Greenbrae School and ELC

Standards, Quality & Improvement Plan

2022/2023

Website: http://www.greenbrae.aberdeen.sch.uk/

twitter: @Greenbraeschool

National Improvement Framework Priorities	Local Outcome Improvement Plan (LOIP) Stretch Outcomes
- Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap between the most and least disadvantaged children and young people - Improvement in children and young people's health & wellbeing - Improvement in employability skills and sustained, positive school-leaver destinations for all young people	95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. 90% of children and young people will report that they feel mentally well by 2026. 95% of care experienced children and young people will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026. 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026. - Child Friendly City which supports all children to prosper and engage actively with their communities by 2026. 25% fewer young people (under 18) charged with an offence by 2026.
School Improvement Priorities 2021 -2022 Priority 1 – Improve attainment in Literacy with a particular emphasis on Writing Priority 2 – Improve attainment in Numeracy with a particular emphasis on Mental maths and problem solving Priority 3 –Update curriculum rationale and IDL progression Priority 4 – Improvement in children and young people's health and wellbeing with a particular focus on RRS	**School Improvement Priorities 2022 -2023** Priority 1 – Improve attainment in Literacy with a particular emphasis on Writing (Talk for Writing) Priority 2 – Improve attainment in Numeracy with a particular emphasis on Mental maths and problem solving Priority 3 – Embed curriculum rationale and IDL progression and integrate meta skills Priority 4 – Improvement in children and young people's mental health and wellbeing

Context of the school:

Greenbrae is a two storey co-educational, non-denominational school which is situated in the Bridge of Don. The catchment area is a mixture of local authority housing, rented accommodation and private developments. New housing developments are underway with some being at the completion stage.

In 2021/2022 the school roll stood between 300 and 350. There was an 96 place Nursery from the beginning of the year. The school had 13 classes, due to the ELC expansion in 2021/2022, we now provide the 1140 hours across the 52 week model for ELC.

There are 13 classes this session and the school roll from August 2022 is 313. The Senior Management Team, comprising a Head Teacher, 2 x Depute Head Teachers (0.6fte), and Principal Teacher of Early Years, lead teaching and support staff. Support for Learning (0.8fte) was available in 20/21. This session Support for Learning (1.1fte) will be available across the school to support Literacy and Numeracy.

Our parents and pupils are encouraged to participate in the life and work of the school and many opportunities have been created for them to become actively involved and engaged in the improvement and Learning Journeys of the school. Together with Parent Consultations (with pupils in attendance) and various Parent/Pupil Councils, we have an open door policy so that parents feel welcome to come into school to discuss issues which may arise in any aspect of their children's education. Our ongoing pupil/parent audits give them a voice to contribute to improvements and having held parental/community/pupil workshops when creating our new Vision, Values and Aims has meant that it reflects a shared set of beliefs. This has given all stakeholders ownership of this shared vision where we can work together to guide and inform what is on our improvement plan. As always through various communication channels, we keep our parents informed of on-going improvements within the school. Pupils are regularly consulted and views sought through Leaders of Learning including online audits. This helps to ensure that the learning experiences are relevant and exciting.

At Greenbrae we value the UNCRC and the Rights of the Child. We are currently working towards the Silver accreditation in session 2022/2023.

The most recent school inspection took place in June 2013 and the Care Inspectorate reported on the Nursery in November 2019. The reports are available at https://www.education.gov.scot and http://www.careinspectorate.com/type-of-care

Free School Meal Entitlement

1% of pupils Primary 6 -7 were registered to receive free school meals during session 2020/21

The SIMD (Scottish Index of Multiple Deprivation) profile for Greenbrae School ranges from 4 to 10.

- In 2019/20, less than 5% of children live in homes which are in the lowest 20% on the Scottish Index for Multiple Deprivation.
- In 2020/21, less than 5% of children live in homes which are in the lowest 20% on the Scottish Index for Multiple Deprivation.

There has been a decrease in attainment within literacy and numeracy post covid over the past 3 years with the majority of pupils meeting achievement targets in line with national average. Further levels of scrutiny, however, are required within writing as this is an area which has remained constant and slightly below our virtual comparators. Most staff are gaining confidence in the delivery of highly effective lessons with a focus on effective feedback which is having a positive impact on the learning cycle of the majority of learners. This will continue to be an area of development during session 22/23.

Curriculum of Excellence Achievement

Academic Year	P1 English Reading	P1 English Writing	P1 English Listening & Talking	P1 Numeracy	P4 English Reading	P4 English Writing	P4 English Listening & Talking	P4 Numeracy	P7 English Reading	P7 English Writing	P7 English Listening & Talking	P7 Numeracy
2015/16	75.00%	71.88%	93.75%	93.75%	76.00%	68.00%	92.00%	84.00%	73.68%	57.89%	84.21%	63.16%
2016/17	82.86%	77.14%	88.57%	85.71%	93.33%	90.00%	93.33%	90.00%	83.33%	79.17%	100.00%	83.33%
2017/18	77.14%	74.29%	91.43%	91.43%	81.82%	84.85%	87.88%	78.79%	78.57%	78.57%	85.71%	78.57%
2018/19	83.33%	81.25%	91.67%	81.25%	77.78%	75.00%	91.67%	72.22%	84.00%	68.00%	88.00%	76.00%
2020/21	71.43%	69.84%	77.78%	79.37%	65.63%	62.50%	68.75%	59.38%	48.39%	48.39%	80.65%	58.06%

During the 2021/2022 session a Quality Assurance (2.3 Learning, Teaching and Assessment) visit was carried out by the Local Authority. Positive feedback included:

- Culture, Ethos, and relationships
- Learning Intentions and Success Criteria
- Learner Engagement and understanding of outcomes
- ELC Learning Environment

It was highlighted that development of the following was required:

- Pace and Challenge
- Differentiation
- Feedback
- Digital Technologies
- Learner Leadership

These factors will be a feature of the school improvement plan in Session 2022-2023.

Regular tracking and review meetings, scrutiny of pupil data and assessment approaches ensure staff, learners and parents are aware of individual learning targets and are planning appropriate next steps together. Interventions are reviewed regularly to ensure they are robust, appropriate and supporting individual learners to meet agreed targets.
Staff are being supported to have a deeper understanding of mental health and wellbeing and how to support learners in this area. This will lead to improved planning of interventions to meet individual needs. Some learners and families require more targeted interventions related to mental wellness and ongoing work through the Partnership Forum is supporting this, through Family Learning Worker, Youth Worker and Active Schools Assistant.

Greenbrae Curriculum

Together we believe, together we achieve

Greenbrae Nursery

Greenbrae School
together we believe, together we achieve

RIGHTS RESPECTING SCHOOLS
unicef
UNITED KINGDOM

Eco-Schools

Vision:

As a Rights Respecting School, we will work together to provide a safe, happy and nurturing environment. We will adopt a collaborative culture where all learners are creative, empowered and enabled to achieve their full potential.

Cross-Cutting Themes:

- **Technology**
- **Enterprise**
- **Outdoor Learning**
- **Creativity**
- **Sustainability**
- **Citizenship**
- **Scottish Heritage and Culture**

Our learning encompasses all eight curricular areas which are reflected in our progression frameworks:

- **Literacy**
- **Numeracy**
- **Health and Wellbeing**
- **Social Studies**
- **RME**
- **Languages 1+2**
- **Technologies**
- **Science**

Successful Learners
Confident Individuals
Nurtured
Active
Achieving
Respected
Healthy
Responsible
Safe
Included
Responsible Citizens
Effective Contributors

GIRFEC
We value all children as unique individuals and understand the importance of planning effectively to meet their holistic needs

Contexts for Learning:

- **Ethos and Life of the School as a Community**
- **Opportunities for Personal Achievement**
- **Curriculum areas and subjects**
- **Inter-Disciplinary Learning**

Our Values Characters:

Hamish the Honest Horse

Ethan the Empowering Eagle

Abigail the Achieving Alligator

Rosie the Resilient Robin

Tolerant Tia & Respectful Ronnie the Rat Terriers

Challenge and Enjoyment : Breadth : Progression : Personalisation and Choice : Coherence : Relevance

Greenbrae Curriculum

Together we believe, together we achieve

Greenbrae Nursery

Greenbrae School — Together we believe, together we achieve

Context:

Greenbrae is a two-storey co-educational, non-denominational school which is situated in the Bridge of Don. The catchment area is a mixture of local authority housing, rented accommodation and private developments.

At Greenbrae, we strive for our pupils to develop skills and the capabilities as lifelong learners linked to the four capacities of Curriculum for Excellence:

- Successful Learners
- Effective Contributors
- Responsible Citizens
- Confident Individuals

Our parents, partners and pupils are encouraged to participate in the life and work of the school and many opportunities have been created for all to become actively involved in the school's improvement priorities.

We value innovative and creative teaching approaches to meet the needs of all learners within our care.

Create a welcoming, secure and nurturing environment where every child has full access to their rights.

Through sustainable learning experience, discover our world and how to best take care of it.

Consistently provide innovative and stimulating approaches to learning and teaching.

Celebrate achievement and allow every child to feel included and valued.

Promote positive relationships and mutual respect throughout our school and wider community.

Celebrate the social and cultural diversity within our school.

Nurture the skills and attributes learners needs to respond to the challenges of a rapidly evolving world.

The school community is a welcoming and motivational environment where the pupils' voice is listened to.
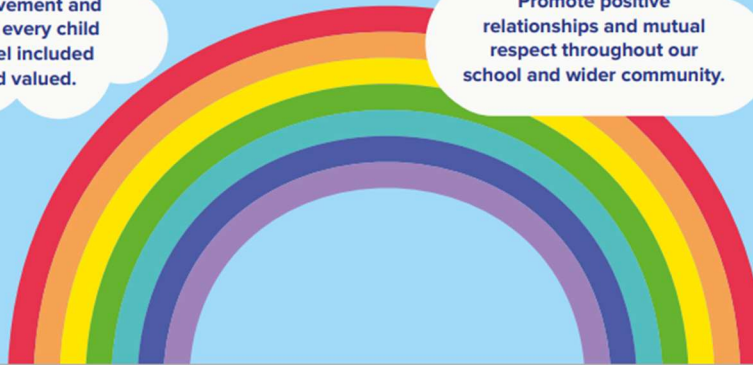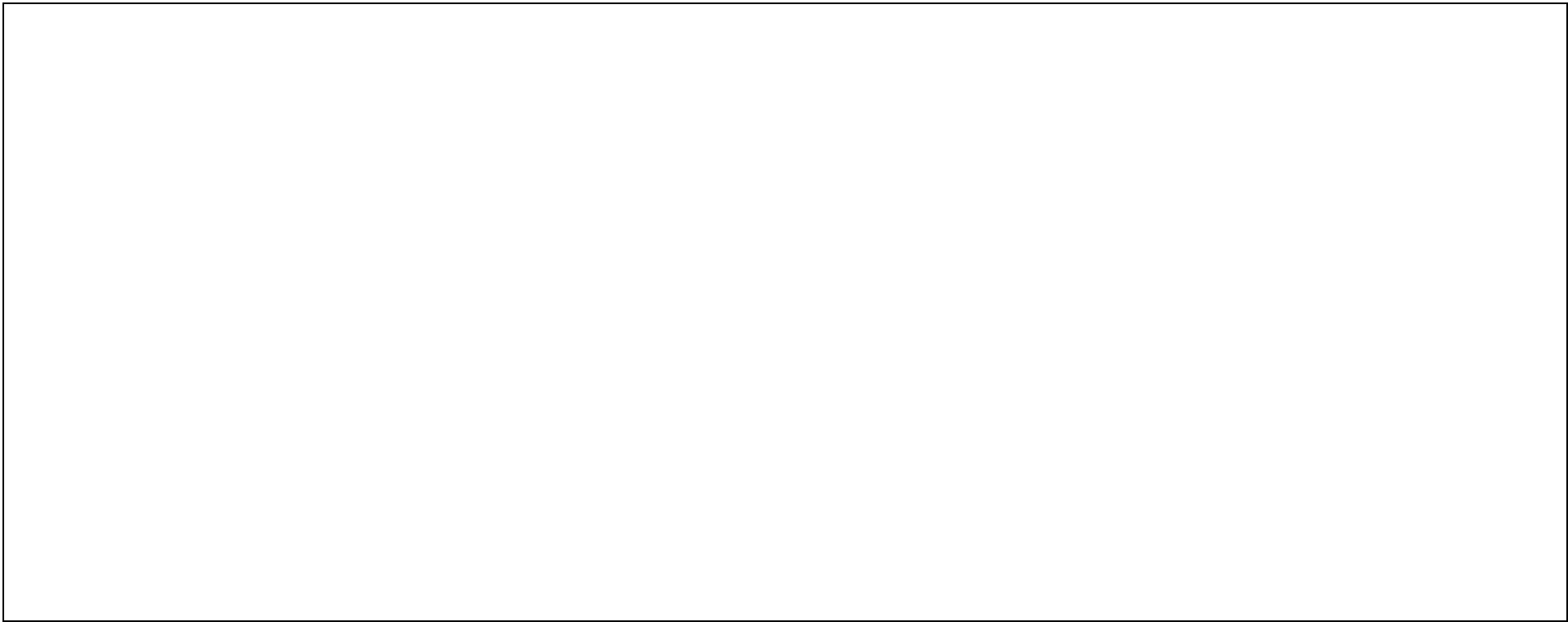
QI1.3 Leadership of Change

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Developing a shared vision, values and aims relevant to the school and its community			
Summary Statement	• All teachers are encouraged and empowered to embrace leadership through our Literacy, Numeracy, Digital Technologies and Health and Wellbeing 'Leaders of Learners' groups. • The majority of staff are part of a motivated team with all working together to improve the life chances of all learners.	• Leadership of Learning groups meet throughout the year as part of the QA Calendar. Each Leadership of Learning group has an action plan which has RAG ratings and dated targets. Action plans are reviewed and updated at each meeting to ensure that targets are met, and improvements are made in a consistent and timely manner. All plans are available for staff to view via Google Drive. • Classroom monitoring • Learning walks • MLN meetings • Planning/tracking meetings • Pupil focus groups • Jotter sampling	
Vision and Values	• All staff have consistently high expectations of all learners. • All pupils, parents, partners and staff are involved in the creation and review of the vision, aims and values of the school. • On completion of new update all learners will be supported to understand the vision aims and values through the four contexts for learning.	• Classroom Monitoring • Jotter Sampling • Pupil and Staff Audits • Pupil learning conversations • Pupil (P4-7) sample group working with CT on Curriculum refresh • OSCAR Assemblies (Digital during Covid restrictions) • Updated Vision, Values, Aims, Curriculum Rationale and IDL progression	• All learners will be supported to understand the vision aims and values through assemblies, class lessons. • Create a new ethos with the new V, V, A

	• All Senior leaders guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable. • All the school priorities are given careful consideration.	• QA Calendar • Staff Meeting Calendar • Weekly SMT Meetings • School self-evaluation questionnaires and audit • SLT self-evaluation and reflection • Leaders of Learning project plans	• Effective collegiate planning to include all departments • Weekly SLT school improvement meetings • School improvement plans shared with staff and reviewed throughout the session. • QA Calendar • Staff meeting calendar linked to school improvement priorities • SLT should ensure a clear strategic overview of improvement priorities and effective procedures to evaluate impact.
Teacher Leadership	• The majority of teaching staff regularly reflect on and show commitment to the shared values as embedded in the GTCS standards. • All teaching staff attend annual personal review and development meetings with a member of SMT.	• CLPL opportunities shared and encouraged on a regular basis • Examples of effective staff Leaders of Learning groups • School self-evaluation • Professional dialogues • Professional Review and Development record of meetings/targets	• Continue to use leaders of learning groups to drive school improvement • Familiarise staff with the new GTCS standards through professional dialogue, staff meetings and QA calendar
School context	• The majority staff are committed to change which results in improvements for learners. • The majority of staff are clear on the school strengths and areas for development based on a range of evidence. Some of this is used to	• Pupils, Staff, Parent/Carers Questionnaires • Regular PRD meetings linked to the GTCS standards • Proactive and responsive planning to changes to the context of the school. eg digital learning and health and wellbeing • Improved effectiveness of communication with parents through Twitter, School Website, Seesaw, Google Classroom, phone calls, emails, Reporting to Parents Calendar	• Drive forward the positive change in digital learning and health wellbeing

	create a clear rationale for future improvements. • Almost all staff have an understanding of the social, economic and cultural context in which children and families live. This helps them to deliver the school's vision, values and aims and meet the needs of the children and their families.		
Impact	• All SMT and almost all teaching staff use the updated values and aims to inform and evaluate improvements.	• School self-evaluation questionnaires	• Integrate the meta skills.

Strategic planning for continuous improvement

Culture for change	• All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career long professional learning. • All SLT provide a culture where most staff feel confident to contribute to, and at times lead on, school improvement. The majority of staff across the school are empowered to develop the curriculum within their specialist areas. • Most staff are committed to change which results in improvements for learners.	• All members of staff engaging in Leaders of Learning groups shows evidence of a willingness to change and adapt • Whole school response to COVID-19 pandemic; 1. All teaching staff upskilled in the use of Google Classroom and Seesaw. 2. All PSAs upskilled in the use of Google Classroom and digital devices in order to support children's learning at home and in the hub. 3. Delivery of digital assemblies. 4. Online staff meetings and collegiate working 5. Online reporting to parents 6. Digital assessment of pupils learning via Google classroom and Seesaw 7. Digital equity- devices for those in need, dongles applied for and distributed	• Improved collaboration and engagement in SQUIP throughout the year – see SQUIP calendar
Evaluation	• The majority of staff are clear on the school's strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.	• Staff communicated in a HGIOS audit that they felt they were able to reflect and put forward their opinion without the opinion of others influencing their thoughts. • All staff participated in a pilot of a digital HGIOS evaluation.	• Continue the same HGIOS approach and expand into other indicators. • Our 'Leaders of Learning' groups will use the same approach. • Complete moderation cycle audit tools for SMT, teaching staff and pupils at start and end of session digitally.

			• Use HIGIOURS with Pupil Council • Evaluate curriculum improvements and reflect on progress before making further changes • Refreshed Vision, Values and Aims in place and regularly reviewed and curriculum rationale in place and learning, teaching and assessment policy in place.
Management of change	• All SLT have guided the strategic direction of almost all improvements and the pace of change is well managed almost all of the time.	• School self-evaluation • A review of the Leaders of Learning action plans	• Ensure that the positive changes that have been implemented are consistently applied. • CPD co-ordinator to be appointed
Achieving change	• Almost all SLT and wider staff teams have identified the need to continue to monitor and measure the impact of change and improvement.	• School self-evaluation • A review of the Leaders of Learning action plans	• Ensure that the positive changes that have been implemented are consistently applied. • CPD co-ordinator to be appointed
Collegiate learning	• All SLT empowers all members of teaching staff to take various leadership opportunities across the school. • The minority of practitioners use systematic opportunities to review and refresh their pedagogical practice.	• Leaders of Learning calendar • Collaboration with EIS • Leadership Opportunities - probationer mentor ect	• We need to extend collaborative leadership opportunities to all staff linked to evidence based improvements. • Moderation Calendar • Staff to engage in forms of practitioner enquiry as a regular feature of approaches to continuous improvement.
Implementing improvement and change			
Summary statement	• All teachers are encouraged and empowered to embrace leadership through our Leaders of Learning groups.	• There is an increasing sense of collective responsibility to improve outcomes for all children.	• SMT should promote further a culture of consultation and shared decision making.

		• Leaders of Learning groups • Curriculum refresh	• Support staff to be encouraged and empowered to embrace leadership through our Leaders of Learning groups.
Looking outward	• The HT encourages all staff to look outward and develop their practice by sharing approaches with other schools and colleagues.	• All staff participated on whole school learning and teaching moderation in Literacy (writing)	• staff to resume moderation opportunities across our ASG • Increased opportunities for SLT to engage with national CLPL • QA trio to work together on tracking and monitoring, problem solving and outdoor learning. • Brian Carney to visit other schools in his time out.
Equity	• We have set out plans for the use of PEF with Adventure Aberdeen and a new class set of iPads.	• Tracking of historical evidence and triangulation of the data • Evaluation of PEF plans and impact had with interventions.	• Continue to use our new data sets for future PEF planning • SMT to review PEF remit
Planning for Self-evaluation	• Self-evaluation continued in almost all areas with almost all staff in a virtual capacity.	• • Leaders of Learning audits • PRD which took place virtually during lockdown	• Improved collaboration and engagement throughout the year - see SQUIP Calendar.
Self-evaluation including all stakeholders	• The minority of staff have been participating in self-evaluation of their day-to-day practice.	• CfE Level termly planning meetings (QA Calendar) • MLN Meetings • SfL Consultations • IEP and Child Plan creation with all stakeholders • Seesaw and Google Site Profiles	• Support children to understand the self-evaluation processes so that their views are valued and acted upon.
Professional learning	• The majority of staff are positive about the professional learning opportunities provided. • Most opportunities are linked to targets within the school improvement plan.	• Almost all staff are given the opportunity and encouraged to attend and lead CLPL opportunities available at a local and national level. • Staff members currently attending/leading- The Compassionate and Connected Classroom, UNCRC Rights Respecting School CLPL, Worldwide PE CLPL delivery, Curriculum Rationale refresh sessions through Education Scotland Learning Festival and Northern Alliance, Safer School App roll out	• Senior leaders to appoint CPD co-ordinator who can signpost staff towards relevant opportunities that link into the school improvement plan.

Planning for improvement	• All 'Leaders of Learning' groups priorities are evaluated four times yearly.	• Tracking and monitoring • MLN Meetings • School self-evaluation • Ongoing audits – Pupil, Staff, SLT, Parents/Carers • Liaising with parent council • Community workshops • Leaders of Learning groups are attended by all members of staff and given priority in the WTA and QA Calendar	• Have regular SQUIP evaluation dialogue at SLT meetings. • Regular auditing of 'Leaders of Learning' action plans four times yearly.

QI2.3 Learning, Teaching & Assessment

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Learning and engagement			
Culture, ethos and relationships	• The majority of learners' views are sought and acted upon through pupil groups • Most pupils display positive behaviour in the classrooms and around the school. • Almost all classes use Gold Cards to recognise positive behaviours on a weekly basis. • All classes have a Wow wall in and around the classroom • Very positive relationships between staff	• Outcomes of discussions with pupils about their learning. 65% of pupils told us that enjoy their learning. • Focused observations of staff/pupils' interactions both in and out of classes. This was evident in most majority learning episodes observed. • Feedback from Google Form surveys (P1-7) and pupil dialogue/focus groups. (P5-7) • Monthly Oscar awards at assembly	• Continue to work towards Rights Respecting Schools (RRS) SIlver Award. Rights to be embedded in all classes from Nursery to P7. Positive Relationship Policy to be rolled out

	and young people, and between the young people themselves, which underpin all aspects of learning in the school. This culture of mutual respect enables almost all learners to demonstrate the shared values of the school	• vision, values and aims updated for Nursery to P7. • Trio Visit	• Pupil profiling to be embedded across all classes Nursery to P7 • Embed the new Vision, Values and Aims and Curriculum Rationale link
Learner engagement	• In all classes, teachers share learning intentions and success criteria with pupils. • The majority are becoming more skilled in using a blend of learning and teaching approaches to engage pupils in learning tasks. • Most pupils are motivated and engaged in their learning. The inclusive ethos promoted by almost all adults in the school supports our pupils to participate in their learning. • The minority of children are very comfortable talking about their own learning journey and what they feel they need to do to improve with these children stating they regularly get the chance to discuss the next steps in their learning. • There is a warm and friendly atmosphere in school and most pupils report that they enjoy school and are treated with respect. They in turn are supportive of their peers. • Across the school, relationships between pupils and almost all staff are very positive.	• Feedback from parents and partners confirmed that 95% viewed the school as having a very positive ethos. Pupils also told us that with the exception of a few, staff treat them with respect. • Pupil Audit – E and O Success Criteria Audit on Google Form, created using the pupil audit from the Moderation Cycle (Education Scotland) resources on Glow. • Recovery Curriculum/ Curriculum Refresh Focus Group (P4-7 Pupils) • Pupil focus groups during jotter monitoring (P4-7) • SHINE survey • Trio visit	• Develop consistent learning and teaching approaches by revisiting the moderation cycle. • Continue to provide opportunities for all learners to discuss next steps and targets • Profiling embedded from N-P7 with the use of ongoing reflective language, target setting and ability to discuss next steps in learning • We will further involve pupils in co constructing their success criteria. • We will continue to make sure there is consistency across the school in terms of target setting and how feedback from teachers can support this.
Pace, challenge and relevance to learning		• Planning meetings and observations • Pupil discussions • Jotter monitoring • Trio visit	• We will further involve pupils in co-constructing their success criteria

	• The majority of pupils benefit from appropriately differentiated learning experiences • The majority of staff are using resources effectively to meet the needs of all learners • The majority of learners are able to use digital technologies to enhance their learning • The minority of teachers are engaging with the ACC digital technology planners • All lessons observed show the use of LIs and SC. • The majority of pupils are confident in talking about their learning and the minority of pupils can talk about what their next steps are. • The minority of teachers observed are using a range of learning and teaching approaches including differentiation.		• Staff will continue to work will continue to improve differentiated success criteria • We will further develop the use of differentiation and increase pace and challenge across the school by curriculum development sessions on the moderation cycle • Use the four contexts for learning as a basis for planning IDL experiences •
Learner use of digital technology	• Almost all learners have shown an increase in confidence when using all tools in Google Classroom. • The majority of teachers have increased their use of digital tools within the classroom during learning and teaching • The minority of teachers are engaging with the ACC digital technology planners	• Through increased use of Google classroom through online learning and interactions between staff and pupils. • All homework now takes place on digital platforms (N-P2=Seesaw, P3-P7=Google Classroom) • Engagement with the ACC planner • Observations showing increased use of Safer Schools app, vimeo, QR codes for literacy and Numeracy tasks, Lumio, Google sites for profiling, Seesaw, jamboards, Thinglinks	• Continued use of google suite training for all staff • Use of the Digital Technologies working party to enable to support the curriculum. • Develop the use of Digital Technology to support and enhance learning across all stages. • Continue to share the Digital Champions CLPL calendar. • Through our Digital Champion continue to upskill staff and embed in curriculum planning to enrich pupil's digital skills across school.
Learner Leadership	• The minority of learners exercise choice, including appropriate use of digital technologies. In most classes pupils have	• 75% of pupils are involved in leadership roles within Greenbrae School. • Evidence of ELC pupils leading their own learning is observed by all	• Increase pupil leadership to 100%

	the opportunity to lead cross curricular and interdisciplinary learning. • In the ELC, the majority of learners routinely lead their own learning.	SLT and SEYPs during learning walks and is evident on planning documents which are displayed in the ELC setting.	• Explore approaches to involve learners from ELC to P3. • Continue to increase the opportunities for learners to be involved in the co construction of success criteria
Quality of teaching			
Range of teaching approaches	• The purpose of learning is shared in all classes. • The majority of teachers are using learning intentions and success criteria effectively • The majority of staff work to provide innovative learning experiences for the pupils. • The minority of teachers are using effective questioning to challenge the learners and extend their knowledge and understanding • The minority of staff are providing effective feedback and next steps to enable learners to lead their learning • The minority of staff Linking skills across the curriculum to real life to make learning relevant and fun. • The minority of staff are continually engaging in CLPL in order to better the quality of lessons and for ideas for creative teaching approaches. • The majority of pupils are being given the opportunity to work in partners and small groups.	• Planning meetings and professional dialogue. • Planning Meetings, ELC meetings, Seesaw online learning journals. • Classroom observations • Jotter monitoring • Pupils focus group questions • Trio visit	• Develop a shared standard across the school to ensure high quality learning and teaching. • We will continue to develop the use of high-quality questioning to promote curiosity making this a part of our learning observations and peer monitoring. • We will continue to share best practice on Aifl with a particular focus on pace, challenge, differentiation and feedback through the moderation cycle.
Differentiation of learning	• The minority of staff engage with the systems in place to identify and support specific learning needs. • The minority of staff demonstrate good communication and intervention with outside agencies to meet learner needs. • In the minority of lessons, staff effectively plan differentiated activities and tasks, which meet the needs of most learners. • The minority of staff are providing	• Professional dialogue • Meeting Learners' Needs/Tracking Meetings/SFL consultations/multi-agency meetings are identifying interventions which are having a positive impact on the majority of pupils. • Learning intention and success criteria on most displays and in literacy jotters. • Trio visit	• Ensure interventions are timely and support future learning. • Staff to become more confident in differentiating success criteria particularly in the early years. • Pupils to become more confident in the co-construction of success

			criteria, with a particular focus on writing
			• Staff, pupils, sfl teacher and parents to engage in a more joined up process for the creation of IEPs
			• Develop the use of child friendly IEPS linked to the UNCR
			• Monitor and review the IEPS once termly and update accordingly with all partners
Feedback for learners	• In the minority of classes feedback is used effectively to inform next steps and learning. • In the minority of lessons observed good use of verbal or written feedback was given to pupils	• Classroom observations • Jotter monitoring • Pupil focus group discussion • Trio visit	• We will continue to monitor learning and teaching to ensure a consistent approach and high standard across the school. • monitor jotters • pupil focus groups • Training on effective feedback through the moderation cycle
Effective use of assessment			
Summary statement			
Assessment Approaches	• In the majority classes AifL strategies are used throughout learning to review learners' progress and identify next steps. • In the minority of classes pace and challenge is appropriate for the majority of learners. • KWL grids are used by all classes at the beginning of a new project. • Moderation is taking place in all classes for the area of writing. • The minority of teachers are effectively triangulating assessment evidence in	• Staff are planning in stages using moderation approaches for writing and will be reviewing the evidence to help to agree on the standards and come to a more accurate agreement on the professional judgement of the levels. • Monitoring classes • Jotter monitoring • Learning walks	• Continue to share best practice in AifL with a particular focus on pace, challenge and differentiated feedback. • To ensure that pace and challenge is appropriate for all learners across the school. • Increase opportunities for meaningful peer assessment in all classes. • Roll out pupil profiling across the school in the form of Seesaw from N-P2 and

P7	order to inform their teacher professional judgment of levels achieved		Google profiles from P3-P7. P7 champions to support in P3/4 with setting up of pupils profiles on Google • QAMSO approaches are to be continued and holistic questions rolled out in the area of Numeracy in order to allow pupils to transfer their knowledge and understanding into unfamiliar contexts in their learning. • Moderation of Numeracy and create portfolios of evidence. Tie in with IDL to create holistic questions
Impact of assessment on planning	• The minority of staff are planning assessment approaches from the outset.	• Professional dialogue	• Senior management and staff will plan meetings with staff in CfE levels three times yearly.
Moderation	• All staff have moderated from the planning stages for writing	• Jotter sampling for Literacy and Numeracy • Moderation in levels for writing using holistic assessments • Professional dialogue	• With a noted attainment dip in writing and Numeracy we plan to progress a moderation cycle in this area from the planning stages through to the evidence stage. Key focus on Talk for Writing and Number Talks
• **Planning, tracking and monitoring**			
Planning for learning	• The majority of teachers are planning effectively for their learners using the minimum expectations documents	• Regular discussion about individual progress with colleagues and SLT, including MLN meetings / Tracking meetings and planning meetings in levels	• Development of digital resources to support new missions • Practitioner enquiry re Mark Burns and John Hattie (WTA)
Planning with the learner	• Summative and formative assessment approaches take place in all classes for IDL topics. • Almost all children are involved in the planning process through identifying what they would like to learn within a given context.	• SLT monitoring curriculum plans • Stage planning meetings • Moderation Meetings • Nursery planning formats	• Writing topics to be linked to IDL when possible to ensure relevance and depth of learning. • Explore the L&T benchmarks

	• Almost all children in the ELC are involved in planning for their learning and in planning creative learning contexts.		• New IDL planners to be rolled out for a 3 year pilot. Pupils to shape the direction of the new missions • Leaders of learning to be held on a Friday afternoon instead of Golden time for all pupils and all staff
Tracking and monitoring arrangements / processes	• All staff track their learners three times yearly using SEEMIS and meetings are held to discuss with management alongside meeting learners needs and planning • Action plans are created at Meeting Learner Needs meetings and the impact reviewed by all teachers with a member of SMT.	• Professional dialogue • Tracking and monitoring meetings • SFL consultations • Reporting to parents	• Meetings to be held four times yearly (termly) and tracking meetings to be held termly. • Creation of new tracking tool to incorporate historical data, standardised assessments, teacher professional judgements, outside and inside school achievements, PEF etc
Impact of tracking and monitoring, including those with additional challenges	• The majority of teachers have well developed skills of data analysis which are focused on improvement • Tracking and monitoring is understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people	• Tracking and monitoring meetings • Curriculum planning • Attainment data • Timely and responsive SfL interventions	• New tracking system to support further impact on pupil attainment. • 5 days of SfL and the SfL teachers to use the new tracking system to track their key pupils • More robust tracking in order to support sfl interventions

QI3.1 Ensuring Wellbeing, Equality and Inclusion

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Wellbeing			

Wellbeing of all refer to Wellbeing indicators	• All staff demonstrate a good understanding of the wellbeing indicators and use these to reflect on the wellbeing of the pupils. • The minority of pupils demonstrate a good understanding of the wellbeing indicators and use these to reflect on their wellbeing.	• Children learn in detail about their bodies and what it means to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. • Assemblies linked to wellbeing indicators • Daily mile • Question box in classroom • Friendship Terrace • Opportunities to participate in school football team, basketball club, music group, fitness • Review meetings • Completion of child plans, pastoral notes, recording and reporting of child protection concerns	• SHANARRI targets will be made by pupils to be included in their profiles. • Continue the Health & Wellbeing focus for regular OSCAR assemblies and link wellbeing indicators. • Continue the already established nurture group led by PSAs using their ELSA training and Emotion Works training. • Almost all pupils will be supported to focus on specific targets for improvement in relation to the wellbeing indicators(pupil friendly IEPs) • All staff to be given a child Protection pack at the beginning of the session in line with new local ACC guidance for recording and reporting

Quality L&T for all	• The majority of our pupils benefit from a high quality education.	• In the majority of classes-
		• -Open discussions in the classroom.
		• -Various topics covered and opinions shared.
		   - Wow walls
		   - gold card winners
		   - house points displays
		
		• Staff (and parents) run extra curricular activities to promote health and well being
		• Pupils excited to learn and take part in PE
		• Activities such as jigsaw and more recent resources.
		• SCARF resources
		• RSHP
		• Explicit teaching of emotions in some classrooms through book-emotional literacy activities
		• Use of Golden groups and clubs in non-covid times.
			• Develop the use of the outdoor environment to support Health and Wellbeing - staff access relevant resources and training opportunities to familiarise themselves with CfE Outdoor Learning document.
			
			• Share good practice in outdoor learning
			
			• Roll out of SCARF resources and evaluation of impact.

		• High quality PE lessons	
Relationships of all	• Almost all social connections within the school community are positive. • Almost all staff and most learners request support if and when required. • Almost all staff strive to build positive relationships and base behaviour management on them.	• Learners share personal issues with members of staff • Children can discuss emotions, how to manage emotions and how to help others who are experiencing uncomfortable emotions. • Pupil Google Form survey • SHINE Audit • Children happy to approach staff to discuss a variety of issues. • Children comfortable asking questions in RSHP lessons. • House points/ house rewards • Daily check ins for mood	• Review the school vision, values and aims. • Plan regular 'check in's' with learners, staff and parents. • Attendance and roll out of 'The Connected and Compassionate Classroom' by the H&WB Champion. • Plan a pupil survey using the new vision and values. • Link the characters from the new values to the wellbeing indicators – pupil led
Children's individual needs and rights	• All children and staff are working towards Silver Rights Respecting Award.	• Children learn that they are all unique and to celebrate diversity. • Achievement of RRS awards • Class charters. • Individual behaviour management books, charts etc. • Some work has been done on including SHANARRI in the classroom/across the school. • RR language starting to be used. • Children treated as individuals- for example not all respond to red/yellow cards so have their own 'system' based on what works for them. • Achievement of Silver RRS award • Staff have growing awareness of GIRFEC and UNCRC.	• Continue the journey to becoming a Rights Respecting School (Silver Award) through online assemblies. • Assembly and Positive Relationship Policy update. • All pupils to be part of a Pupil Voice Group.
• **Fulfilment of statutory duties**			
Statutory duties and requirements	• Almost all pupils feel safe when they come to Greenbrae School. • Most children have 100% attendance rates.	• All staff can access SEEMIS • Child protection procedures followed when necessary • Pupils involved in transition activities for S1 • Enhanced transition provided for pupils with needs. • Dialogue and communication for S1 transition with staff. • Staff familiar with Seemis and logging of incidents on pastoral notes.	• Final update of H&WB policy to be finished and shared with staff. • Update the school safeguarding policy.

		• Staff check in with management regularly about wellbeing/CP issues for advice • Designated health and safety/child protection officer in place • Annual training (such a child protection) to ensure everybody is up to date with any changed • Regular communication and correspondence to parents/carers • Good links with outside agencies • MLN and tracking meetings	• Refreshing the Child Protection and Safeguarding policy in line with ACC guidance to support consistent practice and understanding. • Tracking child protection incidents over time and looking at trends in order to inform practice • Share and implement non attendance procedure and link to children missing in education protocol.

Inclusion & Equality

Inclusion and appropriate support	• Across the school the majority of staff members work hard to ensure all children are fully included, engaged and involved in school life. • The majority of staff have effective supports in place in order to support young people with a range of additional support needs.	• Pupil Leaders of Learning Groups • Regular MLN with management to ensure needs are being met • PSA leading Literacy groups (Toe by Toe, Talkboost and Early Talkboost, PM benchmarking, ELSA training, Emotion works)	• Plan regular ' check in's' with learners, staff and parents. • Ensure communications are clear, concise and regular. • Develop the Leaders of Learning Groups so that all class teachers lead a group and introduce Leaders of Learners time in the timetable. • Consider roles and remits of all staff to promote greater consistency across the school to meet the needs of all learners. • Improve links and transition activities within the ASG. • A collaborative approach to Sfl with links to the other ASG schools

| Equality including support and challenge of discrimination | • Children in our school are mostly understanding of others and their needs/ difficulties. This is modelled by staff throughout the school. | • Regular SfL consultations where triangulated data and teacher judgement is used to plan targeted support.

• SFL and other agency involvement

• The achievements of all learners are celebrated - not just those of high achievers through wow walls, Google profiles, Seesaw, OSCAR assembly and gold cards and Star Awards in the ELC.

• Race, religion, and discrimination spoken about in classrooms

• Resources brought in to assist with barriers (for example, Nessy)

• Jigsaw addresses issues regarding inclusion and equality

• All staff are committed to ensuring children and parents feel valued, included and respected

• In classrooms, links are made to "real life" scenarios involving race, religion, discrimination, diversity etc

• Pupils engaged in additional helping duties when they can't undertake activities in PE due to physical limitations and/or injuries, | • Develop new tracking tool

• Continue to use SCARF resource and tie in to IDL

• Purchase further resources to support this area |

QI3.2 Raising Attainment & Achievement

	How well are we doing? What's working well for our learners?	How do we know? What evidence do we have of positive impact on learners?	What are we going to do now? What are our improvement priorities in this area?
Attainment in literacy and numeracy			
Progress from prior levels	• As a result of the pandemic the minority of learners make very good progress from their prior levels of attainment in Literacy and Numeracy (a drop of around 10% in attainment)	• Triangulation of evidence using ongoing standardised assessments and analysing data.	• Rigorous and consistent approach to be taken to recording and tracking attainment over time • Increase the support put in place for pupils that are not on track

Raised attainment in literacy & numeracy	• We have raised attainment in Literacy and Numeracy for the minority of learners.	• All teachers and EYPs use ACC curriculum progressions for Literacy & English and Numeracy & Maths. These include the CfE experiences and outcomes and benchmarks. • Forward Plans, MLN Meetings, Classroom Monitoring, Leaders of Learning Meetings, Pupil and Teacher Audits, Jotter Sampling, Learning Walks, Assessment Folders • Leaders of Learning Literacy and Numeracy Groups • New Grammar planner has been created and shared with each year group to ensure a consistent and progressive approach from Early to Second Level. • Updated and refreshed sets of novels purchased for Second Level to increase enjoyment of reading and to expose children to a wider range of text. • Talk for Writing CLPL completed and implemented throughout the school from Early Level to Second Level. Resources purchased and distributed throughout the school. Example planning and support given to all staff members to help with the roll out. • Handwriting progression updated and introduced from Early level to Second Level.	• Re-open and continue to develop the school library due to relocation and re-introduce consistent use by all school members with covid restrictions in place. • Review the planning formats introduced in session 2021 22 to ensure these are sufficiently streamlined and effective. • Create a Listening & Talking Assessment resource to ensure more accurate teacher professional judgements. • Continued roll out of Talk for Writing and evaluate how it is going. Further Second Level CLPL from Talk for Writing. • Research and implement a new mental maths progression/resource. • Research and implement a new P2 maths progression/resource. • Engage staff in Education Scotland and Northern Alliance CLPL training opportunities
Attainment over time			
Raising attainment over time across all curricular areas	• Attainment levels in Literacy and Numeracy are an essential feature for improvement.	• Tracking and monitoring meetings • Analysis of assessment data • QA monitoring and sampling of pupil work	• Renewed QA Calendar focusing on raising attainment • Learning walks

		• Whole school analysis of tracking data has been analysed and used to inform decision making over the last four years - Click Here • Our data demonstrates that some attainment has declined in specific areas of the curriculum. This has been analysed and there are clear reasons why. • Whole school tracking has been established so that attainment can be tracked over time. This was in place 5 years prior to Covid, and this has since been replaced with the Seemis Module. • Meeting Learners Needs Meetings are in place termly to discuss timely interventions with children who present with a barriers to their learning. • In P1 attainment had increased in all areas in 17/18 to 18/19 however there has been a 12% decline in Listening & Talking ,11% in Reading, 10% in Writing and 9% in Numeracy in 19/20. • In P4 attainment had increased in all areas in 17/18 to 18/19 however there has been a decline of 22% in Listening and Talking, 13% in Reading, 14% in Writing and 15% in Numeracy in 19/20. • In P7 attainment in Writing and Numeracy has declined between 17/18 and 18/19 whilst there was a slight increase in attainment in Listening and Talking and Reading. Over the last two years attainment has dropped in Listening and Talking by 8%, 34% in Reading, 20% in Writing and 20% in Numeracy.	• Continuation of tracking and monitoring meetings • Talk for Writing/SCARF • SHINE • Moderation cycle - writing • Stage level planning • Continuation of using Seemis for tracking attainment • New tracking tool to be created
Learners Progress from prior levels over time	• Historical robust tracking available. This gives a clear picture of the trends within our data over time. This data highlights the impact that COVID-19 has had on attainment during recent times.	• Tracking and monitoring • Planning meetings • Jotter sampling • Professional dialogue • Attainment Tracking • Seemis and SNSA • Support Needs Overview	• QA Calendar • Continual Review of Literacy and Numeracy Project Plans- • Numeracy • Literacy
Effective use of assessment to make judgements	• Our staff are beginning to make effective use of assessments and their shared understanding of standards to make confident professional judgements about how well children and young people are learning and progressing.	• Moderation in writing • Tracking and Monitoring • MLN Meetings • All P1 staff are using emerging literacy results to inform daily planning of learning and teaching.	• See Quality Assurance Calendar • Holistic Assessment • Further moderation on Numeracy both across year groups and across the whole school focusing on all levels from Early to Second.

			• Assessment folders and portfolios to be created and updated • In order to ensure greater consistency and reliability of staff professional judgement in attaining a CfE level, teachers should now engage further with a variety of moderation activities and national benchmarks.
Tracking systems and interventions	• A robust tracking/MLN system together with effective interventions ensures progress is monitored for all learners across the curriculum and at all phases in their education, including points of transitions.	• Tracking and monitoring • Effective use of intervention for example 'Emerging Literacy-Assessment and Strategies' , Talk Boost, ELSA, Dyslexia Screener, SfL, Read & Write.	• Targeted support for learning • IEP training • Building capacity within our SfL team (4 days a week)
Attainment of individuals and groups over time	• For children with additional barriers to their learning, the majority are attaining appropriate to their individual level of need and making satisfactory progress from prior levels of attainment.	• Tracking and monitoring • MLN Meetings • IEPs • Child Plans	• Tracking groups and individuals of targeted pupils over time. Interventions actioned accordingly with appropriate support being put in and measured. • IEP training on writing effective IEP targets. • New tracking system will be created and implemented across the whole school.

Overall quality of learners' achievement

Learner Achievements	• The minority of children's achievements within and out with school are celebrated on displays and assemblies.	• Celebrated through weekly assemblies/displays • Use of SEESAW 'Learning Journal' to share successes between home and school from Nursery to P2 • Introduction of Google profiles from P3-7.	• Continue the use of SEESAW from Nursery to P2. • Continue to develop the use of Google profiles from P3-7. • Reintroduction of STAR Awards in the ELC
Development of learner skills	• Early Years Developmental Overview used across ELC to track skills progression for all pupils	• ELC tracking of individual pupils using appropriate Early Years Developmental Overviews and identified gaps addressed. • Planning/Meeting Learners Needs meetings • Introduction of SDS skills progression – with a focus on the 12 meta skills	• Further develop the use benchmarks with pupils as part of the learning process (child-friendly version). • Embed the use of Skills Development Scotland framework across all classes.
Learners taking ownership of	• We record the minority of children's wider achievements to ensure that all	• Tracking and Monitoring • Seesaw/Google classroom evidence uploaded from home	• Track children's wider achievements more

individual pathways	children have equal opportunity to lead their own learning. • The minority of pupils are involved in the co-construction of LI and SC. • All pupils experience pupil-directed play-based learning opportunities in Early Years.	• IDL summative and formative assessments • Pupil-led Play-Based learning opportunities in the Early Years.	rigorously to ensure that they achieve a range of skills and attributes through a wide range of activities by adding this into the new tracking system. • Further use of the Moderation Cycle audit tools in order to ensure that all pupils have the opportunity to direct their learning journey.

Equity for all learners

| Systems which promote equity | • PEF funding used to fund Adventure Aberdeen for the minority of P2-4 and P5-7 pupils.

• The minority of children's school achievements are recognised through the four capacities, health and wellbeing indicators and the school values by holding monthly OSCAR Award ceremonies. | • Tracking and Monitoring
• Data analysis
• SNSA
• MLN Meetings
• Adventure Aberdeen
• Youth Workers
• ELSA
• SfL
• Seesaw and Google Classroom
• Wow walls
• Star Writers
• Google Profiles P3-7 | • Develop data dialogue work
• Improved understanding of whole school data and trends over time for all staff
• Support all teachers to be skilled and confident in leading the creation and updating of meaningful IEPs and Child Plans

• Staff to use and analyse the data available to class teachers further, to help identify ways in which they can reduce such barriers to learning and further raise attainment. |
| Raised attainment of the most disadvantaged learners | • The majority of staff within the school are committed to reducing any gap in attainment as a result of children's socio-economic circumstances and/or additional support needs. | • IEPs/Child Plan

• Support Dialogue forms from MLN meeting

• Tracking of disadvantaged learners

• Effective Meeting Learners Needs/Planning meetings are in place to support the individual needs of our pupils, which allow us to identify appropriate interventions.

• Effective partnership working is in place with a number of appropriate agencies to ensure effective outcomes for learners. | • Support all teachers to be skilled and confident in leading the creation and updating of meaningful IEPs and Child Plans
• Historical tracking of PEF/SFL pupils is in place. |

Positive Destinations	• The minority of children are being given the opportunity to build skills for learning, life and work in order to prepare them for the world of work.	• Frequent DHT/PT ASG Network meetings • Google Classroom/Seesaw • Positive links with ASG schools to support transitions and to ensure continuity (N-P1, P7-S1)	• The use of Skills Development Scotland Framework 4.0 and the integration of these skills in our curriculum refresh. • Creation of new Leaders of Learning groups with every pupils within a group
Impact of tracking and monitoring, including those with additional challenges	• Tracking / MLN Meetings and SfL and our tracking system are having a positive impact on the minority of our learners. • For children with additional barriers to their learning, the majority are attaining appropriate to their individual level of need and making satisfactory progress from prior levels of attainment.	• Tracking and monitoring • Effective use of interventions for example 'Emerging Literacy-Assessment and Strategies', Talk Boost, ELSA, Dyslexia Screener, SfL, Read & Write. • GIRFEC/Multi-agency meetings and action plans • A robust tracking/MLN system together with effective interventions ensures progress is monitored for all learners across the curriculum and at all phases in their education, including points of transitions. • For children with additional barriers to their learning, the majority are attaining appropriate to their individual level of need and making satisfactory progress from prior levels of attainment. • Effective partnership working is in place with a number of appropriate agencies to ensure effective outcomes for learners.	• Targeted support for learning • IEP training • Building capacity within our SfL team (4 days a week) • Tracking groups and individuals of targeted pupils over time. Interventions actioned accordingly with appropriate support being put in and measured

High Level Plan

Year 1 (2022-2023)	Year 2 (2023-2024)	Year 3 (2024-2025)
Literacy – Further embed Talk for Writing across the school **Numeracy – Development of Number Talk approach to support Mental Mathematics** **IDL – Embed 'Mission' approach linked to Meta Skills** **Curriculum – Promote new curriculum rationale and Value Characters with whole school community** **Health and Wellbeing – Equip staff with the appropriate strategies to support mental wellbeing of pupils and to embed a nurturing ethos within the school.**		
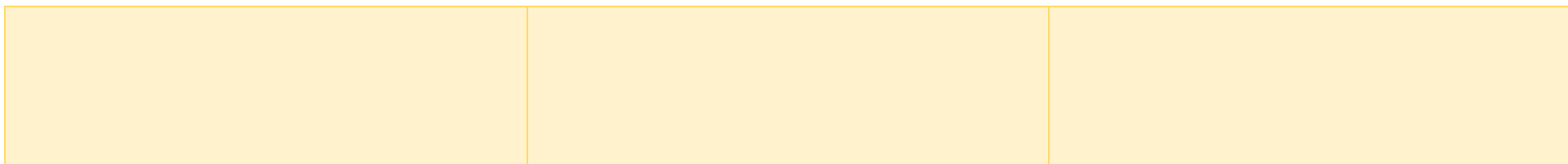
Action Plan
QI 1.3 Leadership of Change

QI 1.3 Leadership of Change					RAG
Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required? (including cost/fund – highlight if PEF funding)**	
Learners are supported to understand the vision, aims and values through the four contexts for learning	Four Context planners from IDL Missions VVA posters visible in all areas Pupil Voice videos	• All members of the school community will be supported to understand the new Vision, Values and Aims • Vision, values and aims to be visible in all teaching areas for all staff to reference • Assemblies and whole school focus on VVA • Teaching staff to plan using the four contexts within IDL making links to VVA • Child Friendly IEPs to be created linked to the VVA	Ongoing	All staff Gillian Bonn	
All staff have consistently high and accurate expectations of all learners	Positive outcomes for all learners IEPs and evaluations created in partnership SHANARRI Survey results	• All staff will model the new Positive Relationship Policy with all stakeholders • All staff will plan and moderate appropriately for pace and challenge within the school • Triangulation of assessment information and data to support professional judgement • SLT to ensure a clear strategic overview of improvement priorities and effective procedures to evaluate impact	Ongoing	Shone du Plessis Teaching Staff SLT	

	Pupil Dialogue about Soft Start and changes due to PRP				
All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.	Staff evaluation jamboards for QA Leaders of Learning Action Plans updated termly QA Calendar QA Trio visits feedback	• <mark>Leaders of Learning (Teaching Groups) to continue to develop aspects of the curriculum. Action plans created in line with the School Improvement Plan</mark> • Leaders of Learning groups to evaluate the school against QA from HIGIOS 4 (as per the QA calendar) • Collegiate planning time allocated • Levelled Meetings to discuss forward plans • Staff to be consulted on PEF funding • SQUIP shared with all staff and evaluated throughout the session • Rigorous QA calendar created to ensure continuous improvement through the year	Ongoing	All Teaching staff	
All teaching staff regularly reflect on, and show commitment to, the shared values as embedded in the GTCS standards.	Dialogue incorporating the new standards in the yearly PRD meetings Coaching Wheel used during PRD discussions	• Familiarise all teaching staff with the new GTCS standards through professional dialogue • Staff Meetings • QA Calendar	Ongoing		
Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable.	Pupil Voice videos QA jamboards for evaluation purposes Learning Walk and Classroom observations Levelled Planning Meetings	• <mark>SLT to be part of Leaders of Learning Groups where action plans are created in relation to the SQUIP</mark> • Leaders of Learning (Pupil Voice Groups) created to support and guide improvements • SLT to be part of the planning process to support and model effective collegiate working in relation to the SQUIP • Pupil Voice will be used to audit school improvements and measure the impact on key priorities	Ongoing		

		• SLT to ensure that all positive changes are consistently applied across all classes.			
Practitioner enquiry forms a regular feature of approaches to continuous improvement.	Desired impact visible in all classrooms	• Staff to engage in forms of professional enquiry as a regular feature to practitioner enquiry	Ongoing		

Action Plan Template
QI 2.3 Learning Teaching and Assessment

QI 2.3 Learning, Teaching and Assessment					RAG
Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required? (including cost/fund – highlight if PEF funding)**	
Ensure that the ethos and culture of our school continues to reflect a commitment to children's rights and positive relationships	Rights Respecting School Accreditation

Feedback from all stakeholders around VVA.

Pupils will have an increased knowledge of the UNCRC Rights of the Child.

RRS Pupil Group Action Plan | • Increase pupils confidence and awareness of the new values characters.
• Purchase lanyards, to share our Vision, Values and Aims with the wider school community.
• Ensure all pupils are involved in the creation of their Class Charter, to develop the positive ethos.
• UNCRC Right of the Months to be created and shared with all staff and pupils
• All staff to plan lessons related to the Right of the Month linked to IDL curriculum.
• Rights of the Month to be shared at Weekly Assemblies | June 2023 | Leaders of Learning pupil groups to meet every 3 weeks to discuss key priorities

Shona du Plessis / Emma Phillips

Leaders of Learning (Staff) groups to create action plans to | |

	Class Charters photographs from each class	• ==Continue to work towards Rights Respecting Schools (Silver award) to ensure all pupils have an understanding and awareness of their rights.== • HWB Leaders of Learning Action Plan		focus on HWB and the Curriculum Rationale
Ensure that our pupils continue to be highly motivated and fully engaged and have increasing opportunities to lead their learning. Pupils will also play an active role in the school and wider community.	IDL KWL grids Observation notes from Learning Walks Discussions with pupils	• All pupils will be involved in 'Leaders of Learning groups from ELC – P7. Groups will meet every three weeks. • ==Pupil Voice will be evident during IDL curriculum planning prior to the start of each 'mission'.== • SLT and peer observations carried out as per the QA calendar. Timely and responsive feedback given to all to support next steps. Greenbrae QA Calendar • Pupil Groups to be involved in monitoring and Learning Walks with SLT • Create a pupil friendly observation sheet • P4 – P7 pupils will create their own profile to record and log their own learning. (Google Site / Seesaw?) • P1 – P3 pupils learning will be shared with parents via Seesaw	June 2023	All staff to identify and take responsibility for a 'Leaders of Learning' group Seesaw ?? Seesaw ??
Learners' experiences are appropriately challenging, enjoyable, and well matched to their needs and interests.	Discussion with pupils about their own work and targets within their learning Progression in pupils writing over time. Evidence in jotter. Bookending of Cold and Hot pieces of Writing SLT monitoring and jotter feedback	• Further develop the use of differentiation and increase the pace and challenge across the school. • Staff to become more confident in differentiating success criteria across the curriculum • Pupils and Staff to become more confident in co-construction of success criteria with a particular focus on Talk for Writing. • Staff to be able to create a personalised list of targets in relation to Talk for Writing • SLT monitoring and observations carried out as per the QA calendar. • Technologies used to support all learners within the class (Text help toolbar and Sumdog)	June 2023 Ongoing	Shirley Clarke – Outstanding Formative Assessment books to be shared with staff Talk for Writing – Inservice Day Sumdog ??

	Technology support evidenced in pupils IEPs Pupils will meet their targets in their IEPs and Child Plans. IEP's and Childs Plans uploaded to Wellbeing	**Individual Education Plans** - All staff will attend CLPL delivered by SfL staff to support the creation and planning of Individual Educational Plans for targeted pupils - All staff will ensure IEPs are created and sent to their Line Manager to be uploaded onto the Wellbeing App on Seemis - All staff to read ACC IEP guidance. **Moderation Cycle** - All staff to engage in professional learning around the following aspect of the moderation cycle: o Feedback	October 2022 Ongoing October 2022	Education Scotland – Moderation Cycle	
Learning is enriched and supported by our effective use of digital technologies.	Registers of attendance from Technology Breakfasts. Pupils will have an increased confidence in using technology to support their own learning Evidence of digital technology planned effectively in class teachers planning documents	- All staff will have the opportunity to attend 'Technology Breakfasts' to develop understanding in using technology more effectively. - Digital technology to feature in most lessons. - Within writing; all staff will have an increased confidence in using Book Creator, Texthelp toolbar, Literacy Shed to engage pupils. - Within numeracy, Sumdog and Maths seeds will be planned for the ensure specific skills and reinforcement of learners - Increase staff engagement in the Digital skills progression to support learning and teaching. - Creation of a Digital Champions pupil group.	Ongoing June 2023	Joe Gray – Technology Champion Ryan McKenzie	

	Digital Champion Pupil Group action plan			
A shared understanding of levels achieved across the school and robust arrangements for recording assessment data	Greater staff confidence in teacher professional judgement Increased staff confidence in delivering assessments An increase in attainment of pupils the Seemis Reporting Module More accurate teacher professional judgement made - agreement across the school on writing levels achieved Collection of portfolios of ongoing assessment evidence for Numeracy and Writing	• All teaching staff to input data into the Greenbrae Assessment Tracker which will support professional judgement • Create a shared bank of assessment resources available to all staff on the Google Drive • Standardised assessment information to ensure consistency across the school • Update Learning, Teaching and Assessment policy Writing • ==Hot and Cold tasks to be completed for each unit of writing== • ==All Staff to collegiately plan for writing units with stage partners== • All staff to engage in the moderation cycle for one unit of writing Numeracy • All staff to be upskilled in using Numeracy Assessments to inform planning and next steps • All Staff will be trained in using Sumdog to support L,T&A. All staff will be able to target skills to meet the needs of pupils. • ==Iona Coutts (Northern Alliance) to work and meet with R. McKenzie to discuss best practice across with Regional Improvement Collaborative==		SNSA / Assessment Folders All Staff SLT Leaders of Learning staff group All staff / Claire Taylor Leaders of Learning staff group All Staff / Ryan McKenzie Ryan McKenzie / Iona Coutts

| We use a variety of assessment approaches | A wider use of formative assessment approaches used across the curriculum.

Staff will have an increased confidence in analysing the SNSA data to plan for next steps in learning.

Staff will have an increased knowledge in recording summative assessment data

MLN/tracking/SfL meetings (held termly) to review the impact. | • Continue to keep assessment folders up to date across all stages.
• SNSA carried out in P1, P4 and P7. All staff will have the opportunity to attend CLPL to increase confidence in using data
• Triangulation of data to identify development needs for individual learners and specific groups during MLN/tracking/SfL meetings (held termly)
• ==New tracking system to support further impact on pupil attainment and which incorporates the ability to track various groups across time including those facing additional challenges==
• SfL assessments to be carried out to targeted individuals to support the creation of IEPs
• All PSA staff to be trained to administer assessments by SfL
• All staff to be upskilled in the use of Formative Assessment through Talk for Writing
• Use of holistic assessments to assess knowledge and understanding in an unfamiliar context | | P1, P4, P7 staff

All staff

Ryan McKenzie

Gillian Bonn

All PSA staff

All staff | |

Action Plan
QI 3.1 Wellbeing, Equality and Inclusion

QI 3.1 Wellbeing, Equality and Inclusion					RAG
Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**		Timescales	Resources **Who and what is required?** **(including cost/fund – highlight if PEF funding)**

Ensure our school community has a shared understanding of wellbeing needs	All Staff and almost all learners will demonstrate a good understanding of the wellbeing indicators and use these to reflect on their own wellbeing. HWB Pupil Videos All pupils will be supported to focus on specific targets for improvement in relation to the wellbeing indicators. MLN tracking sheets completed once per term Report generated at the end of the 8 week session from the Youth Workers IEPs generated for pupils accessing ELSA to measure impact of intervention	• Pupils will start to reflect on their own wellbeing using the wellbeing indicators (SHANARRI) as part of the soft start at least once per week • All class teachers will reference the SHANARRI indicators during lessons. All classes will have a SHANARRI display to ensure pupils have a visual reminder of these. • Pupils with wellbeing concerns will continue to be identified by class teachers and SLT during Meeting Learners Needs meetings. • ELSA targeted pupils to be established weekly with PSAs leading this intervention. • Youth Worker groups will continue to be established as part of the Transition process with P6 and P7 pupils focusing on Leadership Skills in P7 and Retracking Emotions in P6 • Pupils rights to be embedded within IDL Missions and through Whole School focus on the Right of the Month • Leaders of Learning Pupil Voice group to continue to work towards achieving RRS Silver Award	June 2023	SLT Class Teachers Pupil Support Assistants ELSA Trained staff – Nicki Trodden and Rebecca Munro Youth Workers	

	Internal Request for Assistance forms for ELSA				
Positive Relationships across the school community are strong and supportive	Improvement in weekly reflection sheet of pupils Pupil Voice videos generated using a sample of pupils from each class. P4-7 SHANARRI survey results	• Positive Relationships Policy will start to be embedded in all classes linked to school Vision, Values and Aims • SHANARRI survey will be created and issued to P4-7 pupils twice per year • Soft start and finish time in every class to support relationship building between pupils and class teacher and to support emotional check in with pupils • Friendship Friday to take place weekly incorporating opportunities for developing social skills and collaboration skills in classes, year groups, buddy classes, houses and Leaders of Learning groups. • ==Class of the Week incentive introduced linked to Vision, Values and Aims and Positive Relationships Policy. All staff and pupils involved==		Exemplars to be shared of best practice of 'Soft Start' with all staff SHANARRI Survey – HWB Staff group	
All children have access to a responsive health and wellbeing curriculum which will increase positive wellbeing	Results from SHINE survey SCARF pre and post-unit assessments	• Continue to embed SCARF resource in all classes to ensure consistency and progression for pupils in HWB curriculum. • ==Link IDL Missions to the SCARF resource to ensure all classes use this resource effectively== • SHINE survey completed twice per year by Primary 6 and Primary 7 pupils - new SHINE resources to be implemented during class HWB lessons for Primary 6 and 7	Ongoing	All teaching staff Shona du Plessis / Brian Carney Shona du Plessis	

All children feel nurtured and safe.	ELSA Request for Assistance referral forms	• Targeted pupils to attend weekly ELSA groups to build resilience, pupil confidence and improve self-esteem.	Ongoing	Nicki Trodden and Becca Munro – ELSA Staff	
		• SLT will undertake baseline and follow up Boxall assessments of targeted children.			
		• ==Nurture area to be identified== and set up to support pupils	October 2022		
		• Sensory room to be reviewed and resourced to ensure a safe space for pupils when needed	November 2022		
	Monthly meeting with HSLO to discussing trends in attendance	• ELSA staff will develop social groups with identified children across the school on a need's basis, as directed by Senior Leadership in school.	Ongoing		
	Increased in attendance percentage	• ELSA will meet regularly with the Senior Leadership Team to discuss progress of targeted children.			
		• Nurture breakfast provision to be provided for targeted children to support wellbeing and with attendance.		Angela Granger – HSLO	
	Decrease in lateness of targeted pupils	• ==Creation of a Tracking document to support monitoring of attendance and lateness across the school.==	August 2022	Ryan McKenzie – DHT	
Increase the number of children and young people with mental health needs being effectively supported	SHINE survey results	• Mental Health and Wellbeing CLPL opportunities will be available to staff			
	P4-7 SHANARRI survey	• Whole School Mental Health focus during Children's Mental Health Week in February			
		• SHINE survey completed twice per year by Primary 6 and 7 pupils. Results shared with pupils, staff and P6/7 parents/carers.			
	Pupils will report a more positive wellbeing during weekly reflection	• Compassionate and Connected Classroom training to be undertaken by a group of staff and shared with whole staff team			
	Mental health jamboard created pre and post focus week.	• Nurture space created and used effectively to support pupils. Pupils to be identified via P4-7 SHANARRI survey and MLN meetings	Ongoing	SLT / Teaching Staff and ELSA PSA	
	All members of teaching staff to be				

	aware on the CCC focus for the school. Pupils accessing nurture space will be supported with a successful transition into class				
Improve the effectiveness of supports for children with a range of additional support needs	Staff confidence survey (pre and post) IEP training SMART IEPs shared with all stakeholders to reviewed accordingly stored on Teams Child Friendly IEPs Staff confidence survey (pre and post) Autism Outreach training Leuven Scale observation sheets ABC Charts and Request for Assistance forms to support levels of need across the school Positive transition experience for our	- All teaching staff to be trained on the creation of IEPs by SfL Team - All IEPs to be created in partnership with all stakeholders. - SfL staff to generate Child Friendly IEPs to ensure that all pupils are consulted during the process. - All IEPs and Childs Plans to be stored on Greenbrae Teams site to be accessed appropriately - All Childs Plans and IEPs to be uploaded to the Wellbeing App - Autism Outreach to train all staff on 'Managing the Challenges' - Responsive planning and evaluation of additional support needs across the school to support all staff in meeting the needs of all learners. - Leuven Scale to be used by SLT during classroom observations for targeted pupils within the school - Staff to be trained on completing ABC chart for targeted pupils - ABC Chart and Guidance - Work in partnership with Oldmachar Academy to support the role out of enhanced transition for P6/7 to S1	September 2022 Ongoing Ongoing November 2022 Ongoing Ongoing June 2023	SfL – Gillian Bonn Child Friendly IEP's November Inservice Day	

	pupils. Enhanced collaboration between primary and secondary staff			
Increased staff confidence in ability to identify and respond to child protection concerns	Data from Child Protection surveys will indicate that almost all staff will have an increased confidence in reporting and recording of Child Protection Concerns Child Protection and Safeguarding Audit carried out termly.	• All staff will engage in professional learning in Child Protection and Safeguarding in line with new ACC policies. • Share and implement non- attendance procedure and link to children Missing in Education protocol. • All staff to be issued with a survey following child protection to training to evidence confidence levels. Annual Child Protection Staff Evaluation 2022-23 • Audit of pastoral notes (once per term) to ensure consistency across the school by DHTs • Share school trends in Child Protection data with the teaching staff team • Collate all Child Protection and Safeguarding data to inform practice Greenbrae Child Protection and Safeguarding Data • Targeted responsive training to be provided for staff at Inservice days and staff meetings based on child protection and safeguarding whole school data set.	August 2022 November 2022 August 2022 Ongoing Ongoing Ongoing	Ryan McKenzie and Claire Taylor (CPC) All school staff	
Citywide school compliance with H&S issues	Workplace inspection carried out by Mark Askew Fire Drills carried out once per term SLT certificates for completion of Fire Safety training of ACCLearn	• Health and Safety Policy to be updated and shared with all staff to ensure consistent approach in all areas within the school. • Fire Risk assessments and Safety plan updated to reflect the growing role of the school. Fire Action plan to be on display in all teaching areas. • Visitors to read and sign fire action plan as part of the visitor process. CP&S Visitors sheet to be created. Office staff to ensure that all visitors sign and understand guidance.	September 2022 September 2022 Ongoing	Anna Royle Mark Askew Craig Hubert (Janitorial Services)	

| | Calendar of Risk Assessments and review of key priorities will be actioned according to the H&S guidelines | • Develop and update the whole school risk assessment to support all and ensure consistent Health and Safety practices with guidance on Covid-19 in school settings.
• Health and Safety officer to be identified from the staff team to support Anna Royle with H&S policy and identify any potential risks within the school building.
• All staff to ensure all mandatory courses and policies are completed and dated for the time of completion: Mandatory Training Folder | September 2022

Ongoing | | |

Action Plan Template
QI 3.2 Raising Attainment and Achievement

QI 3.2 Raising Attainment and Achievement					RAG
Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** ***What evidence will we have?***	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required?** **(including cost/fund – highlight if PEF funding)**	
Increase in pupils attainment in numeracy	Pupils will have an increased confidence in discussing the strategy that they have used Pupils will be able to transfer their knowledge of mental	• Audit of staff confidence in delivering mental math's strategies across the school • Introduction of Number Talks across the whole school to develop the pedagogy of all teaching staff with the approach. • Professional Learning for all Teaching staff • Resources created and available on the Greenbrae Teacher drive to support the delivery of Number Talks	October 2022 October 2022 October 2022	Ryan McKenzie (DHT) Numeracy Leaders of Learning	

	strategies into their daily written numeracy – Evidence in numeracy jotters Staff will have an increased confidence in delivering this mental math's approach – Staff surveys from pre and post training Pupil Voice videos discussing Number Talks within their classes Learning Walks with a focus on Number Talks Attainment in Literacy and Numeracy to be raised by 10% from prior levels in all classes.	• Smart Notebook resources to be developed to include word problems to allow pupils to apply strategy in a different context. • Visual resources created for all teaching spaces to ensure a consistent approach • Create an age and stage appropriate calendar for a weekly strategy focus • Link the Number Talks approach to the Numeracy progression to ensure coverage of the numeracy curriculum. • [Numeracy Leaders of Learning Action Plan](#)	Ongoing October 2022 Ongoing Ongoing		
Increase in pupils attainment in reading and writing. More accurate assessment and teacher	There will be a 10% increase in reading and writing in all classes. There will be less of a gap between	[Leaders of Learning Action Plan](#) • Teachers will have a better understanding of the Listening & Talking benchmarks. Assessment resource to be created and if possible, aligned with Talk for Writing Process. • ASG Literacy Leads group to be created to share good practise and plan consistent approach.	June 23	Claire Taylor (DHT)	

professional judgement in Listening and Talking.

More consistent approach and teacher confidence in delivering Talk for Writing from P3-7

Timely interventions for children requiring literacy support | attainment in L&T and R&W

All P3-7 classes will be confident in using Talk for Writing Process for delivering Fiction Units of Writing.

Learners identified at MLN meetings to receive support from SFL Teacher or PSA groups. | In house CLPL delivered by DHT to P3-7 staff in planning and teaching of fiction units of writing in Term 1 & 2. (INSET & Departmental Staff Meetings). ASG Literacy Group to be established to share good practice. All teachers to have copies of appropriate T4W resources and books to support planning and delivery of fiction units. All staff to contribute to creating banks of model texts, hooks and any other resources. (google drive folder) All staff to collaborate, plan and review writing units in stages (P3-4 and P5-7) All staff to have watched all T4W training video clips from 'Creating Storytellers and Writers' manual. Literacy leaders of learning group to visit other schools where T4W is embedded to observe good practice. All staff to be confident in the use of cold tasks when planning a new unit of writing. Begin to map out a yearly progression for units/genres covered and align with ACC Writing Toolkit. <u>P1&P2</u> Continue to embed current good practice through collegiate planning of writing across P1 and P2. Staff to identify children not on track with reading and writing with line manager. Staff to complete SFL referral form. | June 23 | Literacy Leaders of Learning Groups All staff

Claire Taylor (DHT) Literacy Leaders of Learning Groups All staff

Claire Taylor (DHT) Gillian Bonn (SFL Teacher) Class Teachers PSA Team. | |

	Learners identified at MLN meetings who require increase in pace and challenge in reading and writing. Children actively playing a part in the development of Literacy throughout school	• DHT & SFL teacher to meet at beginning and end of each term to plan delivery of support. • SFL Teacher to be appointed as CIRCLE coordinator and begin to roll this out. • SFL teacher to train PSAs in delivery of various literacy support resources (Fresh Start, PM Benchmarks, Toe by Toe) • SFL Teacher trained in carrying out Dyslexia Pathways assessments. Mrs Gregor (PSA) assisting with this. • Targeted children continuing to use Nessy software. • Links made with English Department at Oldmachar Academy. • Professional dialogue established through ASG Literacy Leads group. • DHT and P6 & 7 teachers to look at Upper Primary/Secondary Talk for Writing Materials.	Feb 2023	Claire Taylor (DHT) Upper stages teachers Claire Taylor (DHT) Literacy Pupil Voice Group	
An active pupil voice group focusing on Literacy Improvement.		• Group to meet and plan whole school Literacy events throughout the year. • Sharing of Class Star Writers at Assemblies. • Establishing links with the wider community e.g. Care home, local library.	Dec 2022 Oct 2022		
The introduction of 'Learning Logs/Profiles'	Profiles/Learning Logs will be updated on a weekly basis and used	• Seesaw will continue to be used in PN-P2 and introduced further in P3 • Google sites will be introduced from P4-7	Profiles to be in place by December	SMT	

across the whole school in order for pupils to recognise their achievements, become reflective practitioners, celebrate their achievements and create targets for their next steps in learning.	to communicate with parents.		2022 in all classes	
Introduction of a skills progression within our recovery curriculum/updated Curriculum Rationale/ Vision, Values & Aims	Skills scaffolding will be visible within IDL. Embed the use of community/business partnerships and the use of the parent/carer skill/carer database	• Staff to gain a deeper understanding of the 'Skills 4.0' (Skills Development Scotland) A Skills Model to Drive Scotland's Future Document and introduce the ACC Skills for Employability Framework	June 2023	All staff SDS Scotland

Action Plan Template
ELC

ELC					RAG
Improvement Outcomes **What do we hope to achieve?**	Measures of Success **How will we know this has been achieved?** *What evidence will we have?*	Actions Required **What do we need to do?**	Timescales	Resources **Who and what is required? (including cost/fund – highlight if PEF funding)**	
The culture and ethos of ELC will be nurturing and will reflect a commitment to children's rights and positive relationships	Learning Walks Children's Rights/Right of the Month visible in ELC environment and documents Children able to talk about their rights during group and class discussions and during learning walks Feedback from surveys linked to Rights and Positive Relationships - staff,	• Creation of Class charter shared with all children, staff and parents/carers, linked to SHANARRI wellbeing indicators • Right of the Month displayed and discussed with class • Staff Nurture and Restorative Practice training • ELC Positive Relationships Policy will be updated and shared with staff, children and parents/carer • Age –appropriate survey to be created and carried out with ELC children supported by staff linked to rights and ethos • Survey to be created and shared with staff and parents/carers linked to rights and positive relationships policy • Stay and Play timetable to be agreed, created and offered to parents/carers • Mental health and wellbeing training to be made available to staff	June 2023	All ELC staff CLPL activities SCARF logins for all ELC staff School HWB LOL group Place2Be Mental Health training	

		Children's focus groups to continue and develop to support nurture and positive relationships • Policies to be updated in line with UNCRC and positive relationships approach • SCARF resource to be introduced to ELC continuous provision			
Learning opportunities within the ELC will continue to promote curiosity, creativity and skills for life and learning	Curiosity Approach accreditation Learning Walks linked to Realising the Ambition CIRCLE audits Planning/Evaluation Documents Seesaw Journal posts	- Apply for Curiosity Approach accreditation - Staff CLPL to be arranged focusing on the Curiosity Approach - Environment to be reviewed and amended linked to Curiosity approach. Resources to be ordered/sourced as required. - Curiosity Approach books/information to be bought/shared with whole ELC team - New Learning Walk format to be created linked to Realising the Ambition - Termly Learning walks to be carried out by SLT - Planning/Evaluation documents to be reviewed and updated linked to Realising the Ambition and Leuven Scale - Staff CLPL to be offered linked to Meta Skills - CIRCLE audits to be carried out as per QA calendar and actioned by all staff - Visits to be arranged for staff to attend other ELC settings to share practice	Accreditation September 2022 June 2023 Termly	Online Curiosity Approach resources All ELC staff Books - £20 each SDS/HT - SKills development ASG colleagues/SLT	
Learning is enriched and supported by our effective use of outdoor learning opportunities	CIRCLE outdoor audits ELC Outdoor Audit Planning/ Evaluation documents Wee Green Space and Outdoor Space used weekly/daily	- CIRCLE audits and outdoor audits to be completed and actioned by all ELC staff - Children, staff, and parents/carers to be consulted on the development of the Nursery garden - Fundraiser to be organised and carried out to raise funds for outdoor environment. Children to be involved, supported by staff, in the ordering of new resources - Play on Pedals training to be arranged for staff	Termly December 2022	Outdoor resource catalogues online WGS Resources: Handwashing station, outdoor resources (digging/exploring)	

	Learning Walks	- Wee Green Spaces to be planned for and implemented including: Risk Assessments, Parent Helpers, ordering of resources, planning and evaluation format. Plan and Risk Assessment to be shared with all staff. - Information to be shared with parents/carers via Curriculum Meeting		LW and NR (supporting all ELC staff)	
Approaches to planning, evaluating and tracking are effective in ensuring children's progress and achievement	MLN/Tracking data Personal Plan Targets identifying children's learning needs and appropriate targets SEYP/SMT Monitoring data	- Staff CLPL focusing on CfE benchmarks, observation and assessment - Peer monitoring/observation to be introduced to support staff professional judgement - Planning and assessment documents/processes to be reviewed/amended to ensure they are effective in ensuring children's progress - Continue to use Seesaw online learning journals to share learning and progress between home and ELC	December 2022	Education Scotland online CLPL – observation cycle ASG colleagues/SLT - sharing of documents/practice	

PEF Summary of proposed spend

Non-Staff Intervention/resource	Cost	Staffing	FTE	Cost
Phonics Reading Books (SfL)	£300	Pupil Support Assistant Fixed Term (12.5 hours)	0.5	£8,527

						Total for 2022/23
Non-Staff Total 2022/23		**Staff Total 2022/23**				