

Outcome 1 – All learners will experience a consistent and progressive pedagogy in numeracy resulting in raised attainment

- Continuing to embed and develop the use of Big Maths as one method of teaching numeracy
- Developing teaching of maths in context to ensure breadth, challenge and application (eg in early years through play zones such as construction area, in upper school through enterprise activities)
- Next round of Senior Management Team learning and teaching visits will focus on teaching maths in context. **Some pupil focus groups have met to discuss maths in context.**
- Progress made on developing and planning for holistic assessments – this term all classes focusing on maths and numeracy.
- Increasing teacher confidence in assessing achievement of a level and using the PK tracking system – excellent tool for discussion of support and challenge required. **February tracking meetings with HT evidence this.**
- Further moderation with other schools required and planned. **Will be included in next session's collegiate calendar.**
- Further changes to curriculum pathways and numeracy strategy will follow publication of new PKC Numeracy Strategy. **(now published)**
- **Big Maths Family Quiz held this term – good turn out and excellent parental/family engagement. Feedback positive.**
- **Mrs Brown has attended two meetings of National Moderation numeracy group**
- Still need to do some work on Growth Mindset especially in Maths
- **PEF money invested in Numicon resources (Starter kits for all levels) and Training on April inservice day for class teachers and support staff. Training will include introduction to Numicon, how it can be used to support and challenge, a focus on place value and calculation.**

Outcome 2 – All families will have an improved understanding of learners' progress and achievements and how to support learners

- Staff self-evaluation of reporting in widest sense (using Reporting Jigsaw and SWOT analysis)
- Learner Portfolios - self evaluation and discussion of purpose at collegiate sessions. Looked at examples from other schools. Consulted with pupils and changed name to Learning Journeys. Mr Nicolson took lead in developing new format and a range of tools to use for target setting, learning conversations, sentence starter prompts etc. **Learning Journeys were available for parents to look at on Parent Contact evenings – positive response. Will be sent home for parental comment next term.**
- Parent Surveys to get feedback on all forms of reporting (results generally positive but some clear indications of where improvements required)
- Teachers have reviewed a range of reports used in pilot schools and the new PKC suggested template and have begun to develop a new format. **Revised format now complete. Still need to adapt for nursery.**
- **Seesaw being used for reporting to all nursery parents – survey showed very positive feedback.**
- Parent Focus group has met to look at new format. (poorly attended)
- Mrs Brown attended Moderation of Reporting session and **has led collegiate sessions to develop reporting language for new format.**
- Have begun a guide for parents on "Reporting Pupil Progress"- **now in draft format**
- Sharing Learning Events – several planned over this and next term. Each class to have a sharing assembly for parents and pupils. (Note: Easter end of term service will be more traditional church-led service rather than pupil-led performance)
- Parental Communication Policy to be developed. **Draft available for comment at Parent council.**

Outcome 3 – All learners will have opportunities to learn in an active way through real life contexts to further develop and apply their skills for learning, life and work.

- More whole school planning opportunities – or classes working together eg Battle of Bands, Bannockburn. Using local contexts eg Sculpture project in Penney’s Woods, Kinross Aerospace input, Fossoway Gathering, Trout project,
- Relevant and Progressive Outdoor learning experiences – still need to do some work on evaluation (using CfE Outdoor learning guidance) and developing a progression, building teacher confidence in this area. Have all participated in Outdoor Learning Days and most classes now beginning to use local environment to good effect in planning learning experiences. Links to Penney’s Wood group being nurtured. Forest Schools input being considered (but needs to be sustainable to justify cost). **Much more regular use of outdoors and Penney’s Woods by P1/2/3 and P4/5 this term for a range of curricular areas.**
- Skills development through life and ethos of school – interview and application process for leadership roles to be further developed, roles and responsibilities to be further developed, regular house events have improved role of house captains, learning council becoming more involved in self evaluation for improvement. PKC Skills Framework has been relaunched and will be incorporated into our planning next session. **Further leaderships responsibilities for older pupils – eg coordinating wider achievement reporting, weekly film making for news reports, leading self-evaluation sessions in all classes**
- Play in Early Years – very good progress
 - High levels of engagement from learners
 - Improved independence (eg in recording own learning during play)
 - Regular support visits from EY teacher helping to develop next steps and make continuous improvement to provision of play
 - Support visits from Quality Improvement Officers and Education Support Officer – **most recently on 15th March. Feedback from these observations (as well as School SMT observations) shows positive impact of play. Children are showing high levels of engagement in learning, strong relationships are evident, children’s interests are being developed with highly responsive planning. Children are confident and able to articulate what they are learning. We are observing high levels of independence, teamwork, problem solving and creativity.**
 - Termly tracking meetings (class teachers and Headteacher) and consultations with Pupil Support Teacher are held throughout the year. **The most recent March meetings were positive with nearly all children on track to meet predicted levels in Literacy and Numeracy.**
 - Observations from Educational Psychologists
 - Provision of Early Childhood Practitioner (in P1 every morning) – as well as support staff – **has had a significant impact on progress. Priority for next term is to ensure that ECP’s expertise is further shared with support staff so that levels of support will be sustainable next year without ECP.**
 - Visits to other settings
 - Improved observations and provision of provocations – this has informed next steps in planning and supported pace and challenge across play
 - Improved provision of literacy and numeracy rich learning zones (eg construction/bake off)
 - Good structures in place to ensure learners gain a breadth of experience and adequate challenge (this is continually under review)
 - Improved modelling from staff in role play areas
 - **Team to present/share good practice at development day for Phase 2 at end of April**
 - **Additional funding for resources will allow investment in a range of play experiences.**
 - **Next steps for Summer term include P3 to P4 transition planning.**
 - **Whole school Play Day successful and will be repeated (possibly outdoors) in summer term.**