



**Stenness Community School
Standards and Quality Report 2022-23
and
School Improvement Plan 2023-24**

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National and Orkney Islands Council (OIC) Local Priorities

<p>The Scottish Government’s vision for education in Scotland:</p> <ul style="list-style-type: none"> • Excellence through raising attainment and improving outcomes. • Achieving equity. <p>Key priorities of the National Improvement Framework:</p> <ul style="list-style-type: none"> • Placing the human rights and needs of every child and young person at the centre of education. • Improvement in children and young people’s health and wellbeing. • Closing the attainment gap between the most and least disadvantaged children and young people. • Improvement in skills and sustained, positive school-leaver destinations for all young people. • Improvement in attainment, particularly in literacy and numeracy. 	<p>NIF drivers of improvement in the outcomes achieved by children and young people are:</p> <ul style="list-style-type: none"> • School and ELC leadership. • Teacher and practitioner professionalism. • Parent/carer involvement and engagement. • Curriculum and assessment. • School and ELC improvement. • Performance information. 	<p>Scottish Attainment Challenge (SAC):</p> <p>Scottish Attainment Challenge: framework for recovery and accelerating progress.</p> <p>Scottish Attainment Challenge Logic Model – Tackling the Poverty-Related Attainment Gap – Our Theory of Change.</p> <p>SAC Organisers:</p> <ul style="list-style-type: none"> • Learning and teaching. • Leadership. • Families and communities.
<p>OIC National Improvement Framework Plan.</p> <p>3 main themes:</p> <ul style="list-style-type: none"> • Health and wellbeing. • Learning and teaching. • Self-evaluation. 	<p>OIC Children’s Services Plan.</p> <p>Priorities for 2021-23:</p> <ul style="list-style-type: none"> • Mental health and wellbeing. • Overcoming disadvantage. • Care and protection. • Equality and empowerment. • Options and opportunities. 	<p>OIC Community Plan</p> <p>4 priorities:</p> <ul style="list-style-type: none"> • Connectivity. • Sustainable recovery. • Community wellbeing. • Partnership workforce development and planning.

Standards and Quality Report 2022-23.

The context of the school:

The Stenness Community School is an impressive facility that caters to the needs of young children, boasting three spacious classrooms within the Stenness vicinity. Established in 1994, one of the class bases has been thoughtfully converted into a library and group learning area. As a community school, it is often utilised by local groups during evenings and weekends. The current academic year boasts a Nursery class, P2-4 class, and a P5-7 class. The staffing roster includes a linked Head Teacher, Principal Teacher, a Class Teacher, Support for Learning Teacher, two ELC Practitioners, and additional support staff all working collaboratively to provide a safe, nurturing, and enjoyable environment.

<p>Vision: Encouraged. Included. Inspired.</p>	<p>Values: Fun. Kindness. Respect. Teamwork.</p>
<p>Aims: At Stenness Community School we want our learners to:</p> <ul style="list-style-type: none"> • Be kind, confident young people with a love of learning. • Build curiosity and the capacity to learn. • Try their best with learning, make good choices, and respect others. 	<p>Curriculum Rationale: We want the children of Stenness Community School to:</p> <ul style="list-style-type: none"> • Be healthy, happy, and resilient. • Be literate and numerate. • Be open minded, creative, and inquisitive. • Be able to set and achieve realistic goals for themselves. • Experience success, learn from their mistakes, and achieve aspirations. • Show respect and care for others. • Take an active role in the life of the school and the wider community. • Understand Orkney's unique location, culture, and history to promote a sense of belonging. • Have an understanding and awareness of the wider world. • Develop a variety of skills to enable them to meet the demands of learning, life, and work. • Have the confidence, awareness, and information needed to help them make positive future life choices.

How successful were our improvements – progress made with the priorities from our 2022-23 School Improvement Plan?

SCHOOL IMPROVEMENT PRIORITY 1:

Listening and Talking.

Data/evidence that informs this priority:

In December 2019 the published ACEL showed that Orkney was the lowest attaining authority in Scotland caused by TPJ and the assessment and moderation process. Authority evidence shows that there is a lack of planned assessment within Listening and Talking and therefore adjoining evidence to determine the levels the learners achieve in the BGE. We recognised the need for rigorous and robust moderation of teaching and learning pedagogies and assessment methods.

Overall evaluative statement:

Although we recognise that more needs to be done to fully develop practice in this area, staff are keen to weave robust Listening and Talking approaches into their practice in the coming session.

Next steps:

- As part of our curriculum refresh next session, we will plan for Listening and Talking opportunities across the year for all learners in areas such as class talks and children leading assemblies.
- We will audit what we already do (Philosophy for Children – Genius Hour – Plan, Do, Review) and ensure a greater emphasis is placed on high quality assessment and recording of Talking and Listening.
- Aim for all children to have made good or better progress in their talking and listening levels pathway.
- Aim for all 3 of our on the cusp learners in listening and talking across the school to have made the required progress to be declared on track during the next session.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
<p>Increase practitioners' confidence in teaching, planning and assessing listening and talking.</p> <p>Improve attainment in Listening and Talking with 6 learners across the whole school by them exceeding their level pathway.</p>	<p>Practitioners completed phase 1 of the authority wide development programme and took a lead in their trio groups although due to sickness both staff missed the initial input day.</p> <p>One practitioners group continued to meet and share practice throughout the year.</p>		<p>Two practitioners have enhanced their knowledge and skills in planning, teaching, and evaluating Listening and Talking. They are thrilled to apply this development in the next session to improve teaching and learning.</p>

<p>Engage with the local authority talking and listening programme to share good practice and moderate talking and listening approaches.</p>	<p>Practitioners shared their experiences in collegiate sessions and engaged in constant dialogue with 'what is working' and 'how can we overcome challenges'.</p>		<p>Furthermore, they have gained a better understanding of the available resources to aid the teaching and assessment of speaking and listening. This has created an excellent opportunity to connect their existing pedagogical knowledge with current practices in school.</p> <p>Our staff is excited to participate more actively in enhancing the attainment of speaking and listening in the upcoming session. We plan to set achievable targets to make this goal more realistic.</p>
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SCHOOL IMPROVEMENT PRIORITY 2:

The curriculum.

Data/evidence that informs this priority:

Our staff Self-Evaluation of Quality Indicator 2.2 from HGIOS4 presented a grading of Good. This evaluation highlighted specific areas for development and improvement, and we recognised the need for a refresh in approach and rationale.

Overall evaluative statement:

This year we are proud to have achieved our Bronze Rights Respecting Schools award and are on the way to achieving Silver. Our Talk 4 Writing and Sounds Write programmes are now fully embedded in our curriculum and this evolved to be more of a focus. Our staff are contacted by those wishing to begin their own journeys in these areas as they are seen as models of good practice within the local authority.

Next steps:

- Facilitate collegiate time to work through our curriculum refresh with our Global Goals/IDL focus and plan accordingly to ensure embedded practice.
- Devise clear links to literacy and numeracy when planning next year's curriculum.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
Develop opportunities for literacy and numeracy across the curriculum. Improve planning structures to promote the effective teaching of IDL to implement a broad and balanced curriculum. Increase teacher confidence in planning structures that suits their strengths and the challenges of a multi-composite class. Develop a broad and balanced curriculum map that feeds into	Identified those learners requiring support for learning and timetabled this on need. Termly ASN meetings involving all teaching staff to ensure our interventions were timely and relevant. Worked with Educational Psychologist to support children and staff on literacy interventions. Spent time identifying what we do well in our curriculum and clearly identified where we need and want to go.		Significant improvements have been observed in the academic progress of several children who have received targeted support from our staff. Our learning support teacher has reported that the available resources and knowledge at Stennes are making a tangible difference in the lives of our students. Our school places great emphasis on identifying the needs of learners and providing

<p>a refresh plan that focuses on identified strengths and areas for improvement.</p> <p>Develop IDL planning to plan for greater skills development across the E's, O's and Benchmarks and progress this into other areas.</p> <p>Involve our learners at the planning stages to ensure their curriculum is personalised and follows genuine interest.</p>	<p>Completed the Rights Respecting Schools Bronze Award.</p>		<p>timely interventions to ensure optimal outcomes.</p> <p>Our staff members have gained confidence in their ability to support our literacy curriculum, thanks to the ongoing guidance of our Education Psychologist.</p> <p>We have a well-defined vision for our thematic teaching approach for the upcoming academic year, with a focus on Global Goals and weaving Rights Respecting Schools into our IDL approach.</p> <p>As we embark on our second three-year cycle, we are transitioning into the maintenance phase of Talk 4 Writing.</p> <p>The language of rights is gradually becoming more prevalent throughout our school community as we work towards achieving our Silver Award action plan.</p>
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SCHOOL IMPROVEMENT PRIORITY 3:

Safeguarding and Child Protection.

Data/evidence that informs this priority:

Our staff Self-Evaluation of Quality Indicator 2.1 from HGIOS4 presented a grading of Good. We recognised the need for systems and process within the school for child protection and safeguarding to be implemented and embedded.

Overall evaluative statement:

This year has seen us improve and strengthen existing practices with more robust systems in place with regards to safeguarding and child protection. We are proud that our school is safe and welcoming for all.

Next steps:

- Continue to make Child Plans a more working document that are used by all.
- Continue to celebrate our success in the area of ethos and attendance.
- Incorporate the language of rights across the school as we embark on our journey to Silver.
- Consider parent sessions on child protection and safeguarding.
- Face-to-face child protection training (to supplement iLearn) at the start of each academic year focusing on child protection policy, procedures, and any legislation changes.

Outcomes for learners:	Actions/Approaches/Interventions:	Measures:	Impact:
Devise Child Protection procedures and systems that are robust, clear, accessible to all staff and are woven into a policy that signposts staff to their roles and responsibilities. Improve our whole school attendance percentage to authority average or better – 95%.	Wrote a child protection and safeguarding policy in consultation with all staff. Trained staff on the use of pastoral notes. Introduced noting concerns forms and a system and process for logging and reporting concerns. Developed of a child protection display board to share important		Over the course of the year, our school has been able to maintain a consistent attendance rate of 92%. We have implemented proactive measures to address any attendance challenges that may arise, and our staff has become more adept at utilizing the notes of concern forms to document any issues.

<p>Target learners with a termly attendance of less than 95% and for whom we cannot account their absence.</p> <p>Use the Child Plan review process in a way which engages all professionals and ensures they are a working document.</p> <p>Ensure admin and clerical staff are consistent with their input of absence data coding.</p> <p>Monitor wellbeing and engagement scores on the Leuven scale and ensure that 90% of Child Plan targets are achieved.</p>	<p>information, procedures and contact details.</p> <p>Reviewed monthly whole school and individual pupil attendance reporting to identify individuals requiring intervention in line with OIC policy.</p> <p>Redesigned our ASN document and approach to ASN meetings to link with child plans, BGE tracking codes and attendance involving all staff.</p> <p>Remodelled our approach to child plan meetings using the wellbeing indicators to ensure targets set were child focussed and reviews were scheduled at regular timeframes.</p> <p>Staff training with IK on trauma related practice.</p>		<p>Furthermore, we are pleased to report that we have made strides in improving our relationships with inter-agency agencies.</p> <p>Our staff members feel that their contributions are valued and acknowledged, and they possess a strong understanding of our child safeguarding protocols. The vast majority of our students, 90%, report feeling safe whilst at Stenness.</p> <p>Additionally, 95% of our students are comfortable sharing any feelings of insecurity with a staff member, and they appreciate the level of care and respect provided by our adult community.</p> <p>We take pride in serving as a destination school for students and families who may have encountered negative experiences with schooling. Presently, 18% of our school population falls into this category.</p>
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ELC IMPROVEMENT PRIORITY 1:

Self-Evaluation for Self-Improvement.

Data/evidence that informs this priority:

- ELC staff have critically reflected on their Self-Evaluation over the past academic year and have highlighted this is an area in which they would like to improve.
- Current Self-Evaluation practices are not as robust, rigorous, and as regular as practitioners would like them to be.
- ELC staff feel that effective Self-Evaluation would be better done collegiately with Orphir to continually share good practice.

HGIOELC QIs: 1.1, 1.3.	Care Inspectorate Quality Framework: 2.1, 3.1, 3.3, 4.1.	Health and Social Care Standards: 5
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<p>Outcome for learners:</p> <p>Increase the confidence levels of staff with Self-Evaluation so that they engage with it independently on a regular basis.</p> <p>Ensure that Self-Evaluation leads to improvements for learners in the nursery by bringing about positive change.</p> <p>Foster a culture of collegiality with Orphir Nursery so that all learners benefit from a wider range of experience and expertise.</p>	<p>Actions/Approaches/Interventions:</p> <p>Engaged with a self-evaluation WAGOLL session combined with Orphir Nursery led by Kim Macintosh.</p> <p>Self-Evaluation sessions took place with the Nursery manager and focussed on a range of QI's from HGIOELC and the QCF using the WAGOLL approach.</p> <p>Used Self-Evaluation Floor Books highlighting areas for improvement, actions undertaken, reflection and impact for learners.</p>	<p>Impact:</p> <p>Practitioners report they are now more confident with self-evaluation and have self-evaluated areas such as woodworking, lunches, block play, all play spaces, play on pedals and the use of the smartboard. As a result, children have been more engaged in these areas and have more ownership over their spaces.</p> <p>Practitioners have a better understanding of what observations to make as they know what they are doing.</p>	<p>Next steps:</p> <p>Continue the good model that has developed with a clear focus on impact for learners.</p> <p>Continue the little and often approach to self-evaluation.</p> <p>Continue to involve the learners at all levels.</p>
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ELC IMPROVEMENT PRIORITY 2:

Woodworking.

Data/evidence that informs this priority:

- Existing woodworking resources in the ELC setting are not being used to their full potential.
- Practitioners in the setting have been trained in woodworking but have had no chance or opportunity to implement it.
- The learners in the setting are creative, curious and can follow instructions safely.

HGIOELC QIs: 2.2, 2.3, 3.3.	Care Inspectorate Quality Framework: 1.3, 2.1.	Health and Social Care Standards: 5
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<p>Outcomes for learners: Create a new area in the nursery for woodworking, woodworking skills and creativity.</p> <p>Develop talking and listening skills and create opportunities for children to work independently, and with adult support, to complete woodworking tasks.</p>	<p>Actions/Approaches/Interventions: Conducted an audit of the room to determine a suitable woodworking space.</p> <p>Created a safe, welcoming, and purposeful woodwork area in consultation with the learners.</p> <p>Ensured staff were trained in how to use the woodworking tools and safe woodworking practices.</p> <p>Reviewed Nursery risk assessments to encompass woodworking.</p> <p>Built woodworking into continuous provision, where possible.</p> <p>Gathered learners' views on the woodworking space and recorded</p>	<p>Impact: Staff confidence has increased and as a result has seen more maths skills being observed – measuring, counting, sorting, shape recognition, language, and pattern making.</p> <p>Problem solving skills and resilience have developed in the learners as projects don't often work first time.</p> <p>Communication has increased between children-children and children-adults as they share the space, resources, and tools.</p>	<p>Next steps: New staff member to complete woodworking training.</p> <p>Constantly review which area of the nursery is best for the woodwork provision – this will depend on the child's interests.</p>
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	these in the Self-Evaluation floor book.		
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Collaboration and Consultation with our Stakeholders in session 2022-23:

Who?	When?	How?	What? PEF/ScIP:	What did we find out? (Bullet points on key themes):
Staff:	Term 3.	RRS Survey.	ScIP.	<ul style="list-style-type: none"> 100% of staff enjoy working at Stenness school and feel they are treated with respect by children and adults in the school.
Learners:	Ongoing.	RRS Survey. Pupil Voice groups. P5-7 reading survey.	ScIP.	<ul style="list-style-type: none"> 100% of children usually enjoy being at school and feel safe and listened to. 90% of children feel that their peers are kind and helpful. Children feel that they have a voice at our school and are enthusiastic about participating in pupil voice group. 100% of P5-7 learners agree that we are a school that loves reading.
Parents and carers:	Term 3. Term 4.	RRS Survey. HGIOS4 Teaching and Learning theme. Visions, Values and Aims consultation.	ScIP.	<ul style="list-style-type: none"> Those parents that responded to the HGIOS4 survey were very positive about the teaching and learning at Stenness. The school provides “a wonderful environment for children to learn”. The parent forum helped to determine our 4 final school values and decided on our school vision.
Community and other stakeholders:	Term 4. Term 1. Ongoing.	Ed Psych. Active Schools. Stenness Community Association.	ScIP. ScIP. Playground Consultation.	<ul style="list-style-type: none"> A robust review and planning session helped us refresh our approaches to child plan meetings for the coming session. Michael Swanney helped us set up a sports committee and is supporting us as we begin our journey towards the bronze school sports awards. Children and staff are working with community representatives to redevelop the outside areas at Stenness school.

	Ongoing.	Mark Pearce David Clubb.	Social Work.	<ul style="list-style-type: none"> As a school we are strong at supporting pupils and families to develop in ways that are more than academic.
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Summary of attainment for 2022-23:

Curricular area:	P1.	P4.	P7.	P1/4/7 combined.
Reading:	N/A	-	-	-
Writing:	N/A	-	-	-
Listening & Talking:	N/A	-	-	-
Numeracy:	N/A	-	-	-

General statement:

Due to our extremely low numbers across P1, 4 and 7 (3) this year we are unable to provide specific data as this would identify all pupils. In session 2022-23 the majority of our pupils are on track to achieve the next level in their Numeracy (68%) and Writing (73%) pathways with most on track to achieve their next level in Listening and Talking (86%) and Reading (77%).

Summary of progress for 2022-23:

Key question 1: Is the child meeting developmental milestones for their age?

	Meeting expected milestones.	Not quite meeting expected milestones.	Child is not meeting expected milestones.
Language and Literacy:	3/4	1/4	
Mathematical development:	4/4		
Wellbeing:	4/4		

Key question 2: Is the child making very good progress?

	Needs are well met through universal provision.	Making progress within universal provision and may need extra support or may	Not making good progress and may require support from a wider team as well as careful

		need further challenge through next steps and differentiated group planning.	planning within nursery to ensure maximum progress.
Language and Literacy:	3/4	1/4	
Mathematical development:	4/4		
Wellbeing:	4/4		

General statement:

The children are progressing well and the majority are meeting their expected milestones.

Care Experienced Children and Young People (CECYP):

We supported children who have experienced care by:

- Regularly monitoring attendance.
- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and outwith school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Ensuring that all have a child's plan.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.

School and Early Learning and Childcare Improvement Plans 2023-24

Summary of the key improvement priorities for 2023-24:

School Priority 1: Effective Teaching and Learning – Relevant Content.

School Priority 2: Effective Teaching and Learning – Effective Planning for Learning.

ELC Priority 1: Planning.

ELC Priority 2: Tracking and Recording Pupil Progress.

How will we know if we are achieving our key improvement priorities?

We will measure and evaluate the progress we are making to achieve the key outcomes identified in this plan. We do this using quality assurance activities that include:

- Review and progress discussed at staff meetings.
- Surveys (learners and parent/carer).
- Focus groups.
- Learning and teaching observations.
- Data analysis (using the BGE toolkit and securing children's progress tracking tool).
- Self-evaluation using HGIOS⁴, HGIOURS[?], HGIOELCC[?], National Care Standards.

SCHOOL IMPROVEMENT PRIORITY 1:

Teaching and Learning – Relevant Content.

Data/evidence that informs this priority:

- Returning from COVID where the focus was Literacy, Numeracy, and Health and Wellbeing we feel like other areas of the curriculum have not had as much focus.
- The next stage in the RRS Silver award highlights an increased awareness for the need to teach a global curriculum.

<p>NIF Key Drivers: Curriculum and assessment; Parent/carer involvement and engagement.</p>	<p>HGIOS4 QIs: 1.2 Leadership of learning; 2.2 Curriculum; 2.3 Learning, teaching, and assessment; 2.5 Family learning.</p>
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<p>Outcomes for learners: Our goal is to enhance our curriculum by organizing outcomes around the Global Goals, providing a diverse learning experience for our students.</p> <p>Additionally, we aim to improve our confidence in planning and implementing IDL. Our objective is to create a stimulating and relevant program that caters to the needs of our young learners in our environment.</p>	<p>Approaches/Interventions: Use our existing curriculum framework to identify experiences and outcomes under the broad headings of the Global Goals distributed over the course of the year.</p> <p>Continue our journey towards our Silver Award by embedding the RRS ideologies and practices across our curriculum and planning.</p> <p>Engage families in a meaningful way with their child’s learning (parental assemblies delivered by children and use of SeeSaw).</p> <p>Involve the children in planning their learning in a meaningful way</p>	<p>Measures: Children will be able to identify links across their learning and feel they have a greater ownership over planning (pupil survey).</p> <p>Parental survey in June 2024 to gauge initial impact.</p> <p>Quality assurance of planning by HT.</p> <p>Learning Walks in Term 4 in session 2023-24 to focus on this priority.</p> <p>Moderate the effectiveness of our curriculum on a termly basis to reflect on what has worked, where we need to go next and how we plan to get there.</p>	<p>Impact:</p>
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	<p>to ensure the children have a role on leading their own learning.</p> <p>Utilise Plan, Do, Review and Genuis Hour to individualise learning even further.</p> <p>Introduce the first 6/8 Global Goals fortnightly/monthly depending on the level of depth and interest.</p> <p>Continue work started in the previous session on talking and listening wherever possible through our new focusses this year.</p> <p>The PT will look ahead and plan which national initiatives we will recognise and where these link to the Global Goals (Children in Need, World Oceans Day, Fair Trade Fortnight etc).</p>	<p>Recorded in school self-evaluation book.</p>	
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SCHOOL IMPROVEMENT PRIORITY 2:

Teaching and Learning – Effective Planning for Learning.

Data/evidence that informs this priority:

Only 55% of our learners feel confident that they know what to do to make progress in their learning. A self-evaluation of QI 2.3 highlighted a need across the school community to raise awareness of where our learners are and where they need to go next in their learning.

<p>NIF Key Drivers: Curriculum and assessment; Parent/carer involvement and engagement; Teacher and practitioner professionalism.</p>	<p>HGIOS4 QIs: 1.2 Leadership of learning; 2.2 Curriculum; 2.3 Learning, teaching, and assessment; 2.5 Family learning.</p>
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<p>Outcomes for learners: Our objective is to ensure that both students and educators are well-informed about individual progress and future actions required for academic development. Our aim is to increase the percentage of students who can clearly identify the necessary steps to make progress to over 80% in each class by June 2024. In a survey conducted during Spring 2023, students were asked if they were aware of how to make progress in class. The results indicated that a significant number of learners were uncertain about the necessary</p>	<p>Approaches/Interventions: Teachers will discuss with their learners where they are sitting in the BGE levels pathway at regular timeframes. Celebrate progress and success in learning with families in a way which highlights where they are in the BGE pathway at times that are out with our normal reporting windows. Work with the support for learning teacher to assess the impact and direction of conversations of those learners who needs extra support to understand their pathways and goals. Termly curriculum focus for teachers to further analyse how</p>	<p>Measures: Children, when asked, will be able to recount where they are in their levels pathways and what they need to do to make progress. Fortnightly logged review sessions where learners will be able to demonstrate their understanding of their progress and achievements. Monitor staff confidence in BGE data input. Children in P5-7 will be able to identify their own next steps as part of the review process and will have an opportunity to set their own homework in consultation with the teacher.</p>	<p>Impact:</p>
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<p>steps required for academic growth.</p>	<p>they share pupil progress and next steps in different BGE curricular areas. How will this look different in different subject areas etc?</p> <p>PT to liaise with a colleague in the authority who has taken this approach for a number of years.</p>	<p>Children in the P2-4 class will be able use the reflective questions and model of Plan Do Review and apply this to other areas of the curriculum.</p> <p>Use Seesaw as a reflective tool across both classes to act as a record of pupil feedback and reflection and as a way of sharing this with families.</p>	
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NURSERY IMPROVEMENT PRIORITY 1:

Planning.

Data/evidence that informs this priority:

- A self-evaluation by current practitioners indicates that the planning cycle loop is not being fully closed.
- A self-evaluation by current practitioners indicates that planning is not working in the best way it should and is not fit for purpose.

HGIOELC QIs: 1.2, 2.2, 2.3, 3.2.	Care Inspectorate Quality Framework: 1.3, 3.1, 4.1.	Health and Social Care Standards: 2.
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Outcomes:	Approaches/Interventions:	Measures:	Impact:
<p>We want planning to record progressions and next steps in learning.</p> <p>We want planning to flow more within the session so that planning in the moment is recorded in a working document.</p> <p>We want to increase engagement with the Early Level Experiences and Outcomes in learner planning.</p>	<p>Follow the planning cycle (observations – notes – next steps).</p> <p>Shift existing planning structures from plans being on a single piece of paper to being on a whiteboard that shows different stages:</p> <ul style="list-style-type: none"> • Black = observations. • Blue = learning. • Red = possible lines of development. <p>Engage with Orphir Nursery to share ideas and good practice.</p> <p>Find an appropriate balance of learning stories and peedie notes that compliment and feed into Nursery planning and prevent practitioner duplication.</p>	<p>Quality Assurance sessions with the Nursery Manager to monitor progress.</p> <p>Weekly reflection sessions (with a little and often approach) to ensure momentum is maintained with tracking progress, planning, and learning.</p> <p>Regular self-evaluation sessions to focus on what is working – impact this is having on the learners and how we can address any particular challenges.</p> <p>Schedule collegiate times with Orphir to share good practice in planning and self-evaluation.</p> <p>ELC Teacher to evaluate how we are doing and provide relevant,</p>	

	<ul style="list-style-type: none">• Learning stories = each child to have one Literacy, Numeracy and Health and Wellbeing Learning Story per term with links to Early Level E's and O's identified.• Peedie Notes = continue the as and when approach with peedie notes.	purposeful, and manageable feedback.	
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NURSERY IMPROVEMENT PRIORITY 2:

Tracking and Recording Pupil Progress.

Data/evidence that informs this priority:

Practitioners currently report that the current tracking procedures could be more streamlined and in line with Early Level Experiences and Outcomes.

HGIOELC QIs: 2.3, 3.1.	Care Inspectorate Quality Framework: 1.3, 3.1, 4.1.	Health and Social Care Standards: 2
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<p>Outcomes:</p> <p>We want to increase engagement with the Early Level Experiences and Outcomes to track pupil progress.</p> <p>We want to increase pupil – practitioner and parent engagement with learning and progress.</p>	<p>Approaches/Interventions:</p> <p>Introduce learning journals for each child that documents their progression and learning throughout the Nursery.</p> <p>Build in regular times (as manageable as possible) with the Nursery Manager to review progress in learning journals and tracking of Early Level Experiences and Outcomes.</p> <p>Use a general floorbook within the setting that documents life in the Nursery and is visible for parents to reflect upon.</p>	<p>Measures:</p> <p>Quality Assurance sessions with the Nursery Manager to monitor progress.</p> <p>Schedule collegiate times with Orphir to share good practice in tracking learner progress.</p> <p>Parent feedback.</p>	<p>Impact:</p>
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Care Experienced Children and Young People (CECYP):

We plan to support children who have experienced care by:

- Regularly monitoring attendance.
- Carefully tracking and monitoring progress/attainment.
- Encouraging and reviewing participation within and outwith school/setting.
- Working with and supporting families.
- Providing interventions for health and wellbeing where appropriate.
- Having access to a regular meeting with a key member of staff.
- Ensuring that all have a child's plan.
- Working with partners where appropriate.
- Ensuring their voices are heard and views taken into account.