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| **Priorities** | **Proposed Outcome and Impact** | **Measures** | **Linked to PEF** (Y/N) |
| 1. **Embedding our Rights Respecting School and Nurture Vision and Values** | **Outcomes:**  All pupils will demonstrate a thorough understanding of their rights and the rights of others and how these have been exercised across the school year to bring about change in the classroom/school.  Staff will embed nurturing approaches in all aspects of their practice as a result of ongoing self-evaluation and professional development around the Nurture Principles.  **Impact:**  Through a deeper understanding of their rights, all pupils will feel respected and listened to, and will be able to identify how they have had a real voice in shaping their school community.  Peer relationships, particularly across identified groups, will be seen to be respectful and inclusive, with minimal intervention required from adults. | Evidence collected from children across the school, discussing their UNCRC rights and how they can exercise these in school.  Evidence showing how pupil voices have led to change in their classroom/school across the year – linked to rights/nurture principles.  Pupil surveys for upper school during the year showing their understanding of their rights  Staff survey on how Nurture Principles are applied in their work.  Pupil surveys show understanding and application of Nurture Principles in relationships with staff and peers.  Incidents regarding peer relations requiring adult intervention are rare. | Y – concerned with nurture and rights of all children and interventions to support individuals. |
| 1. **Community Engagement and Involvement** | Wide range of opportunities for parental engagement in school, for example through surveys/open afternoons/Seesaw, throughout the year.  Termly community events across the school year.  Increase levels of engagement for identified group of learners, for example through play based learning and following Lego Therapy.  **Impact:**  Parents will report having a good understanding of their child’s learning and learning and teaching approaches adopted in school.  Identified pupils will demonstrate greater levels of engagement in learning.  The School’s profile and impact in the community will increase. | All families will be represented at parental engagement events, all will respond to surveys and all will engage in Seesaw.  Parental surveys will evidence that parents feel involved in their child’s learning and able to support learning at home.  Number of community events organised by school and by the Parent Council will increase.  Community feedback shows knowledge of school’s activities and high regard for the school.  All learners will show increased levels of engagement in learning.  All pupils make expected progress from their starting points and commensurate with their abilities/individual plans. | Y – linked to supporting children’s and family’s engagement in learning and school. |
| 1. **Curriculum Development:**   **Numeracy**  **Literacy**  **Planning, assessment, attainment, achievement and recording**   1. **ELC** | Numeracy  Outcome  All pupils shows increased capability to apply skills (in line with learners’ current CfE level and the A&B mental agility framework).  All pupils make expected progress from their starting points and commensurate with their abilities/individual plans.  Impact  All pupils will have high levels of engagement, skills transference and confidence in numeracy and maths activities, ensuring resilience, readiness to move to their next phase and ability to contribute to society.  Literacy  Outcome  Pupils will apply spelling, punctuation and grammar skills in their independent writing.  All pupils make expected progress from their starting points and commensurate with their abilities/individual plans.  Impact  All pupils will be confident in applying and transferring learned skills in writing and in approaching and organising their independent writing.  Planning, assessment, attainment, achievement and recording  Outcome  Our system for planning, assessment, attainment, achievement and recording will be further refined and streamlined  All pupils make expected progress from their starting points and commensurate with their abilities/individual plans.  Impact  Staff will work efficiently and spend proportionate time on planning, assessment, attainment, achievement and recording.  Information about pupil progress will be moderated and consistent.  Nurture, Rights Respecting Schools and Community Engagement in line with school.  Develop specific ELC initiatives for Literacy (e.g. Helicopter stories) and Numeracy (e.g. Boozoo Maths).  Focus on observations and targeting of skills development. | Numeracy  Observations of pupils using range of mental strategies in applied situations.  Observations of pupils’ continued engagement in numeracy  Termly Progress and Achievement Assessments and end of year Attainment of Curriculum for Excellence Level assessments show appropriate progress in levels of attainment in numeracy.  Pupil feedback shows confidence in use and application of mental strategies to solve calculations.  Literacy  Teacher assessment and pupil self-assessment show pupils are applying learned writing skills in independent writing across the curriculum.  Termly Progress and Achievement Assessments and end of year Attainment of Curriculum for Excellence Level assessments show appropriate progress in levels of attainment in numeracy.  Planning, assessment, attainment, achievement and recording  Observations and reviews show revised system for planning, assessment, attainment, achievement and recording is in place and coherent.  Staff feedback reflects satisfaction and desired impact of revised system.  Termly and end of year assessments show appropriate progress in levels of attainment.  Nurture, Rights Respecting Schools and Community Engagement in line with school.  Children are observed to make good progress in acquiring key Literacy, Numeracy and individual skills. | Y – links to support and progress for individuals in Literacy and Numeracy. |