



2017/18

<p>What did we want to achieve? <i>Priorities</i></p>	<p>What did we do?</p>	<p>What did we achieve? <i>Impact & Evidence</i></p>
<p>To improve the experiences offered to children through the curriculum</p>	<ol style="list-style-type: none"> 1. All class teachers used ELC developed planning documents to support the delivery of progressive learning across the curriculum 2. Introduced a consistent approach to children experiencing French as an additional language 3. Shared learning experiences of children through the school blog 4. Children & teachers selected work from across the curriculum to evidence the achievement & attainment of children within personal learning folders 5. Implemented Thursday Groups to include children in planning for improvement and self- evaluation of school 	<ol style="list-style-type: none"> 1. Increased professional understanding of progress across the curriculum Deepened knowledge of pupil progress across the curriculum Comprehensive coverage of Experiences & Outcomes planned for children A relevant, progressive broad general education experienced by children 2. Pupils given consistent opportunities to develop their knowledge of French as an additional language 3. Children taking responsibility to consider their learning by sharing their experiences with the school & wider community through the school blog All stakeholders more aware of planned learning opportunities 4. Children more focused and knowledgeable of personal learning objectives 5. Pupils more aware of the school improvement plan and their role in contributing to the development of their school
<p>To develop a culture of collaborative self-evaluation to ensure measurable improvements</p>	<ol style="list-style-type: none"> 1. Introduced a consistent method for teachers to obtain a clearer understanding of children’s progress with their learning 2. Teaching staff worked with ELC colleagues to share and deepen knowledge of assessment and planning ‘next steps in learning’. 3. Staff worked together across the school session to become more familiar with the document ‘How Good is Our School 4’, focusing on the features of effective practice in teaching and learning 4. School staff identified personal development opportunities to develop their practice to support school improvement 	<ol style="list-style-type: none"> 1. Children’s performance more clearly tracked Interventions applied to support progress Pace and challenge offered where necessary 2. Staff more able to better analyse information to inform next steps in learning 3. Staff developing leadership roles in school 4. Staff taking increased personal responsibility to address personal development needs

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<p><i>To improve approaches to assessment and tracking children's progress</i></p>	<ol style="list-style-type: none"> 1. Teaching staff worked with ELC colleagues to develop a shared understanding of achievement of a level across curricular areas 2. Teaching staff attended training in the use of the Scottish National standardised assessment tool to identify & support children's learning 3. Tracked children's progress, identifying poorly performing children and supporting them to improve attainment and achievement Provided more able pupils with activities and experiences to challenge their potential and raise their achievement 4. Teaching staff worked with ELC colleagues to develop an understanding of Holistic assessment 	<ol style="list-style-type: none"> 1. Teaching staff more knowledgeable and secure in the shared recognition and reporting of the achievement of a level Children's progress being tracked using ELC progressive planning documents 2. Teaching staff more focused and aware of the interventions necessary to improve attainment Teaching staff able to use and navigate the SNSA assessment tool to inform next steps for children's learning 3. Children's attainment mostly improving as interventions are applied to support progress Children mostly achieving appropriate to their ability 4. Teaching staff more confident in planning assessment opportunities that allow children to demonstrate a breadth of learning
<p><i>To raise Attainment in Literacy /Numeracy/Mathematics</i></p>	<ol style="list-style-type: none"> 1. Worked with ELC colleagues to share & develop a consistency of practice to raise attainment in literacy/ numeracy and mathematics across the school. 2. Provided training on the use of 'accelerated reader' resource to assist in planning learning and tracking achievement of reading 3. Recruited classroom assistants to support identified children to close the attainment gap in in literacy/ numeracy and mathematics 4. Classroom assistants attended training to support literacy interventions 	<ol style="list-style-type: none"> 1. Improved consistency of teaching practise resulting in most children making good progress in literacy/ numeracy and mathematics 2. 'Accelerated Reader' data used to plan focused targets Most children demonstrating improved achievement & attainment 3. 1:1 daily interventions leading to an improvement in application & attainment of children in literacy/ numeracy and mathematics 4. Well-trained classroom assistants able to support progress by implementing a literacy intervention programme daily

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<i>To develop approaches and information gathering related to the health & wellbeing of pupils</i>	<ol style="list-style-type: none"> 1. Worked with children to develop an increased awareness and understanding of the wellbeing indicators – SHANARRI > safe, healthy, achieving, nurtured, active, respected, included 2. Introduced fit in 15 – The Daily Mile 3. Created a playpod provision that encourages imaginative play and individual risk awareness 4. Supported stakeholders to be trained to support the delivery of the ‘playpod’ 5. Supported children to work collectively to improve health & wellbeing through pupil citizenship groups 	<ol style="list-style-type: none"> 1. Children more aware of factors that influence their wellbeing Staff developing a more holistic awareness of the wellbeing of children in their care 2. Children engaging daily in a whole school activity aimed at supporting the physical and mental wellbeing of children 3. Improved imaginative play opportunities Developed children’s personal knowledge & understanding so they are better able to manage the risk associated with play Created sustainable play resources 4. Improved partnerships with stakeholders Stakeholders trained to support school An improved awareness to parents of why & how play is being developed within the school 5. Children working together to encourage healthy eating habits