

School Priority 1: Health & Wellbeing COVID Recovery journey - To ensure all pupils health and wellbeing is measured / tracked and pupils develop vocabulary and skills to regulate their emotions and behaviours.
 Improve emotional learning and literacy for all children to help develop emotional competence and resilience. Improve self-regulation for identified children

Data/evidence that informs this priority: COVID Weekly and termly classroom and playground incidents due to lack of emotional awareness and self-regulation strategies. Cause for concern forms and parental concerns.
(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)

| NIF Key Driver | HGIOS4 HGIOELC QIs | Outcome <ul style="list-style-type: none"> • what do we want to improve/change? • who is the target group? • by how much? • by when? | Interventions/ Approaches <ul style="list-style-type: none"> • what are we going to do? • how are we going to do it? | PEF <ul style="list-style-type: none"> Is it PEF funded? How much will it cost? | Measures <ul style="list-style-type: none"> • how will we measure this? • what does “better” look like? • how will we recognise better when we see it? | Impact <ul style="list-style-type: none"> • what was successful? • ongoing challenges? • future planning and actions? |
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| 2& 4 | 2.4 & 3.1 | Pupils will self-evaluate the four areas of the GWMP Class teachers will use the Leuven Scale of engagement to assess pupils’ engagement (Targeted pupils only) <i>The outcome will be defined post base line survey</i> | By the end of September 2021 all pupils will complete a pupil baseline survey using the GMWP assessment | | BGE Tracking Tool Kit Will be used to record children’s results GMWP assessment tool track all pupils Agency, Affiliation, Autonomy & Healthy and Safe On the Leuven Scale targeted children will show an improvement: 3-4. Recorded on BGE Tool kit | |

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| | | <p><i>Whole school approach</i></p> <p><i>Class approach</i></p> | <p><i>After base line assessment the leadership team will use the information to determine areas for improvement</i></p> <p><i>After base line assessment the class teachers will use the information to determine areas for improvement</i></p> <p>The assessment will be carried out in May 2022 to provide a comparison and measure the success of any interventions.</p> | | <p>Each pupil's profile will be recorded on the school BGE Tool kit</p> | |
| | | <p>Improve emotional learning and literacy for all children to help develop emotional competence and resilience.</p> <p>Improve self-regulation for identified children.</p> | <ol style="list-style-type: none"> 1. Training will be provided to class teachers in how to use emotion works resources and approaches. 2. Class Teachers will work with families and children to ensure the individual plans detail targets for self-regulation strategies and how they will be measured. | | <p>P1-2 pupils will be able to talk about their emotions and behaviours using a 3 part cog model: Body sensations, Emotions and behaviours</p> <p>P3-4 pupils will be able to talk about their emotions and behaviours using a 4 part cog model: Triggers,</p> | |

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| | | Reduction in incidences by 20% | | | <p>Body sensations, Emotions and behaviours</p> <p>P5-7 pupils will be able to talk about their emotions and behaviours using a 6-part cog model: Triggers, Body sensations, Emotions, behaviours, self-regulation, and scaling tool.</p> <p>HT Frequency record</p> | |
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T School Priority 2: Raise attainment in reading from P1-P7 for all pupils. CECYP pupils have clear interventions and one to one / small grp support to close the attainment gap.

Data/evidence that informs this priority:
 BGE school and authority attainment data, Term 4 CECYP tracking data, school SNSA, SOFA and formative assessment data, Parallel Spelling data. Lack of quality teacher instruction during two COVID lock down periods.
(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)

| NIF Key Driver | HGIOS4 HGIOELC QIs | Outcome | Interventions/ Approaches | PEF | Measures | Impact |
|----------------|--------------------|--|--|---|--|---|
| | | <ul style="list-style-type: none"> • what do we want to improve/change? • who is the target group? • by how much? • by when? | <ul style="list-style-type: none"> • what are we going to do? • how are we going to do it? | Is it PEF funded? How much will it cost? | <ul style="list-style-type: none"> • how will we measure this? • what does “better” look like? • how will we recognise better when we see it? | <ul style="list-style-type: none"> • what was successful? • ongoing challenges? • future planning and actions? |

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| 4, 5 & 6 | 2.2, 2.3 & 3.2 | By May 22 90% of P1 pupils, 80% of P4 pupils and 82% of P7 pupils will be secure with the SW initial/extended code and blending, segmenting, and phoneme manipulation skills 90% of P1 pupils complete Early Level 80% of P4 pupils complete First Level | Staff Sound write planning and development meetings Once a term peer to peer classroom visits and evaluations <ul style="list-style-type: none"> • Sounds - Write Whole school approach • Daily structured lessons P1-4 • P5-7 Continue to use Sound-write, polysyllabic word lists for a consistent spelling approach across the school | | BGE Tool Kit will show attainment over the session. Parallel Spelling Test T1 & T4. Will show improvement in spelling age. Accelerated Reader. Will show improvement in reading age. Reading Moderation will provide a more consistent | |
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NIF Key Drivers: 1 = School Leadership, 2 = Teacher Professionalism, 3 = Parental Engagement, 4 = Assessment of Children’s Progress, 5 = School Improvement, 6 = Performance Information

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| | | 82% of P7 pupils complete Second Level | <ul style="list-style-type: none"> P5-7 continue to develop blending, segmenting, and phoneme manipulation skills with polysyllabic words. | | <p>approach to assessment and planning.</p> <p>Targeted SW diagnostic assessment</p> | |
| | | SW Staff Training programme continued from last session | <p>October 30th: P4 CT to begin online training</p> <p>Targeted recovery intervention for pupils with dyslexia weak blending, segmenting, and phoneme manipulation skills</p> | <p>£6,000 Additional ½ day SFLT support during session 2021-2022</p> | <p>Individual pupil PFELT/CP targets: Pupils will meet agreed IEP/CP targets</p> | |

School Priority 3: Raise attainment in writing from P1-P7 for all pupils. CECYP pupils have clear interventions and one to one / small grp support to close the attainment gap.

Data/evidence that informs this priority:
 BGE school and authority attainment data, Term 4 CECYP tracking data, school SNSA, SOFA and formative assessment data, Parallel Spelling data. Lack of quality teacher instruction during two COVID lock down periods.
(linked to barriers/gaps identified through analysis of data and illustrated in contextual analysis and self-evaluation)

| NIF Key Driver | HGIOS4 HGIOELC QIs | Outcome | Interventions/ Approaches | PEF | Measures | Impact |
|----------------|--------------------|--|--|---|--|---|
| | | <ul style="list-style-type: none"> • what do we want to improve/change? • who is the target group? • by how much? • by when? | <ul style="list-style-type: none"> • what are we going to do? • how are we going to do it? | Is it PEF funded? How much will it cost? | <ul style="list-style-type: none"> • how will we measure this? • what does “better” look like? • how will we recognise better when we see it? | <ul style="list-style-type: none"> • what was successful? • ongoing challenges? • future planning and actions? |

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| 4, 5 & 6 | 2.2, 2.3 & 3.2 | Writing By June 2022 Raise CfE writing attainment levels P1-P7 to: P1-3 81% P4 75% P5 83% P6 76% P7 75% | Head Teacher & Class teacher carried out calendar of self-evaluation activities | | BGE Tool Kit: 4 tracking Periods Sept; Nov, Feb & May Class Teacher Termly Professional moderation & Dialogue will be high consistent quality Teachers Planning will accurately reflect the learning needs in the class SLT & Peer Observations | |
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| | | | <p>Carry out a writing audit / self-evaluation across the school community. Staff and pupils <u>Adjust actions according to survey findings</u></p> <p>Using Orkney Writing Guidelines</p> <p>Establish a termly writing programme for Second Level P5-7. First Level P2-4 and Early Level P1</p> <ul style="list-style-type: none"> • Colligate Planning at each stage <ul style="list-style-type: none"> ○ Clear Outcomes ○ IDL Links ○ Frequency of Functional & Creative Writing • Termly Moderation activities <p>Revisit AIFL approaches:</p> <ul style="list-style-type: none"> • Clear LI & SC • Peer assessment • Quality and timely teacher feedback | | <p>SLT Jotter Monitoring. Same expectations and standards across the school</p> <p>Class Teacher Termly Professional moderation & Dialogue</p> <p>Teachers Planning</p> <p>SLT & Peer Observations. Agreed focus and feedback</p> <p>SLT Jotter Monitoring</p> <p>Cold and Hot Writing Evidence</p> | |
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| | | | <ul style="list-style-type: none"> • Agreed pupil criteria Formats and Teacher formats <p>Refresh: layout and marking policy</p> <p>Decide Spelling and dictation guidance in line with Sounds Write Approach.</p> <p>T3: Introduce Pie Corbett Talk for Writing pedagogy</p> <p>Two / three staff development sessions term 3 & 4</p> <p>Two members of staff to be trained in Talk for Writing: T3 & T4 2022</p> <p>Guidance and training materials</p> <p>Targeted recovery intervention for pupils with dyslexia and weak writing skills</p> | <p>£360 (DSM)</p> <p>£120 (DSM)</p> <p>£6,000 Additional ½ day SFLT support during session 2021-2022</p> | <p>Programme and expectations used by class teachers across the school</p> <p>By end of term 4 termly writing planning will begin to reflect Talk for Writing approaches and frameworks.</p> <p>Individual pupil PFELT/CP targets: Pupils will meet agreed PFELT/CP targets.</p> | |
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