

Rationale	Outcomes	Activities	Measures	Link to SLC Priorities	Link to SLC Workstreams	Mid Term Impact	End of Year Impact
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<p><b>Priority 1: Raise Attainment: Literacy</b> <b>To improve our Writing Attainment across the school with an increased focus on P3, P4 and P5 cohorts.</b></p> <p>Staff self evaluation indicates that staff are less confident in the assessment of writing.</p> <p>Self evaluation, professional judgement, recent assessment data and ACEL data indicate that some of our children are not attaining as highly as we would want in Writing.</p> <p>Across the school 62% were on track in writing compared to 72% the previous session. Our P2, P3 and P4 cohorts attainment was lower – 47%, 58% and 54% respectively.</p> <p>ACEL data indicates that 67.9 % of our children in P1, P4 and P7 had achieved the appropriate levels in Writing by June 22 compared to our last 5 session average of 77.8% and the SLC average of 73.6% in 21-22.</p> <p><b>Raise Attainment: Numeracy</b> Self evaluation and professional discussions have indicated that as a staff we need to look closer at the pedagogy of numeracy teaching. ACEL data and tracking data also indicates that there is a need to revisit pedagogy and our teaching of Numeracy standards</p>	<p>Our ambition is to ensure attainment in writing in line with Reading, Listening and Talking and Numeracy.</p> <p>We aim to increase staff confidence in the planning, teaching and assessment of writing through training in pedagogical approaches and also in moderation of assessment.</p> <p>We aim to raise attainment by 5% in this session and By 10% over the next 3 years.</p> <p>We aim to raise attainment in Writing across the school by 5% to 67% by June 23. We aim to raise attainment in the P3, P4 and P5 cohorts by 10%.by June 23</p> <p>By June 23 we aim to increase attainment of levels by 10% to align with previous session averages.</p> <p>How we teach numeracy is improved and attainment levels are increased. This is a first step of our future focus in looking closely at our teaching methods and resources for numeracy and Maths to ensure teachers are more aware of why they teach numeracy concepts and how they teach them.</p>	<p>*Staff with previous Talk for Writing training will have an in school refresher – new staff and staff working at different stages will attend SLC Talk 4 writing training. *SLT will offer support through classroom observation visits. *Peer observation and professional discussion opportunities will be organised for all teaching staff. *Teacher groups will be set up to move away from the Scottish Criterion Scale and revisit Writing Benchmarks to support assessment and moderation. * Class teachers to analyse existing writing data and to identify at least 2 pupils who are requiring additional input.</p> <p>*Writing will be a focus in all classes. *Short burst writing input will take place daily for 15/ 20 minutes with at least 1 writing lesson taking place each week. *Identified pupils in P2, P3 and P4 will receive input on writing from PEF teacher and/ or SSA . * Writing focus – Parent showcases – Parents will be invited into class to write with their children – ideas for writing at home will be shared through our fortnightly home learning grids.</p> <p>*Building on the 2 members of staff already trained in Maths Recovery a further 5 members of staff will be trained over the coming session</p>	<p>*Sharing of Good Practice/ Learning – feedback from teacher discussion groups.</p> <p>*Observation lessons.</p> <p>*Jotter Monitoring</p> <p>*Learning conversations with children .</p> <p>* Ongoing assessments.</p> <p>*Focus on Writing in the Tracking and Monitoring Meetings.</p> <p>*SLT to work with class teachers during Oct, Dec, Feb and May tracking periods.</p> <p>Professional discussion. Sharing of teacher learning.</p>				

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<p><b>Priority 2:</b></p> <p><b>Outdoor Learning.</b></p> <p>Research has shown that Outdoor Learning is beneficial to all children. Outdoor learning improves child development, supports mental health and wellbeing, deepens nature connection and promotes more inclusive and engaging learning.</p> <p>Self evaluation and Professional dialogue has identified that Outdoor Learning is an area that as a school we would like to develop and do more of. Some of our teachers are lacking confidence in teaching. Consultation with children has highlighted that children are keen to take their outdoors</p>	<p>The garden area will be further developed to allow easy access for classes in order to allow children to learn new skills, have fun, play and develop self-confidence by spending time in the garden tending plants and growing their own food. This will give children a sense of ownership and encourage them to look after and respect the school grounds.</p> <p>An outdoor Reading area and Outdoor Library will be established to take storytelling and reading outdoors during class and play times.</p> <p>Staff will become more confident in planning and delivering Outdoor Learning.</p>	<p>* Continuation of Outdoor Learning Working Party</p> <p>*Water tap close to garden area to be installed.</p> <p>*Competition for children/ classes to design the garden area.</p> <p>*Development of the Garden area. Working with Grow 73, parents, other partners and children to develop the garden area.</p> <p>*Procurement of additional outdoor clothing/ footwear for pupils and resources for outdoor play. Appropriate storage arrangements to be reviewed.</p> <p>*Class planters – veg growing, flower growing, wildflower growing etc</p> <p>*Classes to share learning with other classes and with parents eg news stories on App.</p> <p>*A Reading circle of logs to be created around the Story Telling chair. A selection of books will be available to encourage class teachers to take reading outdoors and also to encourage children to read outdoors at play and lunch times.</p> <p>*Staff CPD delivered by Operation Play Outdoors to support teachers in what to teach and how to facilitate outdoor learning. Operation Play outdoors to work with all classes and staff to deliver</p> <ul style="list-style-type: none"> <li>Loose Parts Trailer Week</li> <li>Wicker Tunnel Building</li> <li>Outdoor Learning and Play Sessions x 6</li> </ul> <p>*Professional Reading materials available in Staff Library eg “Educating Outdoors”, Teaching Outdoors Creatively”etc</p> <p>*1Class teacher and 1SSA to Work with SST colleagues with a group of targeted children on a Forest Schools programme. TBC</p>	<p>Ongoing feedback from staff during planning meetings and staff discussion.</p> <p>Working party feedback</p> <p>Learning Conversations</p> <p>Observation of Outdoor Learning activities.</p> <p>Teacher survey (Google Form) about teacher confidence around Outdoor Learning pre and post Operation Play staff training.</p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>	<p style="background-color: green;"></p>

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<p><b>Priority 3:</b> Further Development of Play Based Learning in Primary 1 and Primary 2</p>	<p>The learning environments in P1 and P1/2 will be more appropriate to Play Based Learning.</p> <p>Play based Learning opportunities will be extended to all classes P3 – P7 to</p>	<p>*P1 and P1/2 classrooms to be rearranged to provide a more suitable environment to encourage Play Based learning.</p> <p>*Wall displays to be neutral and natural.</p> <p>*Resources stored and labelled to ensure easy access for children.</p> <p>*Playroom set up to be completed and rota for use created.</p> <p>*Free flow play to be implemented between P1 and P1/2 and also between nursery and P1.</p> <p>*PEF funded teacher and nursery staff to support Play in Early Years in the school.</p> <p>*P1 and P1/2 Teachers planning to be mindful of PBL and appropriate activities/ learning opportunities to be provided daily to support leaning across the curriculum but especially Literacy and Numeracy curriculum.</p> <p>*Teachers of P3 – P7 should plan appropriate, weekly play based lessons to support the curriculum.</p> <p>*Teacher professional Reading on Play based learning and access to Dierdre Grogan notes and videos. Staff discussion – sharing what works.</p>	<p>Planning discussions Observation Team Teaching Professional dialogue Learning conversations with pupils</p> <p>Dialogue about ongoing tracking and the affect play has had on attainment.</p>												

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<p><b>Priority 4: Stonelaw LC Attendance –</b></p> <p><b>To Improve Pupil Attendance and Punctuality Rates</b></p> <p>Research has shown a clear link between attendance and attainment.</p> <ul style="list-style-type: none"> <li>In Primary school, children with higher attendance rates are more likely to achieve the appropriate CfE Level.</li> </ul> <p>Good attendance and punctuality are essential skills for learning, life and work.</p> <p>From Seemis data, our current whole school attendance rate for this session is 86.9%. This compares to previous sessions of 92.42% on average.</p>	<p>Improve attendance across the school to improve engagement, health and wellbeing and attainment levels.</p> <ul style="list-style-type: none"> <li>Our average attendance rate over the past 5 school sessions for the school overall is 94.2%. However, during this session it has fallen to 86.9%. We aim to try to raise this back to the pre-covid attendance rate of 94% by June 2023.</li> <li>In the past 5 sessions the Gap in attendance between our Simd1+2 children and our SIMD3 -10 has been between 0.1 and 3.0 We aim to try to close this gap to 2% by June 2023.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Each class teacher will identify one child in their class with an attendance rate below 85%. Teacher will work with the identified pupil and their family to try to increase attendance.</li> <li>✓ Organise staff training on ESBA (Emotional School Based Avoidance) to provide information on improving attendance of a child in their class.</li> <li>✓ Reward classes with best attendance and/or most improved attendance each month with a reward of their choice.</li> <li>✓ Introduce the ‘Right On Time Group’ to monitor punctuality. Reward classes with best punctuality and/or most improved punctuality each month with a reward of their choice.</li> <li>✓ Look to arrange various extra-curricular clubs before school starts. Similar to the breakfast club, these can be useful to encourage more children to be in school on time.</li> <li>✓ Create improved bank of attendance letters to be sent by SMT to ensure they are supportive and building positive relationships rather than threatening.</li> <li>✓ HTs to share best practice in relation to attendance.</li> <li>✓ Continue to offer a range of Health and Wellbeing groups (e.g. ‘Nurture’, ‘Wee Worries’, Give Us A Break’, CUSTTAD).</li> </ul>	<ul style="list-style-type: none"> <li>Monthly recording of attendance rates for whole school overall, whole school PEF group and whole school Non-PEF group.</li> <li>Monthly recording of attendance for each class overall, class PEF group and class Non-PEF group.</li> <li>Attendance improved for specific pupils (see outcomes)</li> </ul>				

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<p><b>Priority 5: Stonelaw LC</b></p> <p>Across the Stonelaw learning community and beyond, it is recognised that post-covid, our pupils' health and wellbeing needs are becoming more of a priority and many more pupils and parents require more support with their distressed behaviours and social and emotional wellbeing. As a Learning community, we recognise that many of our learners are not making expected progress because they are not ready to learn because of health and wellbeing barriers.</p>	<p>SLC priority: Improve health and wellbeing to enable children and families to flourish.</p> <ul style="list-style-type: none"> <li>Identified pupils will continue to have improved levels of wellbeing – (identified and evaluated against internal Health &amp; Wellbeing referral form/Boxall Profiles.)</li> <li>our whole school will continue to have a positive, nurturing and supportive ethos and practice which promotes a positive health and wellbeing ethos (identified through stakeholder SHANARRI wheel evaluation)</li> <li>By June 2023 all staff will feel better equipped with a wider knowledge and range of resources to go to for support for themselves and pupils (Identified through Attachment Audit &amp; Plan)</li> <li>By June 2023 All Staff feel supported to de-escalate distressed behaviour through consistent approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Complete Attachment audit(attachment ambassadors to lead) and share findings across LC</li> <li>During whole school Inset, Learning Community staff to receive input from an expert in field of attachment and understanding distressed behaviours.</li> <li>CAT night - stages across LC get together to discuss current practice and problems/solutions</li> <li>CAT Night or Inset – Each school shares specific interventions we currently have in place in relation to PPRUDB/HWB/Attachment across the LC via presentation or short video.</li> <li>Each school to identify next steps for 'Attachment' based practice.</li> <li>Each school to share attachment based practice with all stakeholders e.g. A-Z of Attachment</li> <li>Staff to revisit the Teacher Toolkit for cyber resilience and Internet safety to promote digital wellbeing for upper primary classes</li> <li>All classes utilise JigSaw, Health Scotland, Do be Mindful, ICE Pack and Emotion Works resources to underpin emotional wellbeing ethos and lessons.</li> <li>Implement termly SHANARRI wheel and Leuven Scale self-evaluation to continually monitor pupils wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Pre and post Attachment audit toolkit will show that the school and staff feel better equipped to support pupils health and wellbeing through attachment based approaches.</li> <li>Positive feedback from staff following Learning community shared best practice.</li> <li>Staff, parent and pupil SHANARRI wheel / Leuven scale evaluations show improved levels of health and wellbeing.</li> <li>Teachers to be familiar with Cyber Resilience and digital literacy toolkit.</li> </ul>				