SQR 2021/22 – Prefacing Text

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements in delivering improvement relating to the identified priorities in the improvement plan 2021/22.

Due to the ongoing pandemic, there has continued to be some disruption to the continuity of learning. The priorities identified in the improvement plan for session 2020-2021 continued to be progressed in session 2021-2022. Importantly, staff at all levels continued to undertake and participate in a range of professional learning and development to support both the identified priorities of the improvement plan and, digital learning and teaching.

This report provides a helpful summary for parents/carers and other stakeholders, of successes and achievements in academic session from August 2021 - June 2022, and outlines priorities for session 2022/23.

Section 1

Context of the School/ELC Setting

St. Bernadette's Primary fosters and promotes the moral teachings of the Catholic Church.

We aim to serve the community of Stenhousemuir, Larbert, Carronshore and Carron by providing an education of the highest quality for all children.

Our vision is that St. Bernadette's will work together to create a safe, happy, connected learning environment built upon respect, positivity and creativity, with foundations rooted in the Catholic Faith.

Our school values were created during the first period of remote learning in full consultation with staff, pupils and families. Our values are:

• Kindness
• Respect
• Honesty
• Co-operation
• Friendship
• Appreciation
• Forgiveness
• Love

Our current school role is 162 pupils in P1-7 and 40 children within our ELC class.

Our school leadership team consists of Headteacher, Depute Headteacher and Principal Teacher.

22 pupils (19 families) have been identified Pupil Equity Fund pupils within the school and ELC (SIMD 1-3) in June 2021.

1.5% of our pupils receive free school meal entitlement.

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%

Section 2

Review of progress for 2021 - 22

Priority 1: Reading

To increase reading attainment at P1,4,7 through high quality teaching and learning to be in line with the national target of 85% of children on track or beyond.

NIF Priority	FC Service and School Improvement
• Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in attainment, particularly in literacy and numeracy NIF Driver • School and ELC leadership • Teacher and practitioner professionalism	Priority • Meeting the needs of all learners • Quality Provision
HGIOS?4/HGIOELC? QIs (if appropriate HGI**OUR**S themes 1- 5) • 1.2 Leadership of Learning • 2.3 Learning, teaching and assessment	Has this work been supported by PEF? yes/no (If **yes**, make sure this is **explicit** in your text) No

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

This improvement priority was guided by the Education Endowment Foundation's Guide to Implementation (https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf). Stages 1-3 were carried out by gathering data, in individual schools and at cluster level, and using this to determine improvement priorities.

Stage 4 of implementation involved all staff, across the cluster, participating in professional learning to support high quality learning and teaching of reading. The Reflective Reading approach offers a flexible framework with a strong focus on developing higher order thinking skills through quality texts. 87% of staff reported that the professional learning has supported the delivery of high quality learning and teaching of reading.

Following the cluster training, up until October, each class teacher delivered at least one short read session with their class. From October to December short reads would take place more frequently. Task maps created by cluster staff were used to scaffold and pilot this element of the Reflective Reading programme, and are available to support staff who join the cluster in the future.

In term 3 the cluster worked on stages 5 and 6 of the implementation guide: deliver and sustain. Short reads took place weekly, and task maps were used for the long read (although adaptations were made for Early Level, and the beginning of First Level).

A Key aspect of stage 5 (deliver) was follow-on support in school, coaching, and peer-to-peer collaboration. Each cluster school had an identified lead who took on this role. Time and space

were allocated for school leads to evaluate progress, share successes and challenges, and plan next steps.

As a result of the staged implementation and supports put in place, 98% of staff reported that higher order reading skills are embedded in the teaching of comprehension in their classrooms. 95% of staff report that they are confident, or very confident, in their ability to deliver a high quality reading learning experience.

Another key aspect of Reflective Reading, and increasing reading attainment, is developing a reading culture. Schools across the cluster were at different points in this journey, so a whole cluster event was planned to coincide with World Book Day. The aim was to promote reading for enjoyment in a planned, progressive way, which would lead to longer term engagement with reading, and provide a shared experience which allowed all cluster schools to showcase the development of their school's reading culture. The reading leads from each cluster school collaborated to create a progressive, Early – Second Level, plan based around the Enjoyment and Choice curriculum organiser which was used to guide planning for the event. An overview of the events can be viewed on twitter using the hashtag #SMCWorldBookDay.

Pupil engagement with reading has increased since the implementation of the Reflective Reading approach. Only 2% of respondents felt that pupil engagement had not increased.

The work carried out by Sacred Heart on the reading pressure points was shared with all cluster schools to support increased reading attainment.

Progress of reading attainment was monitored in school by class teachers and senior leadership teams through tracking meetings, and standardised assessment (PIRA). Each school's Senior Leadership Team also used quality assurance procedures (learning walks, observations, jotter monitoring) to measure the impact of the implementation of Reflective Reading. This self-evaluation showed very good learning and teaching of reading across all stages.

St Bernadette's Primary reading attainment for 2021/22 has achieved the stretch aim of 85% of pupils to achieve the expected level in reading or beyond by June 2022.

	Reading						
	2016	2017	2018	2019	2020	2021	2022
% of P1 pupils at expected CfE Level	85%	85%	83%	83%	*	95%	86%
% of P4 pupils at expected CfE Level	85%	85%	74%	84%	*	92%	87%
% of P7 pupils at expected CfE Level	75%	45%	80%	79%	*	84%	90%
% of pupils (P1,4,7) at expected CfE Level	84%	74%	78%	82%	*	85%	88%

Staff across the cluster participated in a cross-setting moderation event. Staff shared examples of planning, pupil work, assessment, and evaluation, and moderated in trios making use of the cluster's moderation proforma. 100% of staff reported that the moderation proforma was useful, or very useful, in supporting professional dialogue with colleagues. 98% of staff reported that

moderation of pupils work and forms of assessment was useful, or very useful. 97% of staff report that they are confident, or very confident, in planning and assessing reading. This work has supported continuity and consistency of pedagogical practices and teacher judgement across our cluster.

The cluster reading leads worked to complete a 'Reading Rationale'. This is a one-sheet overview which answers two questions: 'What do we want for readers in St Mungo's Cluster?', and 'What are we going to do to achieve this?'. The rationale is a guide for all cluster staff which should be used to guide planning, teaching, and assessment of reading.

In St Bernadette's Primary we also -
- Trained all staff in the Reflective Reading (Anne Glennie) approach to teaching reading comprehension
- Launched our Literacy Strategy providing clear guidance and progressive plans in reading and writing
- Introduced SMART reading time each day from P3-7 (Start Morning And Read Together) for reading for pleasure
- Established a P1-7 reading spine and introduced Reading Spine Storytime (teacher read aloud) for 20 minutes each day
- Refreshed and diversified our school library and timetables classes to attend 1-2 sessions per week
- Created a Reading Curriculum resource folder within Teams for staff to share resources and moderate resources
- Participated in our St Mungo's Cluster Reading Professional Learning Community
- Planned a wide range of reading for pleasure events including book swap, books reviews, competitions, book stands, masked reader, library leaders

Difference it has made
Reading attainment in March 2022 -
P3 89% reading at age or above
P4 87% reading at age or above
P5 92% reading at age or above
P6 95% reading at age or above
P7 67% reading at age or above

Next Steps:
- Increase parental engagement:
  o Create and share parental information videos
  o Develop parental knowledge/confidence in supporting their child's reading development through Meet the Teacher, Parental Workshop and digital information (such as Sways)
- Further planned moderation of the planning, teaching, and assessment of reading.
- Sharing of teacher created Reflective Reading resources across the cluster to support learning, teaching, and moderation. This will also support the 13% of respondents who felt that the Reflective Reading Input did not improve learning and teaching of reading.
- Reading rationale used to guide teaching of reading.
- Develop/implement measures of pupil engagement in reading.
- Further engagement with the reading pressure points, and development of understanding of their role in assessment of achievement of a level.

Review of progress for 2021 - 22

Priority 2: Learning for Sustainability, Laudato Si and UNCRC Rights of the Child

By June 2022, all children will experience a range of learning for sustainability opportunities which will enable them to grow in faith and develop as Global Citizens, pledging to make change for the common good through learning, praying and acting.

NIF Priority • Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in attainment, particularly in literacy and numeracy NIF Driver • School and ELC leadership • Teacher and practitioner professionalism	FC Service and School Improvement Priority • Meeting the needs of all learners • Quality Provision
HGIOS?4/HGIOELC? QIs (if appropriate HGI**OUR**S themes 1- 5) • 1.2 Leadership of Learning • 2.3 Learning, teaching and assessment	Has this work been supported by PEF? yes/no (If **yes**, make sure this is **explicit** in your text) No

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

To develop Learning for Sustainability our cluster have adopted the Catholic framework known as Laudato Si Schools, CHANGE FOR GOOD. This is an invitation to all schools to respond to the call to be stewards of God's creation. This year we have taken up this invitation and have successfully embedded Laudato Si across the school through 'Learn, Pray and Act'.

All schools launched Laudato Si schools through a prayer service in partnership with our local parishes. At this service the schools pledged to work towards becoming Laudato Si schools.   In addition to this all schools established a Faith in Action Group that played a lead role in how this improvement priority moved forward in each school.

All classes have incorporated Laudato Si learning into their R.E lessons.

Across all cluster schools, all classes focused on a Learning for Sustainability IDL topic in term two. A summary of the work happening in each class was gathered by our Faith in Action Groups and these were shared at the inaugural St Mungo's Cluster Laudato Si Conference focused on the theme 'What kind of world do we want to leave to those who are growing up now?' This conference was attended by representatives from education, local government, community leaders, local industry and local and national politicians. Pupils were given the opportunity to share the work going on in their schools and were then given the opportunity to engaged with invited guests on climate issues. Pupils then created pledges which were displayed on an acorn tree. These pledges were revisited regularly at school assemblies. The Faith in Action group represented the school in the Falkirk Children and Young People's Group, working with children in other schools across the council and sharing their ideas on a range of issues.

An end of year celebration was organised for our Faith in Action groups with a prayer service led by Father Ben of Sacred Heart and Christ the King. This allowed pupils to share the additional work that all schools have undertaken to build upon the pledges made at the Laudato Si Conference in November 2021 to take good care of our Common Home. The group will reform in session 2022/23 to plan for our Laudato Si Conference in November 2022.

Next Steps

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.

All schools will have opportunity to participate in annual conference in November.

Expand Faith in Action group to include parents and Church representation.

Build whole school progressive approach to support Learning for Sustainability Global Goals

Familiarisation of Global Goals to build and use specific content and subject knowledge

Create progressive Global Citizen Award across whole school:

Develop a programme which enables young people to develop their understanding of Gospel Values and how to apply them to life.

Engage in disciplined team collaboration with staff, pupils, parents and parish to reflect effectiveness of and continually improve, classroom practices.

Review of progress for 2021 - 22

Priority 3: Digital Learning

All pupils will experience support challenge and progression through a blended digital curriculum which will improve attainment through removing barriers to learning and enabling greater ownership and flexibility to meet individual learning styles

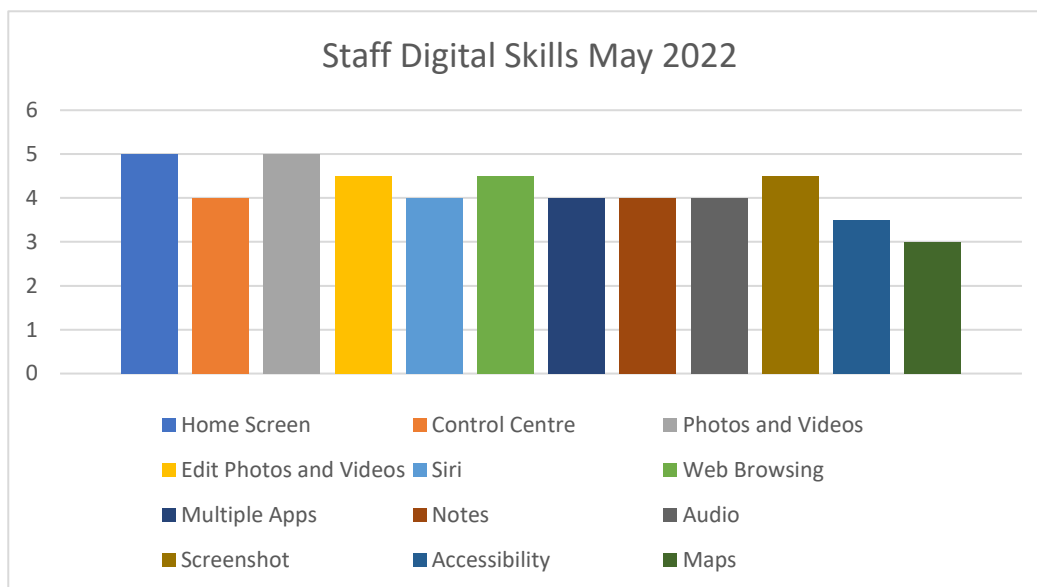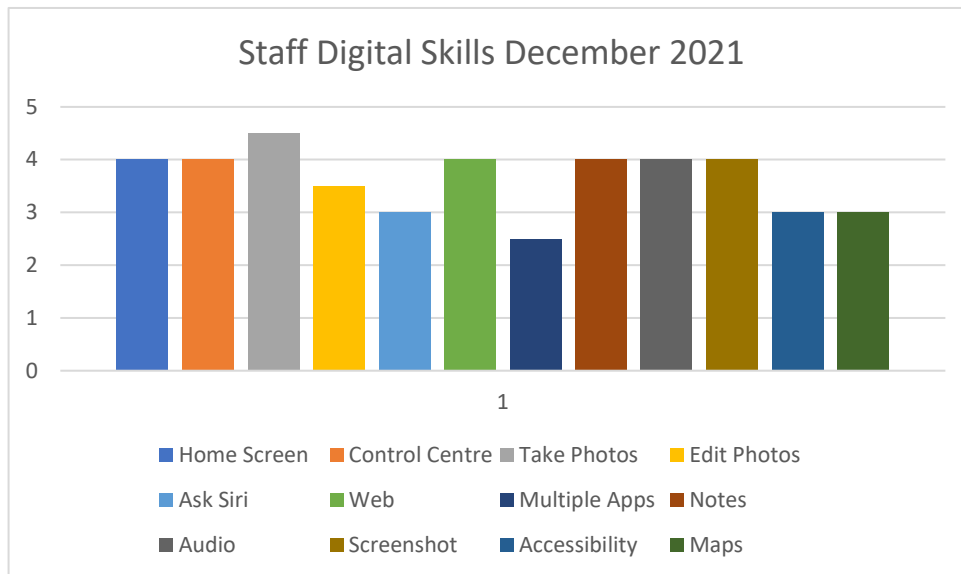| NIF Priority	FC Service and School Improvement Priority
• Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in attainment, particularly in literacy and numeracy **NIF Driver** • School and ELC leadership • Teacher and practitioner professionalism	• Meeting the needs of all learners • Quality Provision
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) • 1.2 Leadership of Learning • 2.3 Learning, teaching and assessment	**Has this work been supported by PEF? yes/no (If yes, make sure this is explicit in your text)** No

Progress and impact (based on outcomes for learners) How well are you doing? How do you know?

A cluster working group was established across the cluster with a representative from each school. The purpose of this group was to gather the views of all teaching staff across the cluster in relation to confidence levels in utilising the functions and features within Connected Falkirk IPads. The tables below demonstrate almost all teacher skills in identified areas have improved.

Staff Digital Skills December 2021

Legend: Home Screen, Control Centre, Take Photos, Edit Photos, Ask Siri, Web, Multiple Apps, Notes, Audio, Screenshot, Accessibility, Maps

Staff Digital Skills May 2022

Legend: Home Screen, Control Centre, Photos and Videos, Edit Photos and Videos, Siri, Web Browsing, Multiple Apps, Notes, Audio, Screenshot, Accessibility, Maps

To develop Digital Learning across St Bernadette's we have been fully invested in the Connected Falkirk Initiative. In October 2021, P6 and P7 were provided with individual iPads to support the pupils with their learning. The Connected Falkirk Team set up the iPads and provided support to staff. Each member of teaching staff was provided with their own Connected Falkirk iPad to support the delivery of Digital Learning. P1-5 have been provided with class iPads at a ratio of 1 iPad for every 5 children.

XMA Training for Pupils and Staff- XMA are working closely with the p6/7 staff and pupils. Staff and pupils have identified any apps, software, accessibility tools they require additional support with and XMA have delivered two custom sessions to staff and pupils. These two sessions with XMA, in November 2021 and May 2022, supported pupils from P6/7 in making 'App Designs' to help them think about global issues, COP 26 and problems that they care about. A staff training session was also provided to support staff in the use of Apple TV.

In December 2021, St Bernadette's had four Apple TVs installed in the P5,6,7 classrooms and assembly hall. This has allowed teachers more flexibility to manoeuvre around the classroom and support pupils whilst making use of the Smart TV. Pupils have connected to the Apple TV to screen share their iPad to share their work and receive feedback on tasks.

St Bernadette's SLT team and some teaching staff(two teaching staff) have achieved their Apple Teacher certification. They have undertaken in depth training of different apps available on iPad thus developing skills designed for student activities and learning. In the session 2022-2023 our aim is for all teaching staff to have achieved Apple Teacher certification.

Our Digital Leaders have supported staff with the use of different apps, navigating their way around iPads and connecting to Apple TV. They have also delivered digital lessons to classes and provided support to pupils. Our Digital Leader take part in weekly training sessions with Mrs Martin where they discuss different ideas to share good practise in digital skills across the school.

Throughout the 2021- 2022 session, class teachers and pupils have been developing a vast range of digital skills through the use of different apps and software.

P1/ 2 have been learning how to turn the iPad on, adjust the volume and use different apps on the iPad. They have been learning how to log into their own account, how to select apps which respond to their interests and how to take pictures of their learning. P1/2 have been learning to be creative, use their critical thinking skills to problem solve when they are faced with a technical problem and ask for support/ provide support to their peers. They have also been learning to scan QR codes to access different educational games, stories and websites. P2 have been practising recording their reading using voice memos for self and peer assessment. They have also been learning how to turn on the laptop computers, log on to the laptop and use their fingers on the touch pad to select and drag different items. They have used different websites to enhance their learning, have developed their creativity using the Paint software and have been practising their typing skills with Microsoft Word.

P3 have been learning to use the iPads to access their Bug Club books independently and use the Sumdog app to log on and try their challenges. They have been learning to use Google as a research tool to finds facts about a variety of topics, from Australian animals, dragon fruits and more recently, The Romans.

P4 have made use of the digital technology available to them in class. The iPads have been used extensively throughout the year to develop internet research skills of diverse topics such as sustainable living, oceans, how plants grow and develop, how different cultures celebrate marriage and the Roman Empire. They have created digital information posters to display their learning. Recently they have been working with the Digital Leaders to explore features of the iPad such as speech to text and how to use apps such as PowerPoint and Canva. They have also employed the use of digital technology to support their solo talks and presentations.

P5 have been enhancing their digital skills through taking part in sessions with the Digital Leaders, learning how to operate Microsoft Word, take screen shots, air drop and operate apps such as garage band. They have been making use of the class iPads to share learning on the Smart Board through screen mirroring, create SWAY presentations for Solo talks, use Padlet during lessons to create digital content and to share learning. They have been learning how to use accessibility tools such as micro lens and the dictate function to convert speech to text to support literacy skills as well as making use of the Nessy, BugClub and spelling apps. They have been using the White Rose Maths and Sumdog apps to support numeracy skills development. In P5, they regularly use Class

Notebook and Teams for home learning activities. They can now access their Glow accounts independently and know how to create secure passwords. Kirsty from the Youth Music Initiative taught P5 how to connect a potato to the computer to make music and how to use digital sound monitors to explore pitch and tone, echo and vibration.

P6 have been creating a range of texts collaboratively to create podcasts, news reports and recounts of events. They have been learning how to record data using a variety of apps to enhance their learning across all curricular areas such as notes for writing, topic work etc. They have been using a collaboration space to complete tasks and receive feedback. They can search for and locate information on the web, transferring this information to a new document for future use, using split screen to aid this skill. They have been using online photos to add graphics to posters using Canva, One Note etc. They have enhanced their keyboard skills, across many apps to create texts, redraft, edit, create keynotes etc. They can use Padlet to access new learning (during numeracy lessons) and create timelines for topic work. They can use online concrete materials such as Mathsbit, Dr Frost Maths to aid their depth of learning. They have been making links throughout all of their HWB lessons to digital aspects of life, 'Be Safe, Be Smart, Be Kind.' Our P6 class created their first podcast to showcase their learning in their IDL topic- The Jacobites. They are featured on the Digital Learn Falk Case Study Blog.

P7 Digital Learning – P7 received their iPads in October 2021 and pupils and staff received training at this time on how to use basic features of the iPad. Since getting their own iPad device, they have been engaged and motivated to use their device to enhance learning and complete classroom tasks. They access the following apps and websites daily;

- Padlet - used for a variety of subjects such as numeracy, literacy, IDL as well as a discussion platform to share ideas and opinions on specific topics
- Borrowbox - used daily as part of their SMART reading time. They enjoy the option of having audio books and some of us bring in their own headphones to listen to their book on the iPad each morning
- Teams - they use this as a communication tool between teachers and pupils as well as a platform to share links, photos, videos and home learning tasks/important information. They also use Teams to clarify information and can upload completed tasks into the files section
The following apps and websites are used regularly (at least weekly);
- One Note - used to share Home Learning tasks. They can upload completed tasks here in their own private folder. Anyone who is absent for long periods or self-isolating can also access class learning here to ensure they are not at a disadvantage in their learning due to absence.
- Sway - they use Sway to complete their individual Learner Profiles. Also used for presenting information on a specific topic (e.g. personal projects, IDL learning)
- Keynote - used to present information or create posters. They have developed their knowledge and skills on how to use keynote effectively since receiving iPads and now most of us prefer to use this app rather than Microsoft PowerPoint.
- iMovie - used occasionally if they are asked to create a dramatic scene or film a clip to show their understanding. E.g. understanding equivalent fractions using Lego, WW2 talk for writing poems completed on iMovie, Reflective Reading 'Create Something Great' tasks often ask us to use iMovie or Clips to portray a scene from a text or develop their own scene.
- Clips - used in a similar way to iMovie. P7 enjoy creating animations on clips and have developed incredible skills using this app.
- Sumdog - used to enhance skills in spelling, grammar and numeracy. They enjoy the gaming aspect and are motivated by the ability to play their friends in class and compete in Falkirk contests.

- PowerPoint - used in a variety of contexts. They have developed skills in PowerPoint and can add videos and photos, voice notes and audio files and also know how to use the dictate feature. They applied for P7 jobs using PowerPoint for their Classroom Economy and many of them chose to use this app for their Solo Talk presentations.
- QR codes - used regularly to access Padlet and Sway in class as well as maths treasure hunts, used as clues to help us solve problems in literacy and numeracy and to access WAGOLL during certain lessons. Also used during Meta-Skills topic to answer 'big questions' about mammals. They created a voice clip answering their 'big question' then used a QR code to link to their voice clip.

Subscriptions- pupils have access to a number of apps to enhance learning through the use of digital technology. Sumdog, Bugclub, Linguascope, White Rose Maths, Discovery Expresso and Busy Things are regularly used by pupils and staff.

Spanish Family Learning Event- St Bernadette's in partnership with Laura McEwan (1+2 Curriculum Support), SCILT and Save the Children held a Spanish Family Learning event. Due to COVID restrictions, this was delivered online through Microsoft Teams one evening per week over a period of six weeks. A variety of apps were used to deliver this family learning event e.g. Blooket, Kahoot, Powerpoint, Thinglink. At the end of the six-week period, they had a celebration event. Each family had chosen a Spanish speaking country and delivered a short presentation on this country whilst incorporating some of the vocabulary they had learned.

Next steps

All staff to participate in a test of change in reading and share the outcomes of this across the cluster (poster).
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
Cluster family engagement session with focus on digital skills and safety
Curricular transition should have a digital technology focus – digital profiles should be revisited to support transition

All staff within St Bernadette's to achieve Apple Teacher Certification
Upskill Digital Leaders to support pupils and staff.

Highly skilled staff to provide opportunities for professional learning and sharing good practice.

All teaching staff to have achieved Apple Teacher certification.

P6/7 staff and pupils to continue to engage XMA training.

Staff to issue pupils with usernames and passwords to access digital learning platforms.

Create an online learning overview, review of subscriptions which is regularly reviewed.

Staff to refer to 'What Digital Learning Might Look Like'- Education Scotland, Technologies Progression Pathways - Falkirk Council

Section 3

Key priorities for School Improvement Planning 2022- 2023
This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Priority 4: Autonomous Learners.

Build self and collective efficacy of all teaching staff with the knowledge, attitudes, skills, and habits to embark on long-term sustainable and focused self-development, to:

• Raising standards of learning
• Developing consistency through shared clarity
• Increasing teachers confidence
• Improving pupil motivation and engagement in learning
• Develop reflective practitioners capable of sustaining their own improvement.

NIF Priority	FC Service and School Improvement Priority
• Closing the attainment gap between the most and least disadvantaged children and young people	• Meeting the needs of all learners
• Improvement in attainment, particularly in literacy and numeracy	• Quality Provision
NIF Driver	
• School and ELC leadership	
• Teacher and practitioner professionalism	
HGIOS?4/HGIOELC? QIs (if appropriate HGI**OUR**S themes 1- 5)	Has this work been supported by PEF? yes/no (If **yes**, make sure this is **explicit** in your text)
• 1.2 Leadership of Learning	Yes
• 2.3 Learning, teaching and assessment	

What is our capacity for continuous improvement?
A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

All teaching staff participated in professional development regarding the refresh of the GTCS Standards for Registration and referred to these during ERD discussions.

All teaching staff engaged with the Osiris Outstanding Teacher Intervention programme, modules 1 and 2, engagement and feedback. Strategies to support engagement, such as help desks, what a good one looks like (WAGOLL) and 5 star learners, are evident in all classes. This programme was supported by PEF funding.

Two members of teaching staff participated in the authority moderation professional development. Information and learning gained was passed onto all teaching staff.

All teaching staff participated in moderation of writing at school level and moderation reading at cluster level to ensure consistency within achievement of a level.

Digital learner profiles were devised and shared with parents twice across the session. These were moderated following the first issue and staff adapted format and content accordingly.

Next Steps:

Improved Learner Outcomes through:

- cognitive engagement
- Metacognition and learning strategies
- Engaging with peers as learning resources from one another
- Increased motivation and engagement in learning
- Increased ability to talk about learning, making reference to 5 critical questions for effective learning

Pedagogy through:

- Facilitate effective classroom management, positive relationships and climate for learning
- Use of effective feedback strategies to guide learners on their next steps in learning
- '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.
- Learner profiles based on 4 contexts of learning and 4 capacities – increase pupil voice and ownership
- Learning walks based upon OTI modules: engagement, feedback and challenge
- All teaching staff to participate in Osiris Outstanding Teaching Intervention programme.
- Self-directed CLPL, professional reading, such as Osiris Engaging Learners; Teaching Backwards; Talk- lessTeaching; Shirley Clarke Formative Assessment.
- Review curriculum offer / quality of learners experiences / ownership,
- Summarise assessment data: PIRA (reading), Bug Club, Reflective Reader, SNSA
- Audit of learning environments, based on OTI
- Teaching staff OTI presentations
- Track learners ability to talk confidently and evidenced-based of 5 critical questions for effective learning during 'show Mrs ...your learning' conversation
- Measure engagement using the Leuven scale of engagement: - 3 identified pupils at agreed points across the year
- Pressure points

Assessment and Moderation through:

- Use of relevant assessment approaches to check for understanding, track progress and adjust teaching to meet individual learner's needs
- Ensure shared and consistent understanding of achievement of a level
- Engage in collaboration to reflect on effectiveness of and continually improve, classroom practices
- Demonstrate high expectations of all learners

Tracking and Monitoring through:

- Engage in high quality professional conversations that enhance professional knowledge, expectations and practices.
- Support the effective use of data and assessment to track learner progress over time and to evaluate the effectiveness of programmes and practices.

Key priorities for School Improvement Planning 2022- 2023
This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).

Priority 5: Creativity and Skills Development through a play pedagogy

All children will develop and demonstrate a range of meta-skills for learning, life and work.

Children's confidence will increase and they will be motivated to explore challenge and apply skills in a range of contexts including in unfamiliar contexts.

NIF Priority	FC Service and School Improvement Priority
• Closing the attainment gap between the most and least disadvantaged children and young people • Improvement in attainment, particularly in literacy and numeracy **NIF Driver** • School and ELC leadership • Teacher and practitioner professionalism	• Meeting the needs of all learners • Quality Provision
HGIOS?4/HGIOELC? QIs (if appropriate HGIOURS themes 1- 5) • 1.2 Leadership of Learning • 2.3 Learning, teaching and assessment	Has this work been supported by PEF? yes/no (If **yes**, make sure this is **explicit** in your text) No

What is our capacity for continuous improvement?
A brief statement that reflects your current evaluation of your school's capacity for continuous improvement. This should link to each of the QIs you have graded below.

Children's voice captured in June 2021 indicated that children did not feel engaged in their learning. They felt learning was not creative and not child led. The OECD report 'Scotland's Curriculum for Excellence: Into the Future' (2020) makes frequent reference to the importance of skills development. We decided as a school that focusing on skills development would be highly beneficial for our learners.

Using research and Skills Development Scotland, A guide to meta-skills across the curriculum, 2021, teaching staff agreed upon which skills to focus upon and created a series of engaging and fun activities to develop the concept of the Ministry of Meta-Skills. This included:

• Termly whole school mission
• Every class takes forward child-led learning to engage in mission
• Weekly skills-based lesson for every class within the Ministry of Meta-Skills (spare classroom)
• Mission developed weekly through additional information/clues at assembly
• 3 departments within Ministry – self management, social intelligence and innovation
• Launch at start of term 3, weekly lessons with evidence displayed within the Ministry, celebration of learning at the end of term

There was an increase in pupil engagement of skills-based learning and pupils can now identify and talk about skills. Thee was a visible improved focus and collaboration between pupils. Through observation and learner's voice, learners are demonstrating an increase of growth mind-set.

As learner's confidence increased, they became more motivated to explore and apply skills in a range of contexts including in unfamiliar contexts.

A pre and post questionnaire was issued to teaching staff measure the impact on confidence regarding their depth and knowledge and understanding of planning, teaching and assessing skills development.
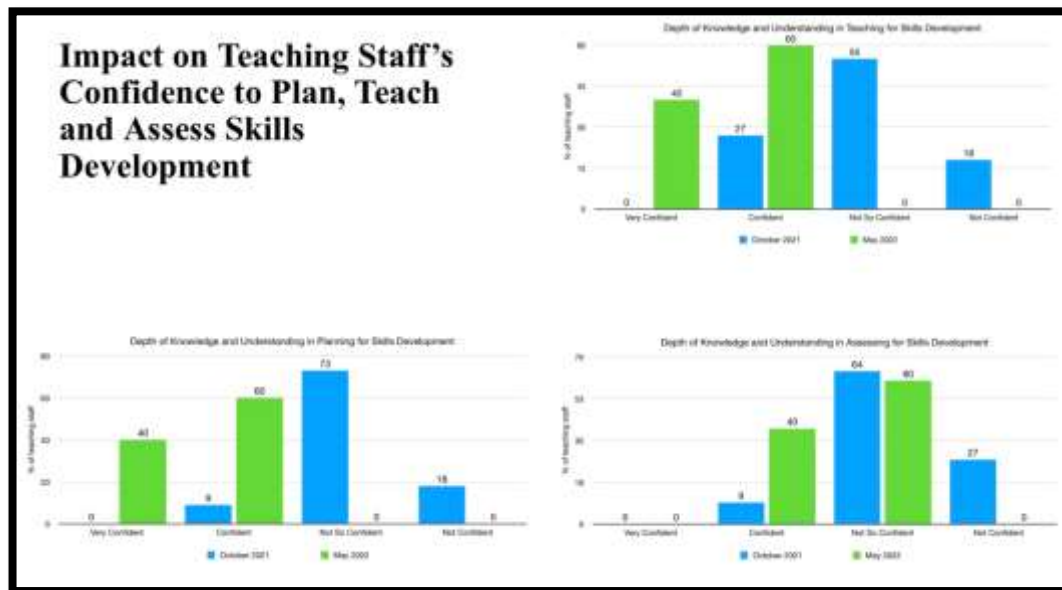
The results demonstrate the very positive impact this priority has had on staff. We will continue to develop this further next session with the introduction of progression pathways and will use these to develop our knowledge and understanding of assessing skills.

Next Steps:

Planning

Teachers will have a clear and consistent understanding of meta-skills progression across BGE (Early to Third levels). We also aim to look at how we can skills into the outdoors to encourage more opportunities for outdoor learning.

Pedagogy

All learners will participate in high quality engaging and motivating Ministry of Meta- Skills experiences (including use of digital pedagogies)

All learners will identify meta- skills development across the curriculum

All learners' confidence will increase and they will be motivated to explore challenge and apply skills in a range of contexts including in unfamiliar contexts.

Assessment

Teachers will have a clear and consistent understanding of how to assess meta-skills development

Summary of Self-Evaluation – Reference QIs

Primary / Secondary Self-Evaluation of the Core HGIOS?4	
	Self-Evaluation Grading
1.3 Leadership of change	5
2.3 Learning, Teaching & Assessment	5
3.1 Ensuring Equality, Inclusion & Wellbeing	5
3.2 Raising Attainment & Achievement	5