

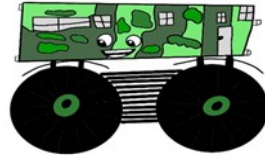
Standards and Quality Report

Forth Primary School and Nursery

Session 2023-2024



How did we do?



This session we set out to raise attainment in writing through a consistent approach in the use of feedback and enhanced use of data at all levels .

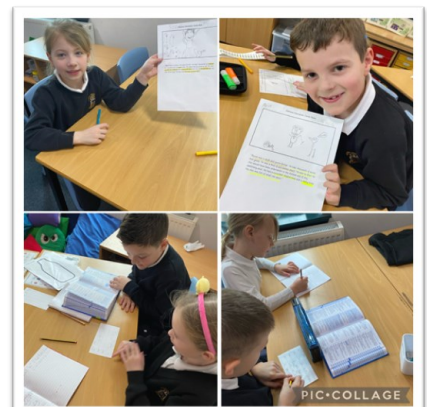
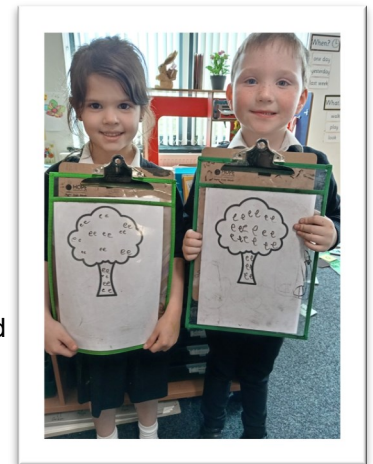
We identified this area for improvement following robust interpretation of our attainment data. Over the session we have spent quality time working collaboratively in Early, First and Second Level groups of staff looking at the learning, teaching and assessment cycle and how that translates at each particular level. Our initial CAT sessions allowed us to discuss together our understanding of high quality feedback and what that should look like at each level with the age and stage of the learners in mind.

South Lanarkshire Council Staff Learning Centre signposted us to the West Partnership work on the Learning, Teaching and Assessment Cycle and together we worked through these stages considering writing throughout the process. Collective examples of the types of feedback appropriate to help pupils improve in writing were gathered and shared. Classroom observations, in line with the quality assurance calendar, allowed senior leaders to observe writing feedback in action and used the observations as the basis of feedback and a tool to help formulate the content of or Writing Position Statement for P1/2 and P3-7.

Peer observations were offered and taken up across all stages. This allowed level partners to observe practice at the same level and use examples highlighted to enhance their own pedagogy.

Staff evaluations following this work highlighted the following:

- All staff strongly agree/agree they had an enhanced understanding of the learning, teaching and assessment cycle following the work undertaken on writing feedback.
- All staff strongly agree/agree they are aware of the purpose of feedback and what makes effective feedback following collaborative activities.
- All staff strongly agree/agree that having robust attainment in data allowed a smoother transition for pupils in August.
- Almost all staff agree/strongly agree they found the peer observations useful in developing their own pedagogy.
- Most staff strongly agree/agree new planning materials have been effective to ensure consistency and clarity of progression across levels.
- All staff strongly agree/agree that moderation of attainment within levels would be a useful next step.
- All staff strongly agree/agree the data provided in November and February allowed them to become more immersed in data analysis to help identify trends and needs in their classes.



As the 2023-24 session began, it became clear through our observations and increased instances of distressed behaviours visible in our learners, that we needed to re-evaluate the operational activity of some priorities to allow us to focus on our Attachment Informed Trauma Sensitive (AITS) Practice as a school and ELC.

A decision was taken in September 2023 following the launch of the SLC AITS Guidance to refocus on SLC Attachment Strategy to support our learners in need. We decided we would work towards accreditation of the Attachment Pledges building capacity of all staff within our school and ELC to support this. I am delighted to report we were awarded our first pledge 'Act to Make a Difference' in June 2024. We will continue to work on this strategy in the session ahead.



In our Nursery we wanted to focus on developing provision and increasing competency in numeracy and maths. As a staff team we used SLC Practitioner Checklist to create an audit of the playroom which involved looking at each of the areas to identify scope for further numeracy and maths experiences. This highlighted our areas for development and possible resources which could be added to the playroom. Alongside this we considered how we could upskill staff and parents to actively look for opportunities to develop numeracy and maths at home and in nursery.

All staff participated in SLC Together We Count training which had the following impact:

- A Numeracy Improvement Team was established.
- An action plan based on the audit was created.
- Monthly meetings were established to implement the points for action.
- Numeracy home links were set up for children to enjoy with parents during holidays and weekends.
- Parental workshops were run to demonstrate to parents and carers how they can create a maths and numeracy rich environment in the home using everyday resources e.g. setting the table, looking for patterns, reading the numbers on packets and cans etc.

'Always love a stay and play it's great fun being able to play with kids at nursery to enjoy some activities with them the teachers are amazing at making you feel so welcome and making time for this to happen.'

Care Inspectorate highlighted staff skills in higher order questioning to develop understanding. We continue to build on this through the use of cue cards in each area of the playroom.

Care Inspectorate highlighted *'Children experienced interesting and motivating play and learning opportunities, both within the setting and in the wider community.'*



What will we do now at Forth Primary School?

Priority 1: Raise Attainment in Writing across all stages through appropriate support and challenge in the form of differentiation, individual pupil target setting and consistent approaches to pedagogy of learning, teaching and assessment.

How will we do this?

- Stretch aim pupils to be identified to new teachers for August.
- P2-P7 classes will each have 2 teachers during taught writing to ensure appropriate support and challenge based on attainment data and stretch aim information.
- Engage with SLC Pedagogy Palette re information and activity on Differentiation.
- Following a baseline assessment in August, all pupils in P2-7 to participate in target setting activity to be shared with parents/carers throughout the session.
- Share SLC Literacy Strategy Parental Engagement with parents/carers.
- Host information sessions for universal and target parents/carers to be held to support the development of writing.

What is our intended impact?

- Pupils are supported and challenged appropriately through effective differentiation.
- How writing can be improved is explicit to learners through increased stakeholder involvement in pupil target setting.
- Increased parent/carer confidence in developing writing skills at home.
- Learners benefit from consistent approaches to learning, teaching and assessment pedagogy in writing through full implementation of writing position statements.
- Increased attainment in writing at P2-7 and an increased number of pupils will be exceeding expected levels of attainment in writing.

Priority 2: Introduce SLC Skills Framework to support skills development at all stages of the school through Pupil Leadership Teams focusing on school improvement, sustainability, attachment and the UNCRC.

How will we do this?

- All pupils across the school to be allocated to a Pupil Leadership Team (PLT) which will meet monthly.
- Aims of each PLT to be established with pupils with reference to Global Goals as appropriate for age and stage.
- Complete auditing tool to support planning for continuous improvement using RAG tool/specific self-evaluation audits e.g. HGIOURS, Fairtrade, Rights Based Learning, Attachment.
- Each PLT to create a termly action plan based on the initial audit.
- Introduce key skills and sub skills as appropriate to learners through the PLT context.
- Support recognition of skills being developed and how these transfer to other aspects of learning through shared dialogue between learners and staff.
- Track progression of skills development with learners using formative assessment i.e. success criteria and self/peer assessment.
- Adopt an establishment approach to set targets for stages across the school e.g. Stage 1 to be achieved by end of P1 etc.
- Introduce visuals to support learner familiarity with key skills and how these transfer across all aspects of learning and school life.

What is our intended impact?

- Learners across the school will have increased opportunity to contribute to school improvement.
- Learners will have a clear understanding of the skills they are developing and why through their involvement in Pupil Leadership Teams.
- Learners will be confident in use of vocabulary associated with key skills and sub-skills related to their involvement in Pupil Leadership Teams.
- Learners will be able to self-assess progress across sub-skills.

Priority 1: Develop provision and increase competency in early level writing in the ELC

How will we do this?

- August 2024 audit provision available for development of early writing skills in current areas within the playroom and outdoors.
- By September 2024 create and implement an action plan based on audit results.
- By October 2024 all staff will have refreshed their knowledge and understanding of the lines of progression in writing at Early Level.
- By October 2024 there will be increased provision of writing opportunities suitable for pupils of all stages.
- By February 2025 opportunities for parental workshops/stay and play sessions will have occurred with a focus on developing writing in the home environment.
- By June 2025 all children will have increased exposure and experience of early level writing using concrete materials, technology, songs, rhymes and nursery displays in indoor and outdoor contexts.

What is our intended impact?

- Opportunities for development of early level writing across the playroom and outdoor area of the nursery will be created.
- Increased participation and engagement from learners in early level writing activity.
- Parents will feel more confident in their ability to support early level writing skills at home.
- All staff will be familiar with the new nomenclature in relation to progress and achievement.
- The majority of pre-school pupils will be assessed as 00.b in writing statements.

Priority 2: Introduce SLC Skills Framework to support skills development at all stages of the nursery.

How will we do this?

- By September 2024 all ELC staff will be introduced to SLC skills framework and its intended use for Forth Nursery.
- By October 2024 visuals will be created to aid understanding of the key skills and subskills relating to 'Confident Individuals.'
- By November 2024 all practitioners are using vocabulary of identified key skills within their daily interactions with learners.
- By November 2024 a skills passport will be created for each pupil in relation to Confident Individuals to enable tracking of progress across the associated subskills.
- By June 2025 receiving Primary 1 staff will be able to plan appropriately for next steps in skills development.

What is our intended impact?

- All staff will be familiar with SLC Skills Framework, its purpose and how it can be used within the Nursery to support progression of skills.
- Learners will become familiar with language relating to Personal Skills and Communication Skills under the Confident Individuals Capacity.
- Learners will be able to communicate the skills they are developing and why.
- The majority of pre-school learners will be able to demonstrate competence at Level 1 in relation to Personal Skills and Communication Skills.