service	D Watson	Feb 23	
		Re-establish the strong links with Modern Languages Department at Kyle to build and develop this, with the support of the senior pupil language ambassadors.	Collegiate Session Staff Meeting Staff Cover	L McConnachie	May 23	
	At second level, children will continue to experience Spanish as a third language.	Introduce a manageable model for assessment, tracking and recording progress in French for all learners.	Development Group Additional Cover	L McConnachie	June 23	
		Make effective use of teaching and non-teaching staff who are confident in languages, to provide a rich learning experience for all children across the school.	Timetabling Staff Cover	D Watson L McConnachie	Sept 22	
		Explore ways we can provide inter-generational learning in languages as a family learning activity.	Development Group Staff Cover	D Watson	March 23	
	HEALTH & WELLBEING					
	Children will be able to talk about their learning and personal strengths and targets within HWB.	Ensure staff team are skilled and equipped to support the emotional wellbeing of all young people across the school using zones of regulation.	In-Service Staff Meetings	J Baines	Oct 22	
		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	Oct 22	
	Children will feel supported in terms of their resilience and emotional wellbeing.	Work with staff and partners to ensure the implementation of our school's Mental HWB charter	Development Group Staff Meetings	J Baines	Oct 22	
		Support staff and children to make effective use of the Talking Boxes	Development Group Staff Meetings	J Baines	Sept 22	
	A consistent framework for emotional health across the school will ensure all children are well supported in this area.	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	May 23	
		Work with all staff and NHS colleagues to further reflect on supports in place for staff wellbeing.	Development Group Staff Meetings	J Baines	May 23	
		Work with Ed Psych, the SAC nurture team to refresh the whole school nurture approach and to build capacity across the school in a range of staff, to offer intense more focussed nurture to identified young people.	In-Service CLPL	J Mulholland M Lang J Daily S Howlet	June 23	

		Mathematics & Numeracy			
<p>Children will move through levels at a quicker pace and will have a deeper understanding of concepts, able to apply their learning in a range of contexts.</p> <p>Children will engage in aspects of maths in a more practical way.</p> <p>Children will be more confident and agile in undertaking numeracy calculations.</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>	Ensure planners are aligned to progression pathways to ensure pace, challenge and clear progression	Staff Cover Staff Meeting	M McDowall	Oct 22	
	Develop a more structured approach to the use of the White Rose Maths resource across all stages.	Staff Cover Staff Meeting	M McDowall	Nov 22	
	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 CLPL	M McDowall	Jan 23	
	Update policy to reflect new approaches to planning, and the use of number talks and bar-modelling.	Development Group Cover	M McDowall D Watson	Oct 22	
	Introduce Headstart as a tool to benchmark and assess progress for all children in Numeracy & Maths	In-Service Cover	M McDowall D Watson	June 23	
	Continue to support staff in ensuring children across the school have a wide range of opportunities to learn mathematics and numeracy through play, outdoors, investigation and in a range of contexts.	Planning Time Staff Meetings CLPL Peer Support	M McDowall	June 23	
	Within the EYC, review how EY staff plan, support and extend learning in early numeracy and mathematics to build children's knowledge in measurement and shape.	Staff Meetings CLPL Sessions	F Keating SEYP	March 23	
	Continue to provide appropriate and meaningful CLPL to ensure staff are skilled in supporting learning through the use of number talks, Headstart, bar-modelling.	CLPL Sessions Staff Meetings	M McDowall D Watson	Feb 23	
	Provide for staff, clear expectations of approaches to be used at each stage to ensure children are developing the necessary skills and are competent and confident in undertaking calculations.	Development Group CLPL Peer Support	M McDowall D Watson	Dec 22	
	At all stages, increase the opportunities for children to learn through enquiry, discovery and practical maths indoors and outdoors.	Cover Development Group	M McDowall	Nov 22	
	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	M McDowall	Oct 22	
	Involve children in using benchmarks to support learning conversations and to set their own targets.	Staff Meetings In-Service Days	D Watson	Nov 22	

Links to South Ayrshire Council Plan:	1b, 1c
Links to Educational Services Plan:	2a, 2b, 2c
Links to Children's Services Plan:	3a, 3b, 3d, 3e
Links to National Improvement Framework:	4a, 4b, 4c, 4e
National Improvement Framework Drivers:	5a, 5b, 5c, 5e

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

*CfE, Milestones. GL & SNSA Data

*Accelerated Reader Data

*Date from Headstart Maths

*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 discussion 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

*Effectiveness of transitions in literacy

Objective	Impact on children	Implementation Targets/Strategies	Resources	Personnel Responsible	Completion Date
<u>Priority 2:</u> <u>3.2 Raising Attainment & Achievement</u>	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 work with SLT to identify appropriate targets and interventions for groups of learners.	In-Service Days Staff Meetings	J Mulholland	Jan 23
		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	SLT	May 23
	Identified children will have their progress more rigorously tracked, with interventions in place to make the most impact.	Deploy school assistants to specific stages of the school to support in delivery of targeted interventions with identified individuals and cohorts of learners, and periodically measure impact.	SLT Meetings Timetabling PEF Funding	J Mulholland	Nov 22 Mar 23 June 23
		Continue to track attendance more robustly to support in raising attainment	Clerical Support Devpt Worker	D Watson J Daily	June 23

<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 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>	In partnership with CLD and others, continue to provide opportunities for identified groups of children to engage in an alternative curriculum beyond the classroom and school.	PEF Funding Links CLD Devpt Worker	M McDowall J Daily	May 23
		Respond to requests from parents and carers to provide additional ways parents can extend and build on learning at home.	PEF Funding CLD	M McDowall J Daily	Mar 23
		Continue to work with the active school team to engage reluctant children in activities to promote their physical wellbeing.	PEF Funding Active Schools	M McDowall J Daily	June 23
		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. Focus on reading across all stages.	PEF Funding Covid Funding	M McDowall J Mulholland	June 23
		Re-engage staff in moderation activity using in class assessments, SNSA and GL to provide rounded and robust judgements about pupil progress.	Collegiate Time Staff Meeting In-Service	D Watson	April 23
		Re-establish the significant range of activities which promote wider achievement for all.	PEF Funding Active Schools Staff Time	J Baines M McDowall J Daily	Feb 23

Links to South Ayrshire Council Plan:	1b, 1c
Links to Educational Services Plan:	2a, 2b, 2c, 2d
Links to Children's Services Plan:	3a, 3b, 3c
Links to National Improvement Framework:	4a, 4b, 4c, 4d, 4e
National Improvement Framework Drivers:	5b, 5c, 5d, 5e, 5f
<p><u>How we will monitor and measure impact:</u></p> <p>*CfE, Milestones, SNSA & GL Data</p> <p>*Pupil Attendance Information</p> <p>*Tracking of impact of interventions of PEF cohort by PT</p> <p>*Professional dialogue with individual staff around SNSA and CfE data</p> <p>*Professional dialogue with individual CT around GL assessments and next steps for identified young people</p> <p>*Identification of individual pupils to access specific interventions - baseline assessments undertaken in literacy and numeracy</p> <p>*Sumdog tracking and analysis of progress for all children</p> <p>*Dialogue with school assistants around impact of targeted interventions</p> <p>*Monitoring of impact of school development work through dialogue between HT and project leads</p> <p>*Numerical Data for Children identified through PEF criteria eg five minute boxes, reading wise, clicker, Quest, Boxall</p> <p>*Numbers of young people engaging in wider achievement opportunities across the school</p>	

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 and sharing of strong pedagogy.</p> <p>Increased focus on planning and moderation of assessments in core areas and developing teacher confidence in handling data to support improvement.</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>	Linked to SALO, refresh our document "What High Quality Learning and Teaching Looks like in Forehill" and ensure this is the focus for all staff.	In-Service Staff Meeting Peer Meetings	D Watson	Aug 22
		As new staff join us, revisit the school's approaches to planning learning and teaching to ensure a consistent approach across the school.	Staff Meetings In-Service Days CLPL	D Watson	Sept 22
		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	Nov 22
		Work with staff at early level to streamline the range of assessment evidence gathered for individual children.	Additional Cover Development Group	K Carswell	Nov 22
		Refresh the school's annual overview for assessment at all levels.	Staff Meetings	D Watson	Sept 22
		Improve the confidence of staff in handling and using attainment data more effectively to secure improvement at each stage.	In- Service Days Staff Meetings CLPL Sessions	D Watson	June 23
		Develop approaches to provide joined learning opportunities across Early Level within P1 classrooms and the new EYC.	Staff Cover	K Carswell F Keating	June 23
		Work with cluster colleagues to ensure transition in planned and effective in meeting the needs of all.	Staff Cover	J Mulholland	Mar 23
		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 23
		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 Staff Cover	D Watson	Oct 22
		Re-establish the work done across all classes in ensuring children are confident in setting learning targets in key areas of learning.	CLPL In-Service Staff Meetings	D Watson	Oct 22
		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 to enhance learning.	In-Service Days Staff Meetings CLPL Sessions	K Carswell	June 23

Young people will continue to experience learning opportunities of the highest quality which mirror our values, aims and vision.	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 J Mulholland L McCloskey	Mar 23
	Through observations by SLT and peers, work to ensure high quality consistent approaches to learning and teaching across the school, including presentation of work.	Peer Observations	D Watson	Feb 23
	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	Apr 23
	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	K Murdoch	June 23
	Undertake more frequent work/jotter samples as part of the school's approach to self-evaluation and moderation	SLT Meetings Prof Dialogue	SLT	June 23
	Continue to work with the EY team to support them to respond to "Realising the Ambition"	Staff Meetings CLPL Sessions	K Carswell F Keating	June 23
	Support staff in reflecting on their pedagogy which contributes to the quality of learning and teaching across the school.	CLPL Peer Learning In-Service	D Watson	Feb 23
	Establish a professional reading group for staff, which supports professional and practitioner enquiry.	CLPL Staff Time	D Watson	Oct 22
	Re-establish opportunities for staff to work with peers to evaluate and improve practice.	Cover	D Watson	Sept 22
	Refresh and rebuild our programme for parent and family learning.	PEF CLD Support Devpt Worker	D Watson J Mulholland	May 23

Links to South Ayrshire Council Plan:	1a, 1b, 1c
Links to Educational Services Plan:	2a, 2b, 2c, 2d
Links to Children's Services Plan:	3a, 3b, 3c, 3d, 3e
Links to National Improvement Framework:	4a, 4c, 4e
National Improvement Framework Drivers:	5b, 5c, 5d, 5e, 5f
<u>How we will monitor and measure impact:</u>	

**On-going, through link member of SLT and class teachers and EYPs*

**Peer observations*

**Termly time with class teachers and EYPs 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*

**GL, 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, 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*

**Uptake of parents to engage in family learning*

Ongoing Whole School Developments now moved to Maintenance Agenda:

	Staff Responsible
Continue to implement supports across the school to address the South Ayrshire Covid Recovery Priorities	All Staff
Through appropriate CLPL, offer a refresh of pedagogy to support high quality learning and teaching - including: MTV, Number Talks, Co-operative Learning, Literacy Circles, Play Based Learning, Outdoor Learning, Digital Learning	All Staff
Through our Wellbeing Bees, support children and staff HWB post Covid, with a focus on mindset, confidence building, emotions and resilience. Continue to use the Little people to facilitate discussions in this area.	J Baines
Continue work with pupil council, with specific focus on school improvement, learning and wider achievements.	Tbc
Further develop planned opportunities for learning across Early Level involving children within the new EYC and P1	SEYP / P1 CT
Continue to support staff to implement TAPS Science Planners to ensure structure and progression in Science at all levels	K Carswell
Continue to support access to Bookbug sessions across Early Level	SEYPs
Build on current music provision to involve partners and parents including intergenerational opportunities.	L McDowall
As part of our STEM 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.	Tbc
Support the Compassionate Connected Community model and pilot from P2 to P3	J Baines
Continue to train senior pupils as Sports Leaders & Play Leaders.	J Baines
Work closely with a range of partners YMI, music instructors, charities, theatre, to rebuild the strong music culture across the school	L McDowall
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 Mulholland
Continue to develop the roles of our digital leaders to enhance digital learning across the school and to work towards recognition.	K Zorget
With pupils, staff and parents re-establish a RRS group to promote these values across the school and community.	J Baines
Continue to run our Feeling Good Fortnight which pulls together all aspects of learning in HWB across the session	J Baines
Continue with planned opportunities for Parental Engagement including learning together & shared learning	D Watson
Within the EYC, continue Health Visitor drop-in sessions for parents to access support and advice	K Carswell
Re-establish the Forehill Café as a real context for learning developing life skills with senior pupils	J Daily/M McDowall
Extend and develop the Forehill Family Fun and Fitness Evenings	J Daily
Support opportunities across the curriculum to develop skills for work.	L McDowall
Restart the extensive range of activities which promote wider achievement	J Baines

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.