



Falkirk Council
Children's Services

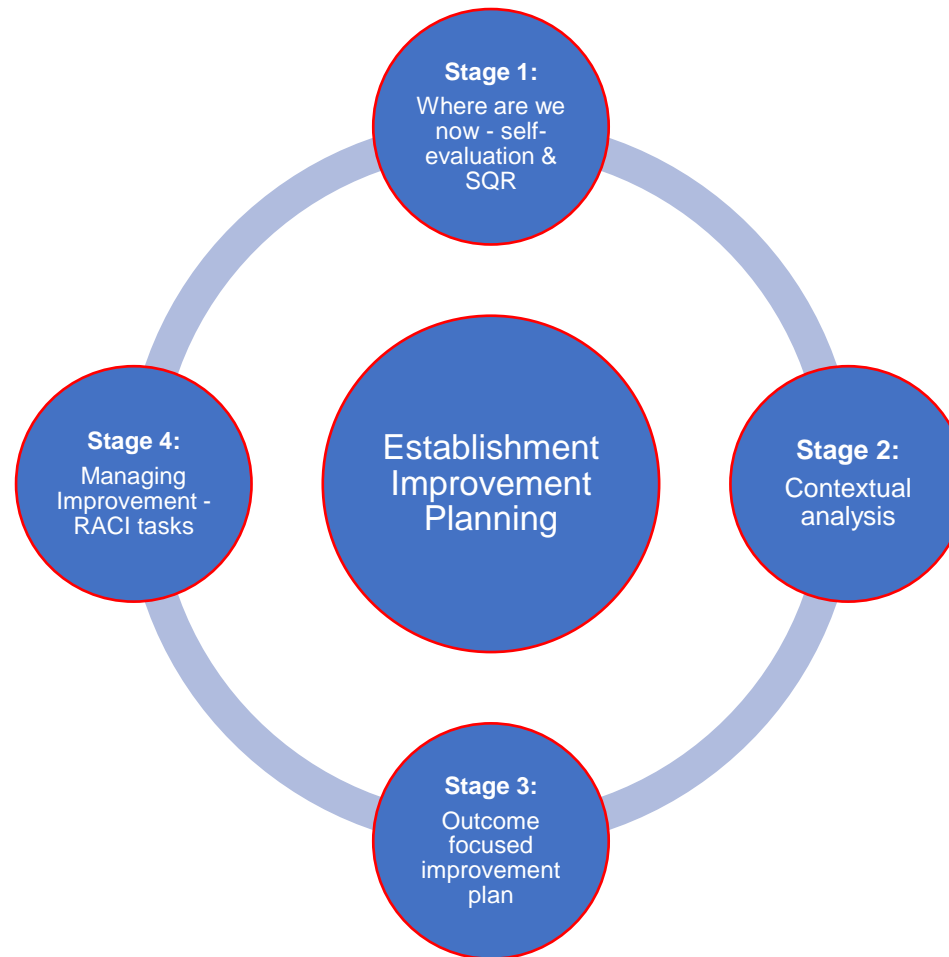
St. Bernadette's Primary School and ELC Class

Session: 2022/23



Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

- There is a great sense of community in St. Bernadette's and people who live here are very proud that they do.
- St. Bernadette's Primary serves the community of Stenhousemuir, Larbert, Carronshore and Carron.

Attendance and Exclusion

session	Average attendance (%)
2019/20	96.28% The average attendance of
2020/21 (to 16/06/21)	91% 69% have an attendance higher than 90% There is no difference in attendance between

Progress and Attainment

Attainment 21-22	Reading	Writing	T&L	Numeracy
P1	93%	93%	93%	93%
P4	78%	88%	100%	96%
P7	90%	84%	100%	84%





Attainment 21-22 SIMD 1-3	Reading	Writing	T&L	Numeracy
P1 (N/A)				
P4	0%	0%	50%	50%
P7	50%	100%	100%	50%

- Our attainment shows that the majority of children are attaining expected levels in literacy and

<ul style="list-style-type: none">• The school has 8 EAL families• The school is mainly private housing, with some Local Authority housing and although a mix of SIMD, it is mainly from SIMD 7 -10.• Forth Valley Royal Hospital is located within Larbert.• Larbert train station has excellent links to Stirling, Glasgow and Edinburgh making the local area an ideal location for commuting to the workplace.• Forth Valley Royal Hospital has a well-established woodlands within its grounds. This is easily accessible by local us transport for engaging in outdoor learning.• The Orphan Land is just 4 minutes walk away from the school grounds. This piece of nature was adopted by St.	<table><tr><td></td><td>the most and least deprived</td></tr></table> <ul style="list-style-type: none">• The table above is a good indicator that despite the global pandemic, our attendance figures are sustaining at an average above 90%.• We continue to work closely with families and partner agencies when attendance is a concern. It is important for the school to understand the families’ context and any barriers to attendance.• Our Senior Leadership Team follow up where any issues are unresolved. <p>Exclusions</p> <table><tr><td>session</td><td>Number of exclusions</td></tr><tr><td>2019/20</td><td>0</td></tr><tr><td>2020/21</td><td>0</td></tr></table>		the most and least deprived	session	Number of exclusions	2019/20	0	2020/21	0	<p>numeracy. However, there is room for improvement at P4 reading.</p> <ul style="list-style-type: none">• We must ensure that there is added value through challenge and engagement in learning.• Children have a strong start in terms of their attainment at early level, but this gain is not sustained, at times, as children move through the school. Our aim is to ensure that the all are attaining expected levels at all stages across the school.• Our identified gap is the attainment of children living in SIMD 1 - 3 in comparison to those in SIMD 4-10. We aim to close this gap through our identified interventions.• Regular tracking and attainment meetings between teachers and Senior Leadership Team enable ongoing conversation about attainment and interventions.• Staff are developing confidence around their own professional judgements, and we continue to support the regular monitoring of interventions to demonstrate impact.
	the most and least deprived									
session	Number of exclusions									
2019/20	0									
2020/21	0									

<p>Bernadette's Primary in 2014 and is fantastic for outdoor learning.</p> <ul style="list-style-type: none">• Carron Dams is only a short 15 minute walk from the school. Again, perfect for outdoor learning.• We have highly effective professional partnerships with many different agencies; Health, Social Work, Police Scotland, Educational Psychology, Speech and Language Therapy and Family Support Services are all regular participants in planning for our children and families.		
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Stage 3


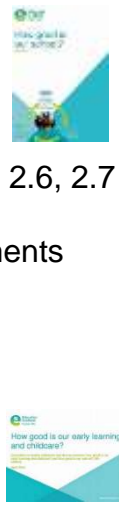

<p>Priority Area:</p> <p>(READING CLUSTER)</p> <p>To further develop teacher’s knowledge, understanding and confidence of the teaching, learning assessment process within reading</p>	<p>School leadership</p> <p>Teacher</p>  <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p>	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>  	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p> 
<p>What informs this priority?</p> <ul style="list-style-type: none">Qualitative feedback from staff indicates that further support is required to develop the teaching, learning and assessment cycle within reading.DataQuality assurance processes have highlighted that further consistency has to be established across all schoolsSelf-evaluation of 3.2 has highlighted a need to further develop curricular transitions to ensure consistency of learner journey from 3-18In line with Falkirk Council priorities, we will continue to focus on recovery to ensure improved outcomes for all learners			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)</p>

<p>Planning</p> <p>Teachers will have a clear and consistent understanding of skills progression across BGE (Early to Third levels).</p>	<p>CLPL opportunities at school level with a focus on the progression of skills through Falkirk Council's Progression Pathways.</p> <p>Secondary staff to collaborate and further develop third level pressure points.</p>	<p>Aug-October HT</p> <p>Aug-October Literacy Lead</p>	<p>Establish pre-post baselines for teacher confidence and understanding (data gathered at school and cluster level)</p> <p>Pressure Point document extended to third level</p>
<p>Pedagogy</p> <p>All learners will participate in high quality engaging and motivating reading experiences (including use of digital pedagogies)</p>	<p>Senior leaders provide support to engage all staff in small test of change to engage children in high quality engaging and motivating reading experiences</p> <p>Staff will focus on how pedagogical approaches impact on engagement and progression of targeted skills within reading.</p> <p>Staff will work in trios to share findings through a poster presentation at cluster INSET session.</p> <p>Cluster pupil group to come together to discuss and share experiences linked to reading culture within their school</p>	<p>Jan-April Class Teachers</p> <p>Jan-April Class Teachers</p> <p>Jan-April CAT session Class Teachers</p> <p>February 2023 St Mungo's</p>	<p>Poster presentations and completed PDSA paperwork.</p> <p>School based quality assurance.</p> <p>Feedback proforma within sharing session. Good practices to be identified.</p> <p>Evaluation of pupil reading conference.</p>

<p>Tracking and Monitoring</p> <p>A minimum of 85% of learners will achieve/ be on track expected level of curriculum for excellence at all stages in reading.</p>	<p>Class teachers will take responsibility for effective use of qualitative and quantitative data to inform their teaching and learning.</p> <p>Senior leaders will support and challenge teachers in tracking meetings.</p>	<p>Class Teachers ongoing</p> <p>SLT 3x annually</p>	<p>Records of tracking and monitoring meetings. Overall school attainment and performance data.</p>
<p>Effective sharing of data at all transition stages.</p>	<p>Cluster HT meeting to focus on trends and patterns over time and the overall picture of St Mungo's cluster (3-18). This will include groups and individual children.</p> <p>At school level there will be planned opportunities for engagement with trends and patterns over time.</p> <p>Planned school and cluster moderation sessions (3-18)</p>	<p>HT Cluster Meeting October and June</p> <p>Class Teachers ongoing</p> <p>Termly in school and annually at cluster level.</p>	<p>Cluster minutes.</p>
<p>Assessment and Moderation</p> <p>To ensure consistent and robust understanding of the expectations at each stage</p>	<p>Class teachers to use Falkirk Council Pathways and National Benchmarks to support moderation process.</p> <p>Create moderated and annotated bank of exemplars for each reading skill across all stages</p>	<p>Ongoing</p> <p>May 2023</p>	<p>Digital records from school based and cluster moderation session.</p> <p>Bank of exemplars available for reference.</p>

Ongoing evaluation/actual impact:			





Stage 3

<p>Priority Area:</p> <p>LITERACY</p> <ul style="list-style-type: none"> • Reading • Talk for Writing • Listening and Talking 	<p>School leadership</p> <p>Teacher</p>  <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p>	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p>  <p>Quality provision</p> <p>Leadership and workforce development</p>
<p>What informs this priority?</p> <ul style="list-style-type: none"> • Pupils – Reading Schools Attitude for Learners Survey May 2022 – 50% of learners do not read at home with their family • Scottish Book Trust Reading Schools Audit and Framework • Planning and Tracking meetings 2021-22 • Teacher judgement attainment data – writing (%) • Teacher feedback on moderation of writing 			
<p>What do you aim to achieve?</p> <p><u>Writing</u></p> <p>85% of pupils in P1-7 will achieve expected levels in writing by June 2023.</p>	<p>How will you achieve this priority?</p> <p><u>Staff CLPL</u></p> <p>Collegiate time focusing on –</p> <ul style="list-style-type: none"> • Moderation of writing 	<p>Timescales and responsibilities</p> <p>Term 1</p>	<p>Measures of success</p> <p>(What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)</p> <p><u>Writing</u></p> <p>Teacher judgement data (P1 P4 and P7)</p>

<p><u>Reading</u> 100% of pupils in P1-7 will read in school and at home with their families.</p> <p>25% of pupils will move from green (on track) to blue (requires challenge)</p> <p><u>Listening and Talking</u> 100% of teachers will accurately track progress in listening and talking</p> <p>Pupils will be able to describe their progress in talking and listening skills using appropriate vocabulary</p>	<ul style="list-style-type: none"> • Reading Schools Accreditation evidence collection for session 2022/23 • Moderation buddies (reading and writing) in school • Introduction to the listening and talking tracker <p><u>Pedagogy</u></p> <p>Create a bank of writing pieces to demonstrate achievement of a level</p> <p>Continue to audit and extend a bank of reflective reading resources</p> <p>Extend and improve the Reading Spine Storytime further</p> <p><u>Family engagement</u></p> <p>Involve parents and families in the Reading School accreditation evidence through -</p> <ul style="list-style-type: none"> • parent council updates and feedback • parents invited to become Library Leaders and attend meetings • parents invited into school to read with children • parents supporting visits to the local library 	<p>Term 1</p> <p>Term 2</p> <p>Term 1</p> <p>On-going from Term 1</p> <p>On-going from Term 1</p> <p>Before Term 1</p> <p>On-going from Term 1</p> <p>Term 1</p>	<p>SNSA data (P4 and P7)</p> <p>Tracking spreadsheet</p> <p>Planning and tracking meeting minutes</p> <p>Feedback from moderation sessions</p> <p><u>Reading</u> Pupil focus groups (August 2022, November 2022, February 2022)</p> <p>Pupil survey – MS form (June 2022, October 2022, January 2023, May 2023)</p> <p>Graph tracking number of families involved in reading engagement projects from June 2022 to June 2023</p> <p>Reading challenge uptake data from app</p> <p>Borrow box usage at P6 and P7 (personal Ipads)</p> <p>Book swap records – tracking pupils donating and borrowing books</p> <p><u>Listening and Talking</u></p>
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	<p>Develop a new St Bernadette's PS family reading challenge</p> <p><u>Planning, assessment and tracking of progress</u></p> <p>Update Literacy Strategy to include listening and talking tracking tools</p> <p>PIRA reading assessments carried out bi-annually (November and April)</p> <p>Introduce and use new planning and tracking document at meetings</p> <p>Moderate Bug Club assessments against PIRA assessments</p>	<p>Term 2</p> <p>On-going from Term 1</p> <p>Term 1</p> <p>Term 1</p> <p>Term 2 and 4</p> <p>Term 1</p> <p>Term 2 and 4</p>	<p>Baseline teacher confidence data (August 2022 and June 2023)</p> <p>Planning and tracking meeting minutes (listening and talking progression)</p> <p>Staff feedback on use of listening and talking grids</p> <p>Class visits to moderate assessment data of listening and talking</p> <p>Pupil focus groups – Have you made progress in listening? talking? how do you know?</p>
Ongoing evaluation/actual impact:			


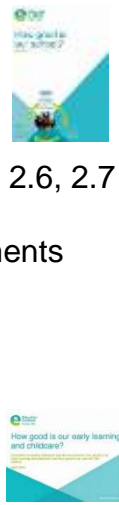

Stage 3

<p>Priority Area:</p> <p>SKILLS DEVELOPMENT</p>	<p>School leadership</p> <p>Teacher</p> <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p>  	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p> 
<p>What informs this priority?</p> <ul style="list-style-type: none"> • Observation of Learning • Pupil Voice • Staff questionnaire in (May 2022), indicated 40% of respondents reported they did not feel confident to assess skills development • Pupil questionnaire (May 2022) indicated that most pupils found the Ministry of Meta-Skills fun, could recognise skills being developed and wished for more opportunities within the Ministry of Meta-Skills 			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>

<p>Planning</p> <p>Teachers will have a clear and consistent understanding of meta-skills progression across BGE (Early to Third levels).</p> <p>Pedagogy</p> <p>All learners will participate in high quality engaging and motivating Ministry of Meta-Skills experiences (including use of digital pedagogies)</p> <p>All learners will identify meta-skills development across the curriculum</p> <p>All learners' confidence will increase and they will be motivated to explore challenge and apply skills in a range of contexts including in</p>	<p>CLPL opportunities at school level with a focus on the progression of meta-skills through Skills Development Scotland Progression Pathways.</p> <p>Class teachers will identify skills at the planning stage to ensure they are highlighted and recognised during the activity.</p> <p>All learners will participate in a termly whole school Ministry of Meta-Skills focus, linked to STEM/LfS</p> <p>Class teachers will focus on how pedagogical approaches impact on engagement and progression of targeted meta-skills</p> <p>Class teachers will explicitly highlight meta-skills development through all curricular areas</p>	<p>Aug-October Skills Leadership Group</p> <p>Ongoing Class teachers</p> <p>Termly class teachers</p>	<p>Establish pre-post baselines for teacher confidence and understanding</p> <p>School based quality assurance.</p> <p>Records of tracking and monitoring meetings.</p> <p>Observation of Ministry of Meta-Skills</p> <p>Pupil voice – focus groups; questionnaires</p> <p>Evidence of children's learning Engagement – Leuven Scale and Creativity wheel</p> <p>Pupil self-assessment spider diagram – 3 times per year</p>
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<p>unfamiliar contexts.</p> <p>Assessment</p> <p>Teachers will have a clear and consistent understanding of how to assess meta-skills development</p>	<p>CLPL opportunities at school level with a focus on the assessment of meta-skills</p>	<p>October – December</p> <p>Skills Leadership group</p>	
<p>Ongoing evaluation/actual impact:</p>			

Stage 3




<p>DIGITAL LITERACY (CLUSTER)</p> <p>Digital Learning: All pupils will experience support challenge and progression through a blended digital curriculum which will improve reading attainment through removing barriers to learning.</p>	<p>School leadership</p> <p>Teacher</p> <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p> 
<p>What informs this priority?</p> <ul style="list-style-type: none"> • Connected Falkirk initiative • Cluster staff digital skills survey • Refreshed Curriculum Narrative 			
<p>What do you aim to achieve?</p> <p>To use digital technology to support reading attainment</p>	<p>How will you achieve this priority?</p> <p>All staff to participate in a test of change in reading and share the</p>	<p>Timescales and responsibilities</p> <p>Jan-April Class Teachers</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p> <p>Poster presentations and completed PDSA paperwork.</p>

with an identified cohort (amber boost cohort)	outcomes of this across the cluster (poster).		
Develop the skills and confidence of teachers and learners in the appropriate and effective use of digital technology across the curriculum	<p>Drawing on the expertise within St Mungo's, opportunities for professional learning to build skills and knowledge of technology pathways of all teachers across the cluster.</p> <p>Upskill Digital Leaders to support pupils and staff (school).</p> <p>Highly skilled staff to provide opportunities for professional learning and sharing good practise (school).</p> <p>All teaching staff to have achieved Apple Teacher certification (school).</p> <p>P6/7 staff and pupils to continue to engage XMA training (school).</p>	<p>Aug – Oct P6 Learners On-going class teachers Digital Leaders, St. Mungo's (to lead CLPL with both teachers and learners)</p> <p>Ongoing- Digital Leaders mentor, Digital Leaders</p> <p>Ongoing-Class teachers</p> <p>Aug- Oct- all teaching staff who currently do not have Apple Teacher certification.</p> <p>P6/7 staff, pupils</p>	<p>Pre/post learner confidence questionnaire (focus on P6) Participation in CLPL events Teacher plans Repeat confidence forms Quality assurance process</p> <p>Feedback from staff, pupils and Digital Leaders via Forms.</p> <p>Participation in professional learning events.</p> <p>Digital learning plans Teacher/pupil confidence surveys</p> <p>Feedback from staff and pupils Examples of app development created from XMA sessions.</p>
To engage with families in order that they can be active participants in their children's learning and life at school.	Cluster family engagement session with focus on digital skills and apps that support reading at home.	S5 and S6, St. Mungo's digital Learners, at cluster Parent Consultations throughout the year St. Mungo's community police officer	Family attendance Family feedback

<p>Improve transition communication and process, using digital technology</p>	<p>St. Mungo's community police officer to deliver online safety presentations/workshops to learners and families</p> <p>Provision of Vodafone Digital Parenting magazine for all families (school)</p> <p>Following consultation with St. Mungo's staff, primary schools will revisit and adapt digital profiles to support transition throughout P6 and P7</p>	<p>PT to order Class teachers to distribute</p> <p>St. Mungo's Staff Throughout the year, starting in August</p>	<p>Pre-post questionnaire to compare how well teaching staff know pupils coming into S1 2022 compared with pupils coming into S1 2023, including how useful the information is in supporting the planning cycle for S1.</p>
<p>Children and young people to have ease of access to digital learning platforms, which develop curricular needs (school).</p>	<p>Staff to issue pupils with usernames and passwords to access digital learning platforms.</p> <p>Create an online learning overview, review of subscriptions which is regularly reviewed.</p> <p>Staff to refer to 'What Digital Learning Might Look Like'- Education Scotland, Technologies Progression Pathways - Falkirk Council</p>	<p>Aug- teaching staff</p> <p>Dec, May</p> <p>All staff – termly to inform planning</p>	<p>Planning and tracking meetings Teacher/ pupils evaluations of subscriptions</p> <p>Planning and tracking meetings</p>

**Ongoing
evaluation/actual
impact:**


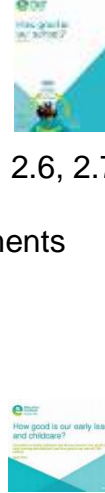

Stage 3

<p>Priority Area:</p> <p>Serving the Common Good</p> <p>Promoting Gospel Values</p> <p>Learning for Sustainability</p> <p>Laudato Si</p> <p>UNCRC Rights of the Child</p>	<p>School leadership</p> <p>Teacher</p>  <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p>	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p>  <p>Quality provision</p> <p>Leadership and workforce development</p>
<p>What informs this priority?</p> <ul style="list-style-type: none">• UNCRC change in law• Laudato Si guidance• To build upon the amazing introduction to Laudato Si and the St. Mungo’s COP26 conference (SIP 2021/22)• UNCRC Self-Evaluation toolkit			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>

<p>Faith in Action: All children will experience a range of opportunities which will enable them to grow in faith and develop as responsible citizens pledging to make change for the common good, through learning, praying and acting.</p> <p>Developing in Faith – Serving the Common Good</p> <p>Demonstrate a commitment to communicate Catholic social teaching and thereby to promote social justice and opportunity for all.</p> <p>Build whole school progressive approach to support Learning for Sustainability Global Goals</p> <p>Developing in Faith –</p>	<p>Self-directed and collective CLPL opportunities using SCES materials, UNCRC professional reading and high-quality professional conversations</p> <p>Explicit links to UNCRC Rights of the Child, GIRFEC, wellbeing, Laudato Si, Pope Francis Faith Award, This Is Our Faith, vision and values, Faith in Action group.</p> <p>Expand Faith in Action group to include parents and Church representation.</p> <p>Continue to develop cluster links for Faith in Action groups through common Laudato Si quote, including annual Laudato Si cluster conference.</p> <p>Engage in quality curriculum planning, programming and lesson planning.</p> <p>Familiarisation of Global Goals to build and use specific content and subject knowledge</p> <p>Create progressive Global Citizen Award across whole school:</p>		<p>Digital scrapbook to record/evidence (quantitative data) - all groups</p> <p>Individual digital scrapbook for Global Citizen Award linked to Learner Profiles</p> <p>Collect data on who achieves bronze, silver and gold</p>
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<p>Promoting Gospel Values</p> <p>Develop a programme which enables young people to develop their understanding of Gospel Values and how to apply them to life.</p> <p>Engage in disciplined team collaboration with staff, pupils, parents and partners to reflect effectiveness of and continually improve, classroom practices.</p>	<p>Bronze – achievable by all within school</p> <p>Silver – opt-in within school or take-home bags</p> <p>Gold – Home learning</p>		
<p>Ongoing evaluation/actual impact:</p>			

Stage 3




<p>Priority Area:</p> <p>Building Autonomous Learners through high-quality teaching</p>	<p>School leadership</p> <p>Teacher</p>  <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p>	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p>  <p>Quality provision</p> <p>Leadership and workforce development</p>
<p>What informs this priority?</p> <ul style="list-style-type: none">• Pupil voice, May 2021, led to participation in Osiris Outstanding Teacher Intervention• Tracking meetings• Children unable to confidently talk about the 5 questions for effective learning• Attainment data - % are high. How are we ensuring challenge and engagement in learning?			
<p>What do you aim to achieve?</p>	<p>How will you achieve this priority?</p>	<p>Timescales and responsibilities</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p>

<p>Improved Learner Outcomes</p> <p>cognitive engagement</p> <p>Metacognition and learning strategies</p> <p>Engaging with peers as learning resources from one another</p> <p>Increased motivation and engagement in learning</p> <p>Increased ability to talk about learning, making reference to 5 critical questions for effective learning</p> <p>Pedagogy</p> <p>Facilitate effective classroom management, positive relationships and climate for learning</p> <p>Use of effective feedback strategies to guide learners on their next steps in learning</p>	<p>‘Show Mrs ... your learning’ stampers in all jotters. This permits 1:1 learner/SLT focussed discussion about learning. Structure conversation around 5 questions for effective learning, feedback opportunities within class (teacher/learner, peer, self). Monitor written feedback in jotter.</p> <p>Learner profiles based on 4 contexts of learning and 4 capacities – increase pupil voice and ownership</p> <p>Learning walks based upon OTI modules: engagement, feedback and challenge</p> <p>All teaching staff to participate in Osiris Outstanding Teaching Intervention programme.</p> <p>Self-directed CLPL, professional reading, such as Osiris Engaging Learners; Teaching Backwards; Talk-lessTeaching; Shirley Clarke Formative Assessment.</p> <p>Review curriculum offer / quality of learners experiences / ownership,</p>		<p>Summarise assessment data: PIRA (reading) Bug Club Reflective Reader SNSA</p> <p>Audit of learning environments, based on OTI</p> <p>Teaching staff OTI presentations</p> <p>Track learners ability to talk confidently and evidenced-based of 5 critical questions for effective learning during ‘show Mrs ...your learning’ conversation</p> <p>Measure engagement using the Leuven scale of engagement:</p> <ul style="list-style-type: none"> - 3 identified pupils at agreed points across the year <p>Pressure points</p>
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<p>Assessment and Moderation</p> <p>Use of relevant assessment approaches to check for understanding, track progress and adjust teaching to meet individual learner's needs</p> <p>Ensure shared and consistent understanding of achievement of a level</p> <p>Engage in collaboration to reflect on effectiveness of and continually improve, classroom practices</p> <p>Demonstrate high expectations of all learners</p> <p>Tracking and Monitoring</p> <p>Engage in high quality professional conversations that enhance professional knowledge, expectations and practices.</p>	<p>based on 7 principals of curriculum design.</p> <p>Develop bank of Early, 1st and 2nd Level examples of reading and writing</p> <p>Develop writing pressure points</p> <p>Develop progression in assessing listening and talking across BGE</p> <p>Opportunities for analysis and interrogation of high-quality assessment data, following CfE data uplifts, learning walks and tracking meetings</p> <p>Moderation of reading and writing opportunities with colleagues in school, cluster and neighbourhood groups.</p> <p>Evidence-informed tracking meetings</p> <p>Reminders of all through People of Potential Ponder Postcards</p>		
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Support the effective use of data and assessment to track learner progress over time and to evaluate the effectiveness of programmes and practices.			
Ongoing evaluation/actual impact:			

Stage 3

SAFEGUARDING AND CARE ROUTINES - ELC	<p>School leadership</p> <p>Teacher professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p> 
<p>What informs this priority?</p> <ul style="list-style-type: none"> • Care Inspectorate and Falkirk Council focus • HMIE Recovery Visit, May 2022 • Realising the Ambition national guidance 			
<p>What do you aim to achieve?</p> <p>Meet the needs of individual learners using 'What Matters to Me' information gathered during initial transition meetings</p>	<p>How will you achieve this priority?</p> <p>All practitioners to engage in professional reading and discussion of Scottish Government and Local authority guidance.</p>	<p>Timescales and responsibilities</p> <p>All practitioners, August</p>	<p>Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))</p> <p>Track how often 'What Matters to Me' documentation is referred to following initial transition</p> <p>Learning journeys</p>

Meet the needs of individual learners using ‘What Mattes to Me Now’ information gathered during 6 monthly review meetings	<p>Look outwards to other establishments to view the information collected during initial transition</p> <p>Devise ‘What Matters to Me’ and ‘What Matters to Me Now’ documenting format to gather robust information about individual needs and personal data</p> <p>Initial ‘What Matters to Me’ documentation to be used to start a wellbeing learning journey.</p>	<p>SEYO, August – October</p> <p>SEYO, August - October</p> <p>All practitioners</p>	Chronologies
Consistent approach to recording chronologies across the whole school and ELC	<p>CLPL in chronologies</p> <p>Moderation of chronologies across school and ELC</p>	<p>All practitioners, August, November, March</p>	
Ongoing evaluation/actual impact:			




Stage 3

PLANNING FOR A CHILD-CENTRED PEDAGOGY - ELC	<p>School leadership</p> <p>Teacher</p> <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p> 
What informs this priority? <ul style="list-style-type: none"> • Care Inspectorate and Falkirk Council focus • Impact report of Kim Scott CLPL – May 2021 • Observation of practice • Self-evaluation of practice 			
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data))

<p>Documentation of Learning</p> <p>Floorbook and individual profiles will capture children's learning, voice and identify next steps.</p> <p>Floorbook and individual profiles will demonstrate a clear link between observations, planning and evaluation of impact of children's learning and development.</p> <p>All children and parents/carers will be actively involved in reflecting on children's learning and planned next steps.</p>	<ul style="list-style-type: none"> • Shared planning (environment and rich core provision) • Shared professional learning <p>Floorbook will:</p> <ul style="list-style-type: none"> • Clearly document responsive and intentional planning • Capture children's voice • Be linked to CfE • Be evaluated by both practitioners and children • Identify next steps <p>Individual profiles will:</p> <ul style="list-style-type: none"> • Be digital and shared with parents/carers through SeeSaw App • Be based on high quality observations • Capture children's and adults voice • Demonstrate progression • Demonstrate breadth, challenge and application • Identify possible future learning experiences 	<p>Ongoing</p>	<p>Track children's voice in floorbooks and individual profiles</p> <p>Track parents/carers voice within individual profiles</p> <p>Quality of floorbooks</p> <p>Moderation of individual profiles</p> <p>Tracking meetings</p>
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<p>Assessment and Progression Framework</p> <p>There will be a clear progressive tracking and monitoring system demonstrating children's progress in learning and development</p>	<p>Continue to use the assessment and progression framework to support the provision of high quality core areas of development and to support the assessment of children's progress within self, social and emotional wellbeing; early language; early mathematics.</p> <p>Core areas will be underpinned and interrelated with skills for learning and life.</p> <p>Practitioners will use the assessment and progression framework to identify individual next steps and journeys, as well as universal next steps across the ELC.</p>	<p>Early November End February End May</p>	<p>Assessment and Progression Framework</p>
<p>Ongoing evaluation/actual impact:</p>			

Stage 3

QUALITY OF CHILDREN'S EXPERIENCES AT LUNCHTIME	<p>School leadership</p> <p>Teacher</p> <p>professionalism</p> <p>Parental engagement</p> <p>Assessment of children's progress</p> <p>School improvement</p> <p>Performance information</p> 	<p>Leadership and Management</p> <p>QI: 1.1, 1.2, 1.3, 1.4, 1.5</p> <p>Learning Provision</p> <p>QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p> <p>Successes and Achievements</p> <p>QI: 3.1, 3.2, 3.3</p> 	<p>Meeting the needs of all learners</p> <p>Quality provision</p> <p>Leadership and workforce development</p> 
What informs this priority? <ul style="list-style-type: none"> Care Inspectorate focus Self-evaluation and observation of current practice 			
What do you aim to achieve? <p>Children will experience a quality lunchtime in the ELC</p>	How will you achieve this priority? <p>Looking outwards:</p> <ul style="list-style-type: none"> Professional reading Visit other settings 	Timescales and responsibilities <p>Visits to other setting – June 2022</p> <p>Aug - Oct</p>	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)) <p>Marvellous Mealtimes self-evaluation</p>

	Practitioners will consider the environment, experiences and the role of the adult are all contributing to a positive lunchtime experience.		
Ongoing evaluation/actual impact:			

PEF Financial Context						
Historic PEF Allocation		Identified spend for this plan 2022 -23				Cost
2017-18: £20,400		Osiris Outstanding Teacher Intervention Programme Under the Trees Nurture Group				£8,900
2018-19: £18,360						£4,000
2019-20: £18,000						
2020-21: £15,860						
2021-22: £19.021						
2022-23: £12,960						
Carry Forward 2022-23: £500						
PEF Plan	Year: 2022/23					
Inputs	Outputs		Outcomes - Impact			Stretch Aims
	Activities	Participation	Short	Medium	Long	
What we Invest Staff Volunteers Time Money Materials Equipment Technology Partners	What we do Conduct workshops, meetings Deliver services Develop products, curriculum, resources Training/CLPL Provide counselling Assess Facilitate Work with media	Who we reach Participants Parents/Carers Agencies Learners	What the short-term results are Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	What the medium-term results are Action Behaviour Practice Decision making Policies Social Action	What the ultimate impact(s) is Attainment Achievement	Please identify which number of stretch aim this intervention contributes to Stretch aims are in the page following this table
All teaching staff to participate in Osiris Outstanding Teacher	Module 3 of OTI – challenge	All learners	An increased understanding of the feedback	All learners will be engaged in learning	Improvement in literacy as learners will be able to identify and talk	

Intervention programme (OTI)	<i>Embed all 3 modules in practice: Engagement Feedback Challenge</i>		Learners will increase their engagement in learning		about their next steps in learning Children will report being challenged in their learning, leading to greater engagement of learning	
Under the Trees Support for Learning Assistant	Weekly UTT nurture programme at Carron Dams site	Targeted pupils in P6/7	Learners will increase their confidence, co-operation and resilience	Increase in creativity, resilience, confidence Improved mental wellbeing	Learners will develop meta-skills Improved mental wellbeing Life long connection with nature and outdoors	
Ongoing evaluation/actual impact:						