

**Education Resources**

**Curriculum and Quality Improvement Service**

**Establishment Improvement Plan**

**2019 - 2020**

*St John’s Primary School, Hamilton.*



**Education Resources**

**Curriculum and Quality Improvement Service**

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2. Establishment Strategic Improvement Plan
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**Overview of Establishment 3 Year Cycle of Improvement Plan Priorities Sessions: 2019-2022**

| **National Improvement Framework Key Priorities*** Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained positive school leaver destinations for all young people.
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | * 1.1 Self Evaluation for self-improvement
* 1.2 Leadership for learning
* 1.3 Leadership of change
* 1.4 Leadership and management of staff
* 1.5 Management of resources to promote equity
* 2.1 Safeguarding and child protection
* 2.2 Curriculum
* 2.3 Learning teaching and assessment
* 2.4 Personalised support
* 2.5 Family learning
* 2.6 Transitions
* 2.7 Partnership
* 3.1 Ensuring wellbeing, equality and inclusion
* 3.2 Raising attainment and achievement/Securing children’s progress
* 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
 | Transforming Learning andTeaching |
| Implementing Curriculum for Excellence |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning |
| Leadership (Change and Improvement) |

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| **Strategic Priorities 3 Year Cycle** |
| 1. ­To rigorously develop teacher understanding of pedagogy and the variety of teaching approaches, through collaborative enquiry, which can be used to raise attainment and learner engagement.
2. ­To create systematic processes to strengthen assessment and tracking for literacy of learner attainment and to support teachers to engage in data driven dialogue with colleagues.
3. To build on good practice established for resilience, Health and Wellbeing.
4. To create processes which enable teachers, children and parents to access and use attainment data effectively.
5. To create new pathways for numeracy with a further focus on active approaches including an audit and re-organisation of resources.
6. To build on good practice established from development of numeracy pathways.
7. To create a pathway for STEM subjects, with a focus on IDL Learning.
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**Strategic Improvement Planning for Establishment: Overview of Links to Key Policies Session:**

| **National Improvement Framework Key Priorities*** Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
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* Improvement in employability skills and sustained positive school leaver destinations for all young people.
 | **Collaboration and consultation**

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| **Who?** | **When?** | **How?** |
| Parents | October 2018 | Parent open evening |
| Staff | February 2019 | Inset day self evaluation |
| Learners | April 2019 | Questionnaires |

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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership (2, 7)
* Teacher professionalism (1)
* Parental engagement (4)
* Assessment of children’s progress(2)
* School improvement (2, 3, 5)
* Performance information (5, 6)
 | * 1.1 Self Evaluation for self-improvement (1,5)
* 1.2 Leadership for learning (1,2,4,5)
* 1.3 Leadership of change (2, 6)
* 1.4 Leadership and management of staff
* 1.5 Management of resources to promote equity
* 2.1 Safeguarding and child protection
* 2.2 Curriculum (5,6, 7)
* 2.3 Learning teaching and assessment (1,2, 5, 7)
* 2.4 Personalised support
* 2.5 Family learning
* 2.6 Transitions
* 2.7 Partnership
* 3.1 Ensuring wellbeing, equality and inclusion (3)
* 3.2 Raising attainment and achievement/Securing children’s progress
* 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
 | Transform Learning andTeaching/Implement CfE (1, 2, 4, 5, 6, 7) |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties (3) |
| Skills for Learning, Life and Work (3) |
| Professional Learning (1) |
| Leadership (Change and Improvement) |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019/2020**

**Strategic Priority 1:** ­To rigorously develop teacher understanding of pedagogy and the variety of teaching approaches, through collaborative enquiry, which can be used to raise attainment and learner engagement.

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* Improvement in employability skills and sustained positive school leaver destinations for all young people.
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | * 1.1 Self Evaluation for self-improvement
* 1.2 Leadership for learning
* 1.3 Leadership of change
* 1.4 Leadership and management of staff
* 1.5 Management of resources to promote equity
* 2.1 Safeguarding and child protection
* 2.2 Curriculum
* 2.3 Learning teaching and assessment
* 2.4 Personalised support
* 2.5 Family learning
* 2.6 Transitions
* 2.7 Partnership
* 3.1 Ensuring wellbeing, equality and inclusion
* 3.2 Raising attainment and achievement/Securing children’s progress
* 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
 | Transform Learning andTeaching/Implement CfE |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning  |
| Leadership (Change and Improvement) |

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| **Key Actions (How)** | **\*Lead Person**  | **\*Timescale**  | **\*Comments**  |
| * Set up teacher led groups to facilitate collegiate working to develop pedagogy.
* Active engagement in departmental meetings/ peer visits/ professional dialogue to provide a shared understanding of expectations across stages.
* Develop creative and innovative approaches to active learning across the school.
* Full engagement in professional dialogue to support self-evaluation to raise attainment.
 | Alan EwartLaura PinkertonLauren HuttonClaire YoungAlison Hope | September- May |  |
| * Engagement in high quality training to further develop active strategies across curricular areas.
 | Alison Hope | October- May |  |
| * Engagement with literacy tutors to support enhancing the teaching of literacy across the school.
* Peer visits across stages to share good practice and support the sharing of pedagogy.
 | Karen Prentice | June- May |  |
| * To review the learner environment to facilitate active play pedagogy across P1.
 | Louise Jamieson | August and then ongoing |  |

**Operational Improvement Planning (Action Plan) for Establishment: Session: 2019/2020**

**Strategic Priority 2:** ­To create systematic processes and procedures to strengthen assessment and tracking for literacy attainment and to support teachers to engage in data driven dialogue with colleagues.

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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | * 1.1 Self Evaluation for self-improvement
* 1.2 Leadership for learning
* 1.3 Leadership of change
* 1.4 Leadership and management of staff
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* 3.1 Ensuring wellbeing, equality and inclusion
* 3.2 Raising attainment and achievement/Securing children’s progress
* 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
 | Transform Learning andTeaching/Implement CfE |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning  |
| Leadership (Change and Improvement) |

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| **Key Actions (How)** | **\*Lead Person**  | **\*Timescale**  | **\*Comments**  |
| * Create new assessment record sheets per stage to ensure continuity and progression from stage to stage appropriate for ASN and Mainstream classes.
* Pilot in selected classes and then roll out to whole school after evaluation on inset day in November 2019.
* Self-evaluation to strengthen assessment processes and policy.
 | Louise Jamieson, James O’Donnelly | August |  |
| * Create new guidelines for staff to utilise to make assessment folders, ASN folders and transition documents user friendly and meaningful.
 | Alison Hope, Karen Prentice, James O’Donnelly | August- December |  |
| * To build a culture of moderation to support teacher judgements for the assessment of writing.
 | Karen Prentice, Alison Hope | August- December |  |
| * Build upon tracking and monitoring dialogue meetings between SMT and teachers using a new class record to encourage data driven dialogue to increase attainment.
 | Alison Hope | August, January, March |  |

**Establishment Maintenance Improvement Planning Session: 2019-2020**

| **National Improvement Framework Key Priorities*** Improvement in attainment, particularly in literacy and numeracy;
* Closing the attainment gap between the most and least disadvantaged children;
* Improvement in children and young people’s health and wellbeing; and
* Improvement in employability skills and sustained positive school leaver destinations for all young people.
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| **National Improvement Framework Key Drivers** | **HGIOS 4 and Early Learning and Childcare Indicators** | **SLC Education Resources Themes** |
| * School leadership
* Teacher professionalism
* Parental engagement
* Assessment of children’s progress
* School improvement
* Performance information
 | * 1.1 Self Evaluation for self-improvement
* 1.2 Leadership for learning
* 1.3 Leadership of change
* 1.4 Leadership and management of staff
* 1.5 Management of resources to promote equity
* 2.1 Safeguarding and child protection
* 2.2 Curriculum
* 2.3 Learning teaching and assessment
* 2.4 Personalised support
* 2.5 Family learning
* 2.6 Transitions
* 2.7 Partnership
* 3.1 Ensuring wellbeing, equality and inclusion
* 3.2 Raising attainment and achievement/Securing children’s progress
* 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning
 | Transform Learning andTeaching/Implement CfE  |
| Meeting the Needs of all Learners’,GIRFEC and Statutory Duties  |
| Skills for Learning, Life and Work |
| Professional Learning  |
| Leadership (Change and Improvement) |

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| **Key Actions (from previous plans)** |
| Continue to build upon good practice established for Health and Wellbeing by promoting the consistent use of self-regulation scripts and visuals.Further develop the teaching of resilience skills across all classes adhering to Health and Wellbeing Overview and new planners.Continue to ensure that Children’s Rights are taught consistently and effectively at all stages.Further develop Talking Teams to ensure pupil voice continues to be strong feature of our school.Building on prior work about pupil, parent and staff understanding of equity create a position statement about Cost of the School Day. |

**Pupil Equity Fund**

**Planning and Reporting**

**2019-2020**

**The Gap:**

Please provide an overview of your school’s poverty related attainment gap making reference to data.

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| Look at the 5 key indicators for closing the poverty related attainment gap:Attainment, Attendance, Exclusion, Participation and Engagement.What is the gap for these 5 areas? How does your data for SIMD 1-2 + FME compare with your data for SIMD 3-10 without FME. We hold data which illustrates our whole school poverty-related attainment gap over time. This information is a collation of the % of children who are achieving expected CfE levels at stages P1, P4 and P7 according to teacher professional judgement. This data includes all of our ASN pupils as well as mainstream.There is steady and increasing progress in **numeracy** with attainment increasing over the three-year period for both SIMD 1 and 2 and SIMD 3-10. In session, 2017-2018 there was a 16.25 % difference between the two categories. Both attainment figures for this session were above SLC average. With continued early intervention and targeted one to one support, we plan to continue to support learners to increase attainment. Over time the gap has closed by 1.8%.In **writing** there is a significant increase in attainment over the three year period from session 2015-2016 to 2017-2018. In session 2017-2018, there was a gap of 23.59% between SIMD 1 and 2 compared to SIMD 3-10. Learners in SIMD 3-10 performed above SLC average and learners in SIMD 1 and 2 were 3.7% below SLC average. Over time the gap has closed by 1.4%.In **reading** there is an increase in attainment over the three year period for both categories of learners. In 2017-2018 there was a dip for learners in SIMD 1 and 2 with a gap of 34.15%. Over time, there is an average gap of 28.86% between the two groups. Again, learners in SIMD 3-10 score above SLC average. This is where the smallest increase in closing the gap is at 0.2%.**Listening and talking** again follows the trend and shows an increase in attainment across the three-year time span. On average, there is a gap of 19.78% when SIMD 1 and 2 and SIMD 3-10 are compared. Over time the gap has closed by 0.3%.Currently the biggest gaps between SIMD 1and 2 and SIMD 3-10 are within literacy and we plan to address these differences through high quality staff training in active approaches to the teaching of literacy. We plan to adopt a whole school approach to the teaching of reading and writing, with the school enrolling in stage 2 of Active Literacy Pilot with SLC. Our stage-by-stage gap over time data reflects that the biggest gaps will be in Primary 2, 3 and 5 for session 2019-2020 and thus we will focus on these specific stages for next session.There is a small difference between SIMD 1and 2 and SIMD 3-10 when looking at **attendance** of 3.2 %. We plan to continue to engage positively with parents/carers to provide support in closing this gap. The introduction of a Breakfast club in session 2018-2019 with 48% of attendees in SIMD 1 and 2 has provided a positive start to the day for children.**Participation and engagement** has increased due to the increased variety and regularity of after school clubs on offer, some funded by PEF.In session 2018-2019 there were 20 after school clubs on offer to a variety of age groups.This is an increase of 5 clubs from the previous year.We also offered 6 different lunchtime clubs to enable pupils who are transported to and from school to participate.Due to the increase in the number of clubs and also the variety, attendance at after school clubs overall increased by 28% in session 2018-2019 from previous year.74% of pupils in SIMD 1 and 2 attended 1 club.28% of pupils in SIMD 1 and 2 attended 2 clubs.11% of pupils in SIMD 1 and 2 attended 3 or more clubs.We aim to build on this and offer a range of clubs at times, which suit parents and appeal to pupils. |

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| **Outcomes and Measures** | **Intervention Description**New Interventions – description and clear rationalMax 200 words | **Intervention Theme** | **Organiser** | **Type of intervention** | **Continuation of 2017/18 Plans Y or N?** | **Mid-Year Progress**To be completed at Mid-Year Stage | **Actual Impact**To be completed at End of Year |
| Literacy | Numeracy | HWB | Learning & Teaching | Leadership | Family & Communities | School generated | Partnership/charity | Commercial Resource | Consultant |
| **Outcomes:*** 5% increase in targeted P4-P7 pupils improving CFE attainment levels in reading.
* As a result, poverty related attainment gap in reading will be reduced by at least 5%.
* A shared approach to the teaching of active literacy will be developed across all classes and will be used consistently to improve confidence and active participation in literacy lessons.
* Staff capacity and confidence in the learning, teaching and assessment of literacy will improve.
 | **Intervention 1:** **Intervention 1: Raising attainment in literacy*** Active literacy training for all teaching staff. Active literacy to be implemented August 2018.
* Audit of resources and new active literacy resources and teacher support materials purchased to support a more interactive approach.
* 2 Tapestry groups set up in school. 4 leaders trained to lead the groups. Teachers to build on capacity to develop learning and teaching skills and feedback.
* 1 FTE teacher to support pupils in targeted groups P4-P7 to improve confidence and engagement in reading, spelling and phonics.
* Train support staff in literacy interventions to increase attainment in reading and spelling. Providing a consistent approach to the support of literacy across the whole school.
* Train support staff to complete assessments to measure progress in literacy.
* Train 0.5 FTE teacher to support EAL across all stages.
* Timetable regular meetings for support staff to track and monitor pupil attainment.
* Train parents/carers to implement a paired reading programme for targeted individuals across the whole school.
* Train teaching staff to implement active writing lessons across P1-P7 with a consistent approach, November 2018.
* Parent workshops run alongside Parent Open Evening to raise parental awareness of literacy teaching strategies, interventions used in school and effective ways to support children at home.
* P2 Story time club, 3-4pm on a Tuesday with SSA. SSA building on a love for reading in the school library.
* P4-P7 Reading club, 3-4pm on a Wednesday with SSA. Developing an understanding of the wide variety of books available and starting to create a love for reading.
 |  |  |  |  |  |  |  |  |  |  |  | More than 90% of teaching staff trained in the teaching of active literacy strategies- November 2018.New resources purchased and most in school and in use. Some outstanding orders from NLC.4 teachers trained to be Tapestry Group Leaders- September 2018.All teaching staff actively participating in 2 Tapestry groups. September 2018.Timetables organised to facilitate the teaching of literacy across the whole school.1 FTE teacher working with P5 and P6 targeted children in literacy. Teacher planned and taught a 10 week block of activities to develop phonics, spelling and decoding to improve reading. 14 P5 and P6 pupils targeted 13 being in SIMD 1 and 2 with FME. Of these targeted pupils all have improved their CfE levels in literacy and 5/14 are working towards attaining the appropriate CfE levels for their stage. Teacher now working on comprehension and decoding unfamiliar words to increase confidence in reading.All mainstream support staff trained in literacy interventions and timetables reviewed regularly.0.5 teacher trained in teaching EAL pupils and resources made to support this.Parent workshops, November 2018,38% of families attended, 100/260.Paired reading programme commenced November 2018.From jotter monitoring teacher training in a consistent approach to active literacy for writing demonstrated and discussed, November 2018.Tuesday after school club for P2 learners for Story time in the library- 19 attendees, of theses 19, 9 are in SIMD 1 and 2/FME.Wednesday after school club for P4-P7 for reading in library. 24 attendees of these 24, 10 are in SIMD 1 and 2/FME. | Staff confidence in using active approaches and new resources has increased.Staff training ongoing with teachers trained in different levels/stages for following session.All targeted pupils increased spelling scores by an average of 6 months. Range of 0.1-1.6 years across the group.18% of targeted group have now attained age appropriate scores for spelling in June 19 compared to only 5.8% in January 19. An increase in attainment of 12.2% of targeted pupils attaining appropriate CFE levels.All but 1 pupil increased reading scores by an average of 1 year 3 months. Range of 0.5- 4.4 years across the group. 64% of targeted group have now attained age appropriate scores for reading in June 19 compared to only 14% in January 19. An increase of 50% of targeted pupils attaining appropriate CFE levels.Gap between 2 categories closed by 1.4% for writing and 0.2% for reading from progress overtime data.Self-evaluation of reading completed and action points clearly identified for next session. All mainstream pupils PM benchmarked or assessed using NGRT to provide baseline to assess further progress in session 19-20. |
| **Measures:*** Attainment data for literacy: SNSA, end of level assessments, NGRT, professional judgements for CfE levels and other assessments.
* Class teacher tracking sheets and school tracking sheet
* Professional dialogue
* Forward Plan and tracking meeting records
* Data from individual interventions eg 5 minute box, toe by toe, hornets, codecracker assessments.
* Learning conversations
* Staff engagement and feedback from professional learning opportunities
* Leuven’s scale for engagement
* Feedback from parents re Parent Workshops
* Classroom observations and jotter monitoring
 |
| **Outcomes:*** All children targeted for nurture intervention will have improved wellbeing; the barriers to learning will have reduced.
* 70% of targeted group will have an increased awareness of their emotional literacy.
* 25% increase in learners attaining appropriate CfE levels at P4 and P7 in listening and talking in targeted group.
* Staff have a greater understanding of the principles of nurture and how by developing a nurturing culture throughout the school attendance, attainment and engagement will increase for targeted learners.
 | **Intervention 2:** ***From August to December**** P1-P2 targeting 12
* P3-P4 targeting 4
* P5-P7 targeting 20
* ASN targeting 4

 36 learnersFrom January- March36 learnersFrom April- June 36 learners* Nurture and class teachers will use Boxall Profiles as a base line and collegiately plan interventions to support learner in and out of the Nurture Room.
* Kirsten Mann from Nurture Network UK booked to deliver high quality training to all staff on nurture principles and how they form the foundations for learning. November 2018.
* Nurture teacher and Early Years Worker to share good practice at CT and collegiate times to support developing and strengthening the nurturing culture across all classes.2019.
* Introduce a staff library of support material to assist with the teaching of nurture and wellbeing.
* Nurture teacher and Early Years Worker use
* Audit of impact in May 2019.
* Early Bird follow up meetings in December 2018 and in 2019.
* Social skills group initiated in August 2018 by Early Years Worker to provide group setting for children to practise daily tasks and develop listening and talking skills. Targeting 16 ASN learners.
* Board game club, 3-4pm on a Thursday with SSA in dining room. Developing social language/ interaction and turn taking.
*
 |  |  |  |  |  |  |  |  |  |  |  | Nurture classroom running initially on Wednesday and after September additionally on Tuesdays as well. 3 groups of children targeted per day.More than 95% of staff trained in nurturing approaches and the principles of nurture. November 2018.Parent workshop on Nurture was held in November 2018 with 38% of families attended, 100/260. 100% of those who attended reported a greater understanding of nurture and how to support children at home.Support staff released to allow them to attend Early Bird follow up sessions. Of the 3 parents from our school all reported that the training and network meetings have helped them understand their child’s behaviour and increased their confidence in effectively dealing with incidents at home. All 3 are attending nurture as well.Thursday afterschool club for Board Games 3-4pm P4-P7. 29 attendees, of these 29 attendees 14 are in SIMD 1 and 2/FME. | Nurturing approaches adopted in all classrooms.A consistent language being used in all classrooms to engage and motivate learners.Due to a refund from previous years PEF money, the nurturing class was extended to include a Tuesday as well as Wednesday, allowing 72 children to benefit from attending over the session.100% expressed that they felt secure in being able to identify emotions, triggers and could name appropriate ways to respond to different situations.100% stated that they looked forward to coming to school on their day to attend nurturing classroom.97% of parents responded to a questionnaire. 93% graded the nurturing approach and attending the nurturing classroom as a highly positive experience for their child.All children demonstrated a higher awareness of their own emotional wellbeing. (Assessed through teacher observations, dialogue with child and classwork.)Listening and talking class assessments showed that for the 72 learners there was an increase in their confidence and willingness to engage by 100%.Of the 72 learners, 12% were in ASN classes and 7% have English as an additional language.Overall, 74% of learners within the groups have attained the appropriate CFE level for Listening and Talking. |
| **Measures:*** **Boxall Profiles**
* **Wellbeing indicators**
* **Leuven’s scale of engagement**
* **Learning conversations**
* **Classroom observations**
* **Pupil and parent questionnaires to attitude to self and school**
* **Attendance statistics.**
 |
| **Outcomes:*** 5% increase in targeted learners achieving expected CfE levels in P4 and P7.
* 20% increase in targeted learners across P4-P7 attending afterschool club for numeracy, Sumdog and homework in comparison to previous years’ data.
* Staff capacity improved to make accurate professional judgements on attainment of a CfE level.
 | **Intervention 3:** * Parent work shop to demonstrate how to access and use Sumdog at home.
* Teacher CT evening to demonstrate how to set assessments and topic round ups for school and home.
* Teachers setting assessments to add to portfolio of pupil data.
* Monday P4-P7 homework club in ICT suite from 3-4pm with SSA. Providing support and access to computers/printers in school to enable learners to complete homework/research tasks online and print results if required.

  |  |  |  |  |  |  |  |  |  |  |  | Parent workshop on Numeracy and Sumdog was held in November 2018 with 38% of families attended, 100/260. 100% of parents commentated on how helpful the Sumdog workshop was.CT evening 29 August- staff training on how to set assessments and select homework topics linked to class work. Staff trained on how to run reports from Sumdog to add to assessment picture.26 pupils attending homework club and accessing Sumdog in school. Of these 26, 15 are in SIMD 1 and 2/FME. | Sumdog consistently used at home and school.Learners are highly motivated to complete challenges and participate in national competitions.Staff confident in setting and using data from assessments to improve targeted support for learners. Class assessment data now included in teacher judgements to provide additional insight into learner’s progress. |
| **Measures:*** Sumdog reports and assessments to add to picture of learner’s progress.
* Professional dialogue and sharing of strategies to increase interest levels in numeracy.
 |
| **Measures:** |

**Sustainability:**

Please outline how you plan to mainstream or exit initiatives if required to enable sustainability in the longer term.

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| Increase in staff confidence through training and demonstration lessons to continue to build a nurturing environment for all learners.Careful timetabling of key staff to ensure that nurturing classroom can continue for at least one day per week.Training of parent helpers to allow joint initiatives to continue- paired reading. |