

MURRAYFIELD PRIMARY, NURSERY AND LANGUAGE CENTRE



IMPROVEMENT PLAN



2018 / 2019

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures

Cluster Improvement Plan

Consistency in learning and teaching, implementing recommendations of *Improving Scottish Education*

Flexible early learning and childcare implementation

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

Raising attainment, including closing the gap

Delivering Better Outcomes

Single Outcome agreement

Corporate Plan

Integrated Children's Services Plan (Life Stages)

Education Services Management Plan

West Lothian's Early Years' Framework

West Lothian Parental Engagement Framework

Increased entitlement to early years' provision

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All

Pupil Equity Funding

How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare

Getting it Right for Every child (GIRFEC)

Curriculum for Excellence

Developing Scotland's Young Workforce

Building the Ambition

Standardised Assessments

Child Protection Issues / Guidance


National Legislation: Children and Young People (Scotland) Act 2014

GTCS standards and professional update

Effective moderation processes (internal and external) to inform the achievement of a CfE level

Children and young people's assessments that are accurate and inform decisions and interventions and contribute to their progress and wellbeing



<p>Values Murrayfield PS provides a safe and nurturing environment in which all learners are valued and respected. We continue to develop:</p> <ul style="list-style-type: none"> An engaging curriculum which is meaningful and demonstrates clear progression, challenge, meets the needs of individuals and cultivates the transfer of skills An ethos which promotes a positive attitude to learning and values the achievements and success of all To provide children with opportunities to develop their abilities within the four capacities taking account of the six entitlements of Curriculum for Excellence Our shared understanding of GIRFEC The implementation of effective strategies to ensure positive wellbeing – Emotion Works, Nurture, Lego and Play therapy 	<p>Totality of the Curriculum The school community is committed to the continuous development of a learning experience which is motivating, engaging, challenging and enriching. We continue to develop:</p> <ul style="list-style-type: none"> Planned opportunities for using the outdoor environment to enhance learning Our planning approaches to meet the needs of all learners Meaningful and skills based progression pathways for curricular areas Further opportunities for the recognition of personal and wider achievement and successes 	<p>Learning and Teaching Murrayfield PS strives to ensure learning and teaching is of the highest quality for all learners by further developing:</p> <ul style="list-style-type: none"> Stimulating, innovative and engaging learning opportunities A shared understanding of pedagogy and high quality learning and teaching approaches Formative Assessment Strategies to ensure effective differentiation, pace, challenge and application through participation in Tapestry and Shirley Clarke Masterclass Implementation of initiatives – Emotion Works, Word Boost, Oral Narrative Our understanding of benchmarks within CfE and embed this within our practice Our professional judgement, assessment and moderation procedures to validate achievement of a level
<p>Experiences and Outcomes Staff have engaged with the Experiences and Outcomes to inform learning. We continue to develop:</p> <ul style="list-style-type: none"> Curriculum progression pathways to ensure all learners receive a curriculum which meets their needs Our knowledge and understanding of the benchmarks to support achievement of a level Creative and innovative experiences across all curricular areas Professional knowledge and understanding of key documentation, current curricular developments to inform practice. To effectively engage with NIH resource suites Curricular transition at key stages across the school to ensure seamless progression and achievement in learning 	<h1>Murrayfield Primary School</h1> 	<p>Entitlements All Learners have access to a broad general education providing high quality learning experiences. We continue to develop:</p> <ul style="list-style-type: none"> Planned opportunities to further develop the four capacities through pupil voice, vertical learning, masterclasses and opportunities to collaborate Shared understanding of GIRFEC Wellbeing indicators and recognise them within our daily life Supporting learners to develop 'Skills for life' and to understand these skills are transferable and aid them to fully embrace their education Pupil engagement in the life of our school through whole school celebrations, shared experiences and opportunities to express views Strategies and initiatives to close the poverty related attainment gap and ensure equity for all
<p>Personal Support Murrayfield PS encourages all learners, staff and wider school community to have a Growth Mindset, 'Can do' attitude to all aspects of learning. We continue to develop:</p> <ul style="list-style-type: none"> Positive attachments with all learners which promotes resilience, confidence and sense of pride and achievement The approaches staff use to support learners to understand their next steps in learning and how they can reach their full potential Identifying the needs of individual learners through high quality interventions, professional dialogue, moderation and summative and formative assessment strategies Positive relationships with all stakeholders to support learners including our most vulnerable Targeted interventions to support the needs of identified individuals and strive to close the attainment gap Learners who are confident, responsible, independent and resilient learners through the introduction of Emotion Works, nurture and emotional literacy 	<p>Principles Murrayfield Staff have evaluated current practice against the design principles. We continue to develop:</p> <ul style="list-style-type: none"> Vertical learning providing further opportunities for personalisation and choice, skills for life and skills for learning Learners as investors in their learning – leading learning, support others and developing a wide variety of skills and knowledge which will prepare them for life of work Learner involvement in planning through the use of Big Book Planners, Learning Walls and high quality questioning and dialogue Professional knowledge and understanding of curriculum principles and increased expectations Effective use of professional documentation to support practice Growth Mindsets in all our learners and staff insisting on a can do attitude Visible Learning across the school community to build confident, resilient and independent learners 	<p>Assessment and Self-Evaluation Assessment information informs next steps in learning and teaching. We continue to develop:</p> <ul style="list-style-type: none"> A shared understanding of the philosophy and pedagogy of profiling Use of Learner's Journeys and Profile Jotters provide pupils with ownership and opportunities to reflect on their learning, progress, successes and achievements A shared understanding of target setting and use a range of evidence to inform next steps in pupil learning Robust Tracking and Monitoring Systems which support analysis of data to impact on learning A shared understanding and active involvement in self-evaluation, review current practice and ensure it is fit for purpose to support improvement

To be reviewed: September 2018

Currently auditing our vision and values June 2018

Anywhere School/Faculty			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all:</p> <ul style="list-style-type: none"> All staff demonstrate a commitment to ensuring continuous improvement through sustained high standards and expectations to provide the best possible outcomes for all learners All learners will benefit from a robust moderation cycle based on a shared understanding of standards and expectations All staff will collaboratively engage in the moderation process ensuring that they arrive at valid and reliable decisions on learners' progress and achievement of a level 	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.2	<ul style="list-style-type: none"> Promote, support and develop practitioner enquiry to ensure creative approaches are integral to the thinking and practice of all staff Engagement with current research to lead to positive change and improved outcomes for all learners: <ul style="list-style-type: none"> Tapestry Programme (year 2) Profession Reading Programme – all staff CLPL – inhouse drop ins/learning cafes Professional Quality Improvement systems: <ul style="list-style-type: none"> ROTATIONS RACI WSD/INSET Cluster/Local Authority/Regional Improvement Collaborative PDR All staff make effective use of a range of assessments and their shared understanding of standards to make confident professional judgements of learners' progress: <ul style="list-style-type: none"> Moderation Cycle – ongoing, before, during and after the planning of learning, teaching and assessment Excellence and Equity meetings – clear expectations, professional dialogue, planning for learning, evidence and assessment Review current assessment processes, develop consistent approaches and staff confidence across all stages Holistic Assessments – effective use of range of assessments, professional dialogue Data analysis – integration of standardised data to identify gaps, implement relevant timely interventions and reduce barriers to learning To further engage learners to become effective participants in self-evaluation to develop continuous school improvement through a planned programme: <ul style="list-style-type: none"> Engagement with How good is OUR school – part 1 and 2 Pupil voice groups, RACI, collaboration sessions, assemblies 	All staff	18/19	Professional learning programme
		2.2 2.3		2.3 1.2 1.3 2.4 3.2 3.1	2.3 1.2 1.3 2.4 3.2 3.1	<ul style="list-style-type: none"> All staff make effective use of a range of assessments and their shared understanding of standards to make confident professional judgements of learners' progress: <ul style="list-style-type: none"> Moderation Cycle – ongoing, before, during and after the planning of learning, teaching and assessment Excellence and Equity meetings – clear expectations, professional dialogue, planning for learning, evidence and assessment Review current assessment processes, develop consistent approaches and staff confidence across all stages Holistic Assessments – effective use of range of assessments, professional dialogue Data analysis – integration of standardised data to identify gaps, implement relevant timely interventions and reduce barriers to learning To further engage learners to become effective participants in self-evaluation to develop continuous school improvement through a planned programme: <ul style="list-style-type: none"> Engagement with How good is OUR school – part 1 and 2 Pupil voice groups, RACI, collaboration sessions, assemblies
		1.1 1.2 2.7	<ul style="list-style-type: none"> All staff make effective use of a range of assessments and their shared understanding of standards to make confident professional judgements of learners' progress: <ul style="list-style-type: none"> Moderation Cycle – ongoing, before, during and after the planning of learning, teaching and assessment Excellence and Equity meetings – clear expectations, professional dialogue, planning for learning, evidence and assessment Review current assessment processes, develop consistent approaches and staff confidence across all stages Holistic Assessments – effective use of range of assessments, professional dialogue Data analysis – integration of standardised data to identify gaps, implement relevant timely interventions and reduce barriers to learning To further engage learners to become effective participants in self-evaluation to develop continuous school improvement through a planned programme: <ul style="list-style-type: none"> Engagement with How good is OUR school – part 1 and 2 Pupil voice groups, RACI, collaboration sessions, assemblies 	All staff Pupils Parent	DEC 18 DEC 18 From SEPT 18 DEC 18	School Moderation Cycle – unique to setting Scheduled for updating tracker, Equity and Excellence meetings, agenda, action points Assessment procedures and guidance
		HGIOELC 1.3 2.3	<ul style="list-style-type: none"> ELC staff to attend Cluster Networks and ELC Conference to develop practice within the principles of Froebel, model freedom and guidance and risky play To implement WLCouncil digital trackers to monitor progress and next steps Implement consistent use of Leuven Scale to monitor and identify areas for targeted improvements Implement the new expansion model of full day placements EYO graduate to implement targeted support groups and monitor raising attainment 	ELC staff	18/19	Professional dialogue and quality improvement trackers informing practice and linking to planning Observations Leuven scale

			<ul style="list-style-type: none"> Develop a cohesive approach to planning 			
Improvement in Literacy for all: <ul style="list-style-type: none"> All learners will receive and engage with high quality, excellence and equitable experiences to meet their needs in literacy and language Our curriculum will provide clear progressions within literacy and language to ensure that all learners achieve their potential 	<ul style="list-style-type: none"> School Improvement School Leadership Teacher Professionalism Parental Engagement Assess. of Children's Progress Performance Information 	1.1	<ul style="list-style-type: none"> Shared understanding of Literacy Strategy to ensure consistent high standard and expectation of learning, teaching and assessment of literacy and language: <ul style="list-style-type: none"> Curriculum rationale – balance, reflect on curriculum design principles Stretch Aims: Driver Diagram used to develop literacy improvement ideas Learning, teaching and assessment approaches Robust analysis of SNSA (local and national), cluster assessments to identify strengths and improvement areas Staff training to develop knowledge, understanding and confidence in teaching explicit skills and key aspects of literacy and language: <ul style="list-style-type: none"> Listening and talking - <ul style="list-style-type: none"> Delivering a skills progression and assessment Pedagogy – child development Extend Word Boost – vocabulary progression, staff, supported by SLT Retelling, recount of familiar stories, poems, rhymes – Oral Narrative, Visualisation Tools for Reading – <ul style="list-style-type: none"> Comprehension skills, inferential thinking and questioning - review current programmes Thinking Reader/Reading Routes/Guided Reading, Literacy Circles adapt to create robust whole school approach Tools for Writing - <ul style="list-style-type: none"> Grammar – implementation of WordSmith Punctuation – implementation of WordSmith/embed VCOP Transition = VH/CC to Spelling, explicit teaching approaches Extend Mighty Writer and Big Write Moderation Cycle, robust assessments for moderation and to support teacher judgement: <ul style="list-style-type: none"> Range of assessment identified within planning including– <ul style="list-style-type: none"> Scottish Criterion Reading Routes PM Benchmarks Junior/Infant Language Link Renfrew Vocabulary Assessment POLAAR – P1 IDL – Spelling Say, write, make and do Formal and informal moderation – school, cluster, authority Further develop staff awareness of national and local literacy priorities Holistic Assessments – engage with reading holistic assessments, professional dialogue, regularly planned and implemented Reading Culture across whole school and wider community to motivate and challenge learners through: 	All staff Lit Group Parents Pupils	SEPT 18	Literacy/Language Strategy – rationale CLPL Calendar SNSA Forward Planning, professional dialogue
		1.2 2.2 2.3 2.4 2.7		All staff All staff Lang Cent/all staff SLT	AUG 18 SEPT 18 OCT 18	Rotations/SLT/Language Centre Quality Improvement observations, pupil performance, staff confidence questionnaires - eforms Better Communication Research Programme
		1.2 2.2 2.3 2.4 3.1 3.2		All staff/Lit Group	OCT 18	Robust reading programme with explicit skills PMBenchmarking
				All staff/Lit Group	OCT 18	Pupil performance, moderation, professional dialogue, SNSA data, Scottish Criterion
				All staff	DEC 18	School Moderation Cycle – unique to setting Scheduled for updating tracker, Equity and Excellence meetings, agenda, action points Programme/forward planning
				All staff/ Cluster/ QAMSO	OCT 18	
					DEC 18	
		2.3		All staff/ Pupils/ Parents	18/19	Observations Pupil, parent

		3.1 3.2 2.5	<ul style="list-style-type: none"> Effective promotion reading within classrooms and daily routines Further investment in range of reading material, hard copies and digital Consistent and effective use of school library, community library, junior librarians to promote library and reading for enjoyment Range reading events – monthly initiatives to involve all stakeholders (including families) Continue to engage in First Minister's Reading Challenge: Read, Write, Count; Book Bug; Big Bedtime Read 	All staff/ Pupils/ Parents	18/19	questionnaires Forward planning Evaluation of initiatives – First Minister's Challenge: Read, Write, Count: Big Bedtime Read
		2.3 3.1	<ul style="list-style-type: none"> Develop literacy and language learning within our environment: <ul style="list-style-type: none"> Literacy Learning Lodges – range of literacy/language opportunities to learn through play, exploration and investigation Family learning support sessions – parent/pupil support packs, sessions for identified families, regular support sessions with class teacher or SfL <ul style="list-style-type: none"> Families Connect – Family/ Community learning (family worker) 	Pupils/ Lit Team	18/19	Evaluations, parent/pupil feedback Observations, learner questionnaires – e forms
		3.1 3.2 2.5		Staff/ Pupils/ Parents		Pre/post evaluation
	HGIOELC	2.2 2.4 2.5 2.6	<ul style="list-style-type: none"> Build family engagement through: <ul style="list-style-type: none"> Read, Steady Nursery Programme Big Bedtime Read Parent workshops and support group Book bug sessions Develop Literacy Rich Assessment to monitor literacy provision within the ELC to ensure a literacy rich environment is key to the nursery experience Implement planned word boost sessions at group sessions Implement “teaching children to listen” programme with identified children ELC practitioners to receive support in the use of sign along and ensuring effective communication with children Improve parental access to relevant books and encourage adult literacy development through the use of adult lending library Regular visits to local library and wider community 	EC staff/gra duate EYO	18/19	Observations Professional dialogue Assessment data – Renfrew vocabulary assessment
Improvement in Numeracy for all: <ul style="list-style-type: none"> <i>All learners will receive and engage with high quality, excellence and equitable experiences to meet their needs in numeracy and maths</i> <i>Our curriculum will provide clear progressions within numeracy and maths to ensure that all learners achieve their potential</i> 	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.1 2.2 1.2 2.3 3.2	<ul style="list-style-type: none"> Shared understanding of Numeracy Strategy to ensure consistent high standard and expectation of learning, teaching and assessment of numeracy and maths: <ul style="list-style-type: none"> Curriculum rationale – balance, reflect on curriculum design principles Stretch Aims: Driver Diagram used to develop numeracy improvement ideas Learning, teaching and assessment approaches Robust analysis of SNSA (local and national), cluster assessments to identify strengths and improvement areas Moderation Cycle, Robust assessments for moderation and to support teacher judgement <ul style="list-style-type: none"> Assessment identified within planning Formal and informal moderation – school, cluster, authority 	All staff Maths Group Parents Pupils	SEPT 18	Numeracy/Maths Strategy – rationale CLPL Calendar SNSA Forward Planning, prof dialogue
		2.3 1.2 1.3 2.4		All staff	DEC 18	SNSA School Moderation Cycle – unique to setting Scheduled for updating tracker, Equity and

		3.2 3.1	<ul style="list-style-type: none"> o Further develop staff awareness of national and local numeracy priorities o Holistic Assessments – effective use of range of assessments, professional dialogue, regularly planned and implemented 		OCT 18	Excellence meetings, agenda, action points Programme/forward planning
		2.3 2.4 3.2 2.5	<ul style="list-style-type: none"> • Year 2 of 'Numeracy Development Post' to raise attainment in numeracy and maths, analyse data, identify gaps in learning and support staff development through building capacity, teamteaching, collaborative planning, individual and group teaching • Full implementation of Maths Recovery to address gaps in learning • Identify and plan for Maths Recovery Groups: <ul style="list-style-type: none"> o Class groups – class teacher/PSW o Specific maths recovery groups – support for learning o 5 Minute Maths Box – scheduled support programme delivered by PSWs • Maths Recovery Classroom Training – identified staff to attend, implement approaches and cascade to team • Staff training to develop knowledge, understanding and confidence in teaching explicit skills and key aspects of numeracy and maths: <ul style="list-style-type: none"> o Problem Solving o Language of maths – complex maths and numeracy problems o Multi-step word problems o Advanced Number Talks o Concrete, Pictorial, Abstract approaches – support to embed, pedagogy 	Num Dev. Post	18/19	Action plan, priorities, prof dialogue, feedback, observations, data analysis
		2.3 1.2 2.2	<ul style="list-style-type: none"> o 5 Minute Maths Box – scheduled support programme delivered by PSWs • Maths Recovery Classroom Training – identified staff to attend, implement approaches and cascade to team • Staff training to develop knowledge, understanding and confidence in teaching explicit skills and key aspects of numeracy and maths: <ul style="list-style-type: none"> o Problem Solving o Language of maths – complex maths and numeracy problems o Multi-step word problems o Advanced Number Talks o Concrete, Pictorial, Abstract approaches – support to embed, pedagogy 	Trained Staff x4	18/19	Forward Plans, action plans, excellence and equity meetings
		2.3 1.2 2.2	<ul style="list-style-type: none"> o Multi-step word problems o Advanced Number Talks o Concrete, Pictorial, Abstract approaches – support to embed, pedagogy 	Trained Staff Num Team/ Staff	SEPT 18	Observations, prof dialogue
		2.3 3.1	<ul style="list-style-type: none"> • Further develop numeracy and maths learning within our environment: <ul style="list-style-type: none"> o Numeracy learning shed – range of numeracy/maths opportunities to learn through play, exploration and investigation • Continue with family learning – parent/pupil support packs, sessions 	Num Team/ Staff/ PSW/ Pupils	18/19	Observations, excellence and equity meetings, moderations, quality improvement schedule
		2.5	<ul style="list-style-type: none"> • Families Connect – Family/ Community learning (family worker) 	DHT/CT Pupils/ Parents	AUG 18/19	Observations, learner questionnaires – eforms
	HGIOELC	2.2 2.4 2.5 2.6	<ul style="list-style-type: none"> • Consistent and effective use of SEAL approaches within the nursery with planned play activities to develop learner numerosity • Extend understanding of number through song and number stories • Support number development through home link number packs • Parent workshops and support group • Number game lending library for parents and carers 	EC staff/graduate EYO	18/19	Quality Improvement Questionnaires/Parental feedback from home packs/workshops
<p>Improvement in all children and young people's wellbeing:</p> <ul style="list-style-type: none"> • <i>Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual</i> • <i>Our learners will benefit from improved wellbeing which will enable them to become resilient, responsible citizens and successful lifelong learners, who value their culture and</i> 	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	1.2 1.3 2.2 2.3 3.1 3.2	<ul style="list-style-type: none"> • Shared understanding and implementation of Health and Wellbeing Strategy to ensure consistent high standards and expectations of learning, teaching and assessment of health and wellbeing • Full engagement with WL Health and Wellbeing progression pathway to ensure continuity, progression, pace and challenge: <ul style="list-style-type: none"> o Consistent and effective use of ICE Pack o RSHP – increased knowledge and understanding, implementation • Promote progressive and sustainable outdoor learning opportunities and effective use of local/wider community: <ul style="list-style-type: none"> o Audit and review current practice o Shared understanding and knowledge of wellbeing, outdoor learning, lifelong learning and critical thinking 	All staff/ Parents/ Pupils	SEPT 18/19	Health and Wellbeing Strategy – rationale CLPL Calendar SNSA Forward Planning, prof dialogue
		1.1 3.1 2.7 2.3	<ul style="list-style-type: none"> o Shared understanding and knowledge of wellbeing, outdoor learning, lifelong learning and critical thinking 	All staff/ Pupils/ Partners Local groups	18/19	Forward Planning, prof dialogue Quality Improvement observations

contribute effectively to society		2.2	skills					
		3.2	<ul style="list-style-type: none"> ○ Awareness and knowledge of our community, partners and volunteer groups ○ Provide regular opportunities – considered and evident within planning ○ Identified community links on termly basis, learning within and out with school building 	All staff/ Pupil/ Parents	18/19	Professional dialogue/feedback		
		3.1	<ul style="list-style-type: none"> • Consistent and effective use of Emotion Works to support learners to develop emotional vocabulary/literacy, confidence and resilience 					
		3.2	<ul style="list-style-type: none"> • Promote parental knowledge and understanding of Emotion Works 					
		2.2	<ul style="list-style-type: none"> • Develop positive relationships for all in the playground/across the school through PSW use of Emotion Works cogs and consistent language and procedures/restorative practice 	PSW/ Pupils	SEPT 18	Observations/dialogue		
		2.3						
		2.7	<ul style="list-style-type: none"> • Reviewing shared understanding of GIRFEC wellbeing indicators with all stakeholders 	All staff/ Pupil/ Parents	OCT 18	Quality Improvement evidence		
		2.4	<ul style="list-style-type: none"> • Promote regular opportunities for learner self-evaluation of wellbeing indicators, using learner self-evaluation forms, to identify strengths and areas for improvement, implement interventions and promote consistent open dialogue with learners • Introduce '5 Trusted People' – learners to identify key people as nurture support 	Pupils Partners Cluster	18/19	eForms – scheduled self-evaluation		
			<ul style="list-style-type: none"> • Develop a shared knowledge and understanding of ACES (Adverse Childhood Experiences) and impact on learners: <ul style="list-style-type: none"> ○ Dr Suzanne Zeedyk – professional reading ○ TED Talk – Nadine Burke-Harris ○ WL ACES Hub ○ Chris Kilkenny/Kevin Aid&Abet – motivational speaker ○ Professional Reading Programme ○ Range of partners, community links (CAB) 	H&W lead All staff/ Pupils/ Parents/ Partners	18/19	WSD Programme Professional reading/dialogue Pre/post surveys		
		3.1						
		3.2	<ul style="list-style-type: none"> • Effective implementation of nurture principles and approaches across whole school community (our vision and values): <ul style="list-style-type: none"> ○ Flexible, responsive and proactive nurture model ○ Nurture Champion/Health and Wellbeing Co-ordinator/Nurture Network/Mental Health First Aider 	H&W lead All staff/ Pupils/ Parents/ Partners	DEC 18	Quality Improvement GIRFEC Wellbeing eforms – pupil self-evaluation Nurture Grp feedback Increased family engagement		
		2.4						
	2.7	<ul style="list-style-type: none"> ○ Support children who are experiencing bereavement or loss through the Give us a Break programme ○ Lego Based Therapy and Build to Express 		18/19	Impact on learner progress and attainment Self-assessment of Nurture Principles – How Nurturing is Our School			
	2.7							
	2.5							
	3.1	<ul style="list-style-type: none"> • Effective promotion and delivery of Families Connect to support families to engage positively in their child's learning: <ul style="list-style-type: none"> ○ Identified family groups ○ Planned programme supported by trained staff ○ Biscuits and Blether ○ Individual pupil, parent, staff learning sessions – support materials 	H&W lead Pupils/ Families Partners					
	3.2							
		<ul style="list-style-type: none"> • Further support families to develop positive relationships with school – improve attendance and lateness • Introduce Raising Children with confidence programme to give parents and carers the chance to explore emotional health and wellbeing and consider how they can best promote it in themselves and their children. • Develop Confident Staff, Confident Children in school through Staff Rotations to promote emotional health and wellbeing of our children 	ELC staff Pupils Families Partners	JAN 19	Baseline/final confidence and impact questionnaires			
			EYO Pupils Parents	18/19 Sched Drop	Impact on progress through learners journey Increased family			

		HGIOELC 3.1 2.2	<ul style="list-style-type: none"> Develop social and emotional skills through the implementation of PATHS Programme Learners and families will benefit from effective partnership working through regular drop in sessions with Health Visitor and Nursery Team, extend initiative to consider other agencies such as, SLT, Educational Psychologist, Family Worker, Parent/carer support group focus on healthy eating Raising awareness of child safety week through information sessions for parents Reading steady nursery to support parents and carers getting children ready for nursery Consistent and effective implementation of free flow to outside learning daily Risky play is consistently included as part of daily practice to increase "have a go attitude" Refer to Care inspectorate guidance for our creative journey and my world outdoors to ensure GIRFEC principles are linked to planning 	Staff All staff	In Sched JUNE 19 AUG/ APRIL AUG 18 AUG 18 1819	engagement Increased staff confidence Risk benefit assessments/ Observations/Leuvens Scale HGIOELC – self-evaluation, professional dialogue, consultative planning
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <ul style="list-style-type: none"> <i>To support learners to recognise and connect learning and skills development to the world of work</i> <i>To raise awareness and help facilitate learners to engage with a rapidly developing landscape of work/career and learning opportunities</i> 	<input type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input type="checkbox"/> Assess. of Children's Progress <input type="checkbox"/> Performance Information	3.3 2.7 2.2 2.7 3.3 2.2 2.3 2.7 3.3	<ul style="list-style-type: none"> Promote progressive and sustainable learning opportunities and effective use of local/wider community: <ul style="list-style-type: none"> West Lothian College/Oatridge College Business links – e.g. Blackburn Partnership Centre, Library, Mill Centre, Whitehill Industrial estate Bathgate Academy – Sports Leaders, Maths Mentors YAP– Tooled Up Identified community links on termly basis, learning within and out with school building Familiarise staff and learners with STEM DYW – Masterclass and Vertical Group focus to explore world of work and different routes and pathways to access range of careers My World of Work, introduction of skills development to support learners to make informed choice about their future careers: <ul style="list-style-type: none"> Learning Resource 4: Introduction to My World of Work – professional reading, shared understanding of skills for life and work P5-7 to be register for My World of Work, to explore and become familiar with online career resource Audit digital technologies and approaches across all stages: <ul style="list-style-type: none"> Identify strengths and areas for improvement Ensure digital learning is embedded within planning and implemented across all areas of the curriculum Identify digital ambassadors – learners sharing learning and skills, staff sharing learning and skills Develop AAL strategy, all stakeholders, shared understanding – identified classes to trial AAL – bring your device to school Increased use of sharepoint and glow sites to support and improve collaboration and communication: <ul style="list-style-type: none"> Yammer Cluster/Authority Sharepoint Teams Eforms Glow email – learners 	All staff/ Pupils/ Partners Parents All staff Staff Pupils Partners Staff/ Pupils Partners P5-7 pupils All staff Pupils All staff/ pupils	18/19 SEPT 18 JAN 19 AUG 18 SEPT/ FEB 18/19 18/19 18/19	Forward Planning Observations – quality improvement Community partners feedback, collaborative planning Forward planning, learning opportunities Pre/post staff/pupil questionnaire Agenda, minutes, schedule of meetings, school feedback Forward planning Pupil dialogue – feedback My World of Work – pupil e-profiles Staff/pupil confidence – observations, dialogue, evaluations Collaborative planning – pupils/staff Increased use of GLOW – staff/pupil confidence

		HGIOELC 3.1 2.2	<ul style="list-style-type: none"> • Risky Play as part of daily practice to increase “have a go attitude” and build resilience • Frobel approach with clay and block play implemented within ELC practice to develop thinking and creatively • Encourage children to comment on achievements through learners journey • Support children to plan and maintain their own gardens during outside activities 	ELC staff	18/19	Observations Leuven’s Scale Quality Improvement Observations
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Additionality: Pupil Equity Funding Plan: Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

a) Background

Murrayfield Primary, Nursery and Language Centre is a non-denominational school serving the community of Blackburn. Currently the school roll is 350, which includes 11 class structure and 40/40 Nursery. The school sits in SIMD decile 1, with 46% of learners in quintile 1. 36% of learners are entitled to Free School Meals. The SMT consists of the HT, DHT, 2 PTs and 1 Language Centre PT. The Language Centre provides a high quality service for the authority supporting 28 in-reach and 159 outreach pupils with speech and language difficulties, disorders or delays. The Language Centre staff consists of 5 teachers, 1.5 Nursery Nurses and 2 PSWs. The school staff comprises of 14 teachers, 2 RCCT teachers and a visiting string instructor. The school benefits from 2 part time Sfl teachers, 10 PSWs and 2 admin assistants. This session development posts have been established to raise attainment in core areas and a Speech and Language Therapist works one day a week to address the vocabulary gap across the school.

There is a supportive Parent Council and community links continue to be strong where the school is valued for its nurturing environment and open-door culture.

Our positive school ethos supports learners to achieve success in an inclusive, safe and nurturing environment. Learners participate in a wide range of learning opportunities which develop confidence and independence. The school has a dedicated and committed staff team who work productively in partnership with parents and the wider community to ensure all pupils reach their full potential and are encouraged to fully access the opportunities available. Our school is dedicated to closing the poverty related gap.

b) Data

Literacy and numeracy baseline information is used to inform interventions and supports for identified groups, individuals or universal support. Through professional dialogue staff can analyse data such as POLAAR, Infant/Junior Language Link, Renfrew Vocabulary Assessment, PM Benchmarking, SWST, Maths Recovery/SEAL assessments, SNSA – P1, P4, P7 and Scottish Criterion to inform professional judgements and achievement of a level. CfE Benchmarks and WL Progression Pathways are providing continuity and ensuring a reduction of gaps in learning. Excellence and Equity meetings with SMT, CT and SLT are regularly scheduled and focus on learner attainment, range of learner evidence and impact of interventions. Consistent moderation and opportunities for professional dialogue have improved staff understanding of achievement of a level and professional judgements along with raising standards and expectations across all stages. We are developing a robust shared understanding of CfE levels and will further engage with the Moderation Cycle. All staff are becoming increasingly proactive in addressing gaps in learning and ensuring relevant interventions are implemented.

c) What is our 'gap' and who are our target groups and their barriers to learning?

Literacy and Family Learning -

Analysis of SNSA results indicates that 47% learners at P4 stage scored low for reading and 49% for writing and 21% scored low for literacy at P1 stage. At P7 25% registered as low attainers for literacy. This year the introduction of word boost has increased the vocabulary of all learners at all stages with a significant increase at P2 stage. Targeted interventions at P1 and P2 have enabled learners to access texts and develop their reading skills resulting in a 100% increase in literacy skills. PM benchmarking evidence highlights an improvement with almost all learners reading closer to their chronological age, however there remains a lack of higher order thinking skills which allows learners to interpret and comprehend texts at a higher level. The introduction of updated class libraries and the reopening of the school library has given all children an opportunity to explore different texts although an increasing number of learners continue not to be supported at home to consolidate learning tasks, reading with an adult at home is often not a priority and learners do not come to school fully prepared. Identified groups of learners have particular difficulties with listening and attention which impacts greatly on foundation literacy skills.

Key priorities identified:

- P2, P3, P5 - target stages due to gaps in learning and significant needs of individuals/groups of learners
- Identified individuals and groups across all stages
- Professional developing, building capacity to ensure explicit teaching of tools for reading and writing, including, inferential understanding/questioning, grammar
- P1 – ensure learners have the foundations of early literacy skills
- Promote family engagement in reading and literacy skills – home link packs, 1:1 sessions

Numeracy and Family Learning -

Interpretations of SNSA data for P1, 4, 7 highlights that 21% identified as LOW attainers (and 18% as HIGH attainers). Of the P1 pupils who achieved HIGH in both Literacy and Numeracy, all children were identified as PEF pupils. Professional judgement data has indicated that 78% of learners are on track within numeracy.

Focus on Growth Mindset has continued to improve learner attitudes to numeracy and maths. However some learners continue to lack resilience within maths and numeracy tasks. Analysis of data emphasises a need for the explicit teaching of numeracy and maths skills to equip all learners to apply knowledge in unfamiliar contexts, effectively problem solve and tackle multiple

number processes. Additional new resources such as Dienes materials and Maths Recovery/SEAL resources are supporting the Concrete, Pictorial, Abstract approach. Through MR assessments, pupils were identified as requiring small group Maths Recovery support interventions. They have all made significant progress, 80% achieving an improvement of 2 SEAL stages. All staff will be supported through training, team-teaching classroom support and continued collaboration and moderation activities at both school and cluster levels. Staff have an awareness of a holistic assessment approach to assessing learner progress and this will be further developed to support learner achievement. From discussions with parents regarding support at home and understanding of current practice, they will be given opportunities to attend informal workshops targeting specific numerical operations and related strategies. From recent SNSA, attainment meeting and professional judgement data, targeted support will be put in place to support identified pupils.

Key priorities identified:

- P2, P3, P5 - target stages due to gaps in learning and significant needs of individuals/groups of learners
- Identified individuals and groups across all stages
- Professional developing, building capacity to ensure explicit teaching of key numeracy and maths skills
- P1 – ensure learners have the foundations of early arithmetical learning
- Promote family engagement in numeracy and maths – home link packs, 1:1 sessions

Health and Wellbeing and Family Learning –

Attendance for almost all learners has improved and is in line with WL policy. However, lateness still remains an area of concern with some families and impacts on attainment and wellbeing. The school in partnership with the AIMS Team and Health Visitor actively engages with families informally and formally to support getting children to school. Some families have preconceived ideas about school which directly links to their negative school experiences. Nurture is essential in our school and we promote a nurturing ethos across the school. There is a full time nurture teacher and support team who provide a range of nurture groups/interventions to support all learners to reach their potential. Almost all learners reported feeling safe, secure, listened to and valued nurture supports. 21% of learners benefit from specific nurture interventions, 11% are PEF identified learners. Currently 17% of children have a Child Protection File. The school works in partnership with other agencies to ensure needs of all learners are met. Many learners are not school ready and prepared; lack of gym kit, appropriate clothing, school bag and stationary. Breakfast club is well attended with 60-70, 26% of P1-7 learners attending each day and identified individuals/families are encouraged to attend. Pupils benefit from Breakfast Club Futsal and Dance sessions with maximum numbers attending. 28% of learners are at Level 2 of the continuum of support requiring additional supports, 11% of learners are at Level 3 or 4 requiring enhanced or intensive supports from multiple agencies.

Key priorities identified:

- Family Support Worker – family engagement
- Extension of nurture supports through various interventions
- Mental Health

d) Summary/overview of proposal & non-negotiable outcomes

- A shared understanding of 'poverty gap' across whole school community, increased awareness on how to identify and reduce poverty related gap particularly within health and wellbeing, participation and engagement
- Robust interrogation of baseline information and performance data is embedded in practice and ensures challenge and supports are effectively implemented
- Almost all learners will achieve the expected level of attainment within Literacy and Numeracy, particularly at P1, P4, P7
- Consistently high standards of teaching and learning will be implemented in daily practice to ensure positive and aspirational outcomes for all learners
- All staff will ensure early identification of gaps in learning and will address through the implementation of appropriate interventions, supports and seek advice from relevant partners

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	Stage/ Year Grp	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>

<p>Literacy</p>	<p>Learning and Teaching</p> <ul style="list-style-type: none"> Wordsmith – tools for reading and writing programme Re-telling/comprehension/Grammar Mighty Writer IDL – Dyslexia Intervention Programme Literacy Support Groups Higher Order Thinking Skills/Blanks and Inferential Questioning Oral Narrative/Visualisation Word Boost – extend to nursery Let's Think <p>Leadership Literacy Leader to:-</p> <ul style="list-style-type: none"> To ensure regular robust regular moderation Support the implementation of Literacy Strategy Build capacity with all staff – explicit teaching of tools for reading and writing (retell, inferential understanding/questioning, grammar) Extend learner/family engagement and enjoyment in reading Aid the implementation of wordsmith Support literacy teaching in classes with a focus on P1, P2, P3, and P5 <p>Literacy Teaching Support x0.2</p> <ul style="list-style-type: none"> Teach listening and attention, Oral Narrative and Visualisation within classes to develop literacy skills To support effective implementation of Mighty Writer <p>Speech & Language Therapist – 0.2fte to:-</p> <ul style="list-style-type: none"> Word Boost, introduce to nursery Support identified groups and individuals Supporting families Building capacity with staff, teaching of listening and talking, pedagogy – Blanks Questioning <p>Families and Communities</p> <ul style="list-style-type: none"> Families Connect Programme Family Worker – improve engagement and how best to support your child, address attendance/lateness Other initiatives include: <ul style="list-style-type: none"> Stay and Learn – ELC-P7 Biscuit and Blether – bitesize sessions Read, Write Count Big Bedtime Read Nursery Parent Support Workshops Mummy/Daddy/Grandparent Reading Speech and Language Therapist – family support sessions 	<p>P2-7/Aspects P1 ELC – P7 P1-3 P4-7 – individ Target Grps ELC-P7</p> <p>ELC-P3 ELC – P7</p> <p>Staff</p> <p>Whole School/ Families</p> <p>Staff ELC-P3 ELC-P7 Across school P1-P3</p> <p>Whole School Individ/Groups Families Staff</p> <p>Target Year Grps – prog Individ/Groups</p> <p>ELC-P1</p> <p>Whole School</p> <p>Whole School</p> <p>P1-7 ELC</p> <p>Whole School Individ/Groups</p>	<ul style="list-style-type: none"> By 2020 80-85% of learners will have an age appropriate working vocabulary Specific literacy interventions will increase learner ability to tackle a range of texts demonstrating effective use and understanding of tools for reading and writing increase focus and attention, improve listening and talking skills Almost all learners will improve their writing and reading skills and will demonstrate transference of these skills within a variety of genres 80-85% of learners will achieve their relevant reading, writing and spelling age by 2020 80-85% of learners will make significant progress in their vocabulary All learners will have a positive attitude to reading and will be eager to read a wide range of texts All learners will be challenged appropriately, they will achieve the relevant reading age by 2020 Almost all families will actively engage in their child's learning Almost all families will confidently apply skills and knowledge to support their child's learning and participation in school Almost all families will have a full understanding of our learning ethos and culture, rationale, vision and values 	<ul style="list-style-type: none"> Evidence from a range of assessments indicates learners require interventions to develop explicit skills across reading and writing Evaluative and diagnostic questionnaires, scheduled self-evaluation comparison to baseline. Planned moderation opportunities – consistent use of CfE benchmark SNSA/PM Benchmarking/Wordsmith assessments Vocabulary assessment in accordance with Word Boost programme and analysis collaboratively with SLT Lead person identified to co-ordinate interventions, monitor and track, gather evidence and feedback findings Effective teaching of comprehension and grammar will increase pupil confidence. SNSA-data, PM Benchmarking, professional judgments will be used to measure impact Structured moderation – formal/informal, use of Scottish Criterion, Baseline information will be gathered and measured following input of 5 Minute Box 1/2 Baseline information from SNSA and PM Benchmarking. Use of form to gather learner views at beginning and end of session Feedback from interventions will be collected from pupils, parents and staff then analysed to gauge impact Updates will be shared with all stakeholders on a regular basis via school glow blog, Parent Council, Biscuits and Blether, Open mornings Excellence and Equity meetings – evidence findings SSES – continuous reflection and self-evaluation Liaison with Family Worker/Families Connect/SLT to identify most efficient methods of gathering impact data
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	<ul style="list-style-type: none"> Support for Learning – family-child support sessions 	Individ/Groups		<ul style="list-style-type: none"> Lead person identified to co-ordinate interventions, monitor and track, gather evidence and feedback findings
Numeracy	<p>Learning and Teaching</p> <ul style="list-style-type: none"> Develop effective ICT to enhance learning Introduce Advanced Number Talks Prove It/Convince Me, Mild, Spicy and Hot – application and challenge Singapore Bar Modelling Let's Think <p>Leadership Numeracy development post to:-</p> <ul style="list-style-type: none"> Raise attainment in numeracy and maths, analyse data, identify gaps in learning and support staff development through building capacity, team teaching, collaborative planning, individual and group teaching Identified Maths Recovery staff to address gaps in learning, build capacity through team teaching and provide early intervention to identified individuals and groups Provide staff training for Advanced Number Talks approaches to develop pupils' numeracy strategies and confidence. Ensuring assessment and moderation is incorporated within the planning stages for numeracy and regular opportunities for this within the moderation cycle. Consistent use of Holistic questions to assess learner progress/achievement, validate professional judgement <p>Families and Communities</p> <ul style="list-style-type: none"> Families Connect Programme Other initiatives include: <ul style="list-style-type: none"> Stay and Learn – P1-7 Biscuit and Blether – bitesize sessions Nursery Parent Support Workshops Support for Learning – family-child support sessions 	<p>ELC-P7 ELC-P7 P1-P7</p> <p>P1-7 P2-3</p> <p>LS P1-7 P1-7 Groups</p> <p>LS/PM/RMAW</p> <p>Whole School Staff</p> <p>Whole School Staff</p> <p>Target Grp Individ/Groups</p> <p>P1-P7 ELC</p> <p>Individ/Groups</p>	<ul style="list-style-type: none"> 80-85% of learners will achieve their expected levels of attainment in numeracy, mental maths and general maths by 2020 All learners will receive a robust, coherent, skills based and progressive numeracy/maths learning and teaching programme. There will be no gaps in learning All learners can confidently select and explain/discuss the most efficient numeracy strategy All learners can effectively use mathematical language to explain learning Staff will be excellent numeracy/maths practitioners and will meet the needs of all learners through the explicit teaching of skills Almost all families will actively engage in their child's learning Almost all families will confidently apply skills and knowledge to support their child's learning Almost all families will have a full understanding of our learning ethos and culture, rationale, vision and values 	<ul style="list-style-type: none"> Evidence from a range of assessments indicates learners require interventions to develop explicit skills across numeracy and maths Planned moderation opportunities – consistent use of CfE benchmark, holistic questions SNSA/SEAL/Maths Recovery assessments provide group and individual attainment data analysis of data, identified strengths & areas of improvement Equity and Excellence meeting, professional dialogue, forward planning Observations, learning visits, professional dialogue, learner conversations/questionnaires Feedback from interventions gathered from all stakeholders – learners, staff, families, other agencies SSES – continuous reflection and self-evaluation
Health and Wellbeing	<p>Learning and Teaching</p> <ul style="list-style-type: none"> Implement Emotion Works to develop resilience and confidence, emotional vocabulary Ensure coherent health and wellbeing programme is experienced by all learners Pupil Wellbeing self-evaluation profiles Lego Therapy Social/ Life Skills Groups/Out and About Groups – responsible citizens, using the local environment, making better use of our local 	<p>ELC-P7</p> <p>P1-7</p> <p>P1-7 Individ/Groups</p> <p>Individ/Groups</p>	<ul style="list-style-type: none"> Almost all learners will demonstrate resilience and confidence within all learning. Emotion Works will be fully embedded and part of our school ethos by 2020 All learners will have access to and engage in health and wellbeing interventions which will lead to improved outcomes for all learners All learners will be motivated and engaged with learning, 	<ul style="list-style-type: none"> Timetabled pupil self-evaluation of Wellbeing Indicators – dialogue pupil-teacher, analysis Analysis of specific wellbeing measures: <ul style="list-style-type: none"> Glasgow Wellbeing Motivation assessment tool Learner Self-reporting form Boxall Profile Staff questionnaire regards pupil behaviour,

	<p>environment</p> <ul style="list-style-type: none"> Continue to promote and provide range of school clubs – breakfast, lunch and after school opportunities Better Movers, Better Thinkers – perceptual motor programmes Fizzy – development of gross motor control <p>Leadership Health and Wellbeing lead to:-</p> <ul style="list-style-type: none"> Full engagement with Emotion Works – school community approach, share with wider community/families Emotion Works – track and monitor impact Support development of Nurturing School Approach, extend nurture sessions to include life skills, social skills, lego based therapy etc Gathering, tracking and monitoring achievement/intervention impact ACEs – support shared understanding of Adverse Childhood Experiences <p>Families and Communities</p> <ul style="list-style-type: none"> Raising Children with Confidence Engage the services of a Family Worker to further develop home – school relationships, improve attendance and/or lateness, support families with life skills Support families to ensure their child arrives at school and actively promote attendance Families Connect Informal workshops invite parents to explore new games and approaches that might help them to support their child's learning at home Other initiatives include: <ul style="list-style-type: none"> Stay, Play and Learn – Nursery to P7 Sharing Our Learning – sessions across the year Biscuit and Blether – bitesize sessions Read, Write Count Read, Steady Nursery <p>Nursery Parent Support Workshops</p>	<p>Individ/Groups</p> <p>P1-7 Individ/Groups</p> <p>P1-3/P4-7 Groups ELC-P1</p> <p>ELC-P7</p> <p>Whole School</p> <p>Whole School Individ/Groups</p> <p>ELC-P7</p> <p>Whole School Community</p> <p>Identified families</p> <p>Identified Stages - timetable</p> <p>Individ/Groups</p> <p>Whole School</p> <p>Whole School</p> <p>P1-7 ELC</p>	<p>they will be more confident and ready to learn</p> <ul style="list-style-type: none"> All learners will become resilient and be better equipped to discuss their emotions, they will have increase emotional vocabulary By 2020 the school will fully embed a nurture approach to support all learners reach their full potential All learners will have access to relevant nurture groups/approaches to their needs Learners will benefit from a clear health & wellbeing strategy and will receive a coherent programme Families will become more confident with supporting their child to reach their full potential, more families will be actively involved in their child's learning and the life of the school. Where relevant families will engage in learning programmes to address their individual needs Encouraging parents and children to spend quality time together. Providing specific weekly topic focus and allowing opportunities for parents to reflect on what they already do to support their children's learning. 	<p>emotional vocabulary, regular opportunities to evaluate impact of Emotion Works, staff confidence, pupil engagement</p> <ul style="list-style-type: none"> Gather parental feedback through questionnaires Professional Judgement: <ul style="list-style-type: none"> engagement and participation scales moderation analysis of profiles/pupil self-evaluation Attendance and Lateness statistics Staff confidence and implementation of programme – feedback, forward planning and evaluations Regular feedback - ROTATION Liaison with PSW for feedback on learner progress, observations, questionnaires, professional dialogue Continue to liaise with /Families Connect Worker to establish most effective methods of evaluating impact and reviewing progress Families Connect Programme, providing a series of activities, techniques and games that parents and carers can do with their children at home Feedback from all stakeholders through eforms/questionnaires/ratings etc
<p>Across Learning</p>	<p>Learning and Teaching</p> <ul style="list-style-type: none"> Nurture School Approach including: <ul style="list-style-type: none"> Skills for life, work and learning Social Skills Groups Wellbeing Literacy and numeracy support groups Improved teaching, learning and assessment through: <ul style="list-style-type: none"> AfL – high quality and consistent Moderation Cycle Lit/Num/Health & Wellbeing Strategies 	<p>Whole school Target groups</p> <p>Target groups</p>	<ul style="list-style-type: none"> High quality initiatives to address gaps in learning and improve outcomes for identified/all learners 	<ul style="list-style-type: none"> Pupil Wellbeing self-evaluations Behaviour eforms Quality Improvement: <ul style="list-style-type: none"> Observations professional dialogue learning walks Regular use of engagement and participation scales to measure learner attitude, identify areas of improvement

	<ul style="list-style-type: none"> Increased use/opportunities for: <ul style="list-style-type: none"> Skills for life, learning and work Community – local and wider Residential/excursions Sporting events – local and wider community Outdoor learning – school, local and wider Real life context for learning DYW – community, business, secondary and further education, local and wider <p>Leadership</p> <ul style="list-style-type: none"> Continued engagement with Tapestry to develop effective feedback across all stages Identified collegiate time for training led by TLC, develop small steps of change to practice Participate in professional dialogue to improve learning and teaching and outcomes for all learners <p>Liaise with Active Schools Co-ordinator to establish quality activity groups for identified learners</p> <p>Families and Communities</p> <ul style="list-style-type: none"> DYW – extend effective use of local and wider businesses Continued links with Community Action Blackburn – participate in range of community activities <p>Consistent effective use of our local community to enhance learning</p> <ul style="list-style-type: none"> Family Worker – improve engagement and how best to support your child, address attendance/lateness 	<p>Target groups Whole school</p> <p>All staff</p>	<ul style="list-style-type: none"> All learners will have the opportunity to participate in a range of wider curricular activities All staff will confidently embed a wide range of formative assessment strategies across the curriculum which will improve outcomes for all learners All staff will have increase knowledge and understanding of how to fully engage learners in their education All staff will consistently provide high quality effective feedback to learners which impacts positively of progression/development 	<ul style="list-style-type: none"> TLC to gather initial views of staff confidence with formative assessment approaches, quality assurance visits to evaluate engagement and implementation of approaches Gather evidence of implementation through learner jotters, learner conversations and observations Focus and scheduled professional dialogue opportunities linked to specific reading and impact on learners/practice
<p>Cluster Professional Learning (bespoke)</p>	<p>Liaison with Cluster colleagues to analyse SNSA data:</p> <ul style="list-style-type: none"> Identify areas of strength and improvement Highlight best practice Opportunities for collaboration and moderation <p>Cluster shared understanding and knowledge of ACES:</p> <ul style="list-style-type: none"> Resilience Film showing <p>Central PEF Posts: Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools</p> <p>PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.</p>		<ul style="list-style-type: none"> 80-85% of learners will achieve their appropriate CfE level for literacy and numeracy This team will support schools in the ways outlined in the PEF Action Plan 	<ul style="list-style-type: none"> SNSA attainment data – school/cluster <p>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.</p> <p>A decision will be made in March 2019 if these</p>

				posts should be extended beyond this date. Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.
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